

Program offering course	Summer Performing Arts in Latin America
Course name	SPANISH FOR ARTISTS
Course code	SPAN201PA/SU
Areas of interest	Spanish language, communicative skills, communication and social media, literature
Language of instruction	Spanish
U.S. Semester Credits	3
Contact Hours	45
Term	Summer 2020
Course meeting times	TBD
Course meeting place	FLACSO Argentina
Professor	Vera Cerqueiras
Contact Information	adelastudyabroad@flacso.org.ar
Office address	Tucumán 1966 CABA
Office hours	TBD one hour per week

Course Description

The course proposes to work with different communicative tasks through a hierarchy and gradation of grammatical and lexical contents and integrated skills.

The main goal includes the understanding and production of different text types and discursive modes to achieve proper and accurate use of the target language according to the expected level.

Student learning outcomes

By completing this course, students will be able to:

- Understand the characteristics of Rioplatense Spanish in different socio-cultural immersion contexts.
- Produce oral and written texts that are grammatically, discursively and contextually correct, related to the local cultural events through the main discourse genres.



- Increase and consolidate comprehension of Spanish grammatical, lexical and normative system, specially focused on specific features of the performing arts in context.
- Utilize the target language to integrate their learning and previous knowledge within the local culture and environment.

Course dynamic

Through presentations and reports, conceptual and proactive explanations of oral and written interaction, the class will develop by putting the language into action in real communicative situations. The program supports the principle of teaching and learning Spanish in Spanish. Besides, it uses the methodology of "team teaching" to link specific contents of the program with linguistic content, through cooperative and simultaneous work among teachers in different areas.

Course Prerequisites

Beginning Spanish

Assessment and Final Grade

Attendance, Homework, and Class Participation	15%
Midterm Written Evaluation	20%
Final Written Evaluation	25%
Final Project	20%
Oral Presentations (2, 10 % each)	20%
TOTAL	100 %

Course Requirements

Attendance, Homework, and Class Participation

Attendance is mandatory. Specific homework assignments will be required for each class. An active participation during classes is encouraged.





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Midterm Written Evaluation

Midterm written evaluations will assess the fulfillment of communicative tasks, adequacy to the discursive genre, coherence and cohesion, grammar correction, and variety and appropriateness of vocabulary.

Portfolio

At the end of the program, students should show a portfolio with a set of written works that document their artistic experiences and their contact with specialized professionals, according to format and content guidelines indicated by the teacher.

Oral Presentations

Two oral presentations will be required. The final grade for these oral presentations will consider fluency, vocabulary, pronunciation and intonation skills, and use of communicative resources. It will be graded according to the following criteria: fulfillment of task, adequacy to discursive genre, engagement of audience, relevance of information presented, coherence and cohesion, grammar correction, variety and appropriateness of vocabulary, fluency, and intonation and pronunciation

Final project

A research will be developed regarding a cultural topic selected from a list provided by instructor. "Real world" knowledge and skills will have to be utilized to look for information in oral and written texts, interview people, visit places, etc. The result of the research will be orally presented to the class with visual support.

Weekly Schedule

WEEK 1

Presentation of the scope of the course and instruction method.

Give and ask for personal information: habits, likes, dislikes, preferences and interests.

Read texts to search for lifestyles information and prepare a comment to share with other students.

Talk about lifestyles and cultural issues. Extract information from audiovisual material.

Compare similarities and differences between their culture and the immersion culture.

Introduction to the national theatre:





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http://www.laprensa.com.ar/471776-Las-diez-claves-del-teatro-argentino-2018.note.aspx?fbclid=IwAR0ac_RaKhaF950yMzEL-VIYxD1wVBOwC8YJagCnfpQovPh3ZlBECnROGRY

Co-curricular activity: a walk around the neighborhood. Observe street scenery and landmarks, take photographs and prepare a written commentary to be shared in a forum.

WEEK 2

Awareness of the Spanish varieties. Spanish varieties en Latin America and the US. The rioplatense Spanish. Indigenous languages in Argentina.

The City of Buenos Aires. Demographic, economic, social indicators. Past and current migrations, indigenous people, afro-descendants.

Readings: *Vivir entre lenguas*, by Sylvia Molloy (selection).

"Al final, ¿llegamos de los barcos?", La Nación, 2011/09/04.

<https://www.lanacion.com.ar/lifestyle/al-finllegamos-de-los-barcos-nid1402942>

"Radiografía de los hogares porteños", Infobae 08/20/2019.,

<https://www.infobae.com/sociedad/2019/08/20/radiografia-de-los-hogares-de-la-ciudad-de-buenos-aires-como-viven-los-portenos-y-cual-es-el-ingreso-promedio/>

Co-curricular activity: visit to "Calle Corrientes", the most famous street for nightlife and artistic shows. Visit to a "Cafe notable": *El gato negro*, located on that street.

WEEK 3

Theater, social history and urban resistance. The role of art in recent Argentine history.

Reports and chronicles. Descriptive and narrative texts for telling and retelling stories. Interview. Formulation of questions.

Readings: http://www.teatrodelpueblo.org.ar/teatro_abierto/

https://www.pagina12.com.ar/216156-nuestra-trinchera-sigue-siendo-el-teatro?fbclid=IwAR38INk2Ng3NIMvbGsRP46tzjCK7vtEOVs-YgchIqzJkF_8FxUOmQdQckAg

https://www.nueva-ciudad.com.ar/notas/201909/41675-comienza-el-festival-teatro-x-la-identidad-en-el-teatro-cervantes.html?fbclid=IwAR1_ytXjSSBlbQBiaWM3cBagIKfj9Jwyw6w7CmpzMR

Guest lecturers: members of the local community that belongs to human rights organizations





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WEEK 4

Theater and local community. Artistic consumption habits. Theater and inclusion.

Reported speech. Elaboration of a comparison of consumption habits and dominant artistic trends.

Reading: http://teatrociego.org/?fbclid=IwAR1nA9f3KaZZ4JW_MM54j_WPqtI0mf0RPBg_2tiiDL3RNAZF_wkv6GNVDIuI

First Oral Presentation: a special feature of local culture.

WEEK 5

Performing arts and urban culture. Collective creation and social expression.

Use of impersonal expressions. Agreements and disagreements. Critical reviews.

Reading: http://congresoeducacionfisica.fahce.unlp.edu.ar/10o-ca-y-5o-l-efyc/actas-10-y-5/Eje2_MesaF_Mora_.pdf?fbclid=IwAR2TjozVKZE2z3936u-xI9u3bk4Gbu6EL2EZoOmgvgjv9C_cr_vD95lxamk

https://www.timbre4.com/generos/40-1-a-la-gorra.html?fbclid=IwAR1Oz6O2Nks9jsMY-jChH_wWvEdT4T9Kt-XyISe5CCTeFSS51lqV-MIzUCI

Midterm Written Evaluation

WEEK 6

Artistic expression and political commitment. Music, dance and movement in the streets. Public participation and artistic expression. Commands and public speech.

<https://asisebaila.com/flashmob-que-es-y-como-se-hace/>

https://www.clarin.com/espectaculos/teatro/boom-comedia-musical_0_uTORD6eHm.html?fbclid=IwAR2HxXK8VOv9BqEQfn9kSKU9LGuSmFg7NTm5qck7or-Vz81zEK79NPiu-eU

Guest lecturer: well known musician from local musical movement

WEEK 7

Development of a performance: first steps, first draft. Brainstorming and script sketch.

General revision and integration of contents.





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<https://microteatro.com.ar/?fbclid=IwAR39cVgJbTQpwOCM2-8ePKJuSmXYSg5rFcQxLujXtYB4aBbsfL7cJIFbP-8>

Second Oral Presentation: a comparison between my personal artistic experience before and after living in Buenos Aires.

WEEK 8

Portfolio: presentation of the individual portfolio

Final Project: group performance integrating experiences, learning and language skills

Final feedback. Reflections about learning goals.

After grading, both general and individual comments on performance will be given by Instructor. A final reflection about learning goals and achievements will close the course.

Course Materials

Workbook provided by the instructor.

Online Resources

Canal Encuentro <http://encuentro.gob.ar/>

Dirección nacional de teatro <http://www.inteatro.gob.ar>

Ministerio de Educación de la Nación Argentina. Portal educ.ar. Web. 30 de marzo de 2015.

<<http://www.educ.ar>>

Sitio oficial de Turismo de la Ciudad de Buenos Aires. Recorridos turísticos. Web. 30 de marzo de 2015.

<<http://www.turismo.buenosaires.gob.ar/es/agrupador-noticias/recorridos-turisticos>>

Sitio oficial de Cultura de la Ciudad de Buenos Aires. Agenda cultural. Web. 30 de marzo de 2015.

<<http://www.buenosaires.gob.ar/cultura>>

Welcome Argentina. Información turística sobre la República Argentina. 2003-2015. Web. 30 de marzo de 2015. <<http://www.welcomeargentina.com>>

Lecturer Bio

Vera Cerqueiras has a degree in Literature and Linguistics from the University of Buenos Aires and an MA from the University of Barcelona, in Spanish Teaching as a





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Second Language. She has been the academic coordinator of the Department of Spanish as a Foreign Language at the University of Buenos Aires from 1999 to 2008. Currently, she is the Spanish Program Director for the Latin American Studies Area at FLACSO Argentina, where she is in charge of the "Teaching and Managing Spanish as a second language Diploma"

Also she teaches Spanish at NYU Buenos Aires since 2008. Vera takes part also of Argentine Catholic University. She trains teachers in Spanish as a second language in Argentine at workshops, lectures, and courses and she took part as an expert in many international projects of cooperation for academic and technical assistance.

Her work focuses on the relationship between language and culture, and in the development of didactic material in order to improve proficiency in Spanish language by non-native speakers.



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