



FLACSO  
ARGENTINA

Facultad  
Latinoamericana de  
Ciencias Sociales.  
Sede Argentina.  
Área Estudios  
Latinoamericanos.

<b>Program offering course</b>	<b>JTerm Spanish in action</b>
<b>Course name</b>	<b>WRITING WORKSHOP</b>
<b>Course code</b>	<b>SPANW123SIA/JT</b>
<b>Areas of interest</b>	Spanish language, linguistics, modern languages, philology, cultural studies, social sciences, communication and social media
<b>Language of instruction</b>	Spanish
<b>U.S. Semester Credits</b>	3
<b>Contact Hours</b>	45
<b>Term</b>	JTERM 2020
<b>Course meeting times</b>	TBD
<b>Course meeting place</b>	FLACSO Argentina
<b>Professor</b>	Roxana García
<b>Contact Information</b>	<a href="mailto:adelastudyabroad@flacso.org.ar">adelastudyabroad@flacso.org.ar</a>
<b>Office address</b>	Tucumán 1966 CABA
<b>Office hours</b>	TBD one hour for week

### Course Description

In this course, students develop an increasingly accurate use of Spanish grammar and communicative skills. Building on work in previous levels, students learn more subtle and idiomatic uses of grammatical forms including contrasting uses of moods (indicative, subjunctive and imperative), The main goal is to develop in the students an understanding of more complex messages in written situations both fictional and non fictional and encourage the ability to make a creative use in a second language.

### Student learning outcomes

By completing this course, students will be able to:

- Produce written texts that are grammatically, discursively and contextually correct.
- Understand the characteristics of Rioplatense Spanish in different socio-cultural immersion contexts



- Increase and consolidate comprehension of Spanish grammatical, lexical and normative system.
- Utilize the target language to integrate their learning and previous knowledge within the local culture and environment.

### Course Prerequisites

None

### Course dynamics

In this course, we will explore different formats with the aim to produce effective and adequate competencies to different language use and situation texts. Furthermore, we will focus on the proper use of grammar and select precise vocabulary with the intention to satisfy not only communicative needs but also academics needs.

In addition, we will have a weekly guest lecturer and a co-curricular activity in order to use Spanish in a meaningful context. Therefore, active participation on the part of the student is required.

### Assessment and Final Grade

Attendance, Homework, and Class Participations	15%
Midterm Written Evaluation	20%
Final Written Evaluation	25%
Portfolio	20%
Final work	20%
TOTAL	100%

### Course Requirements

#### Attendance, Homework, and Class Participation

Specific homework assignments will be required for each class. Students will be engaged to actively participate during the classes both in individual and small group activities. Group reports to be presented orally will be periodically assigned to assure active student participation.

#### Midterm and Final Written Evaluation



Midterm and final written evaluations will include both comprehension and production tasks, including grammar and lexical exercises, composition, and reading comprehension. Students will be assessed on the ability to apply reading comprehension to the development of written tasks. Written texts will be assessed according to the following criteria: fulfillment of tasks, adequacy to the discursive genre, coherence and cohesion, grammar correction, and variety and appropriateness of vocabulary

### Portfolio

At the end of the course each student will present their personal portfolio which is the systematic collection and evaluation of student work during the program. The Portfolio provides evidence of their progress and will be evaluated on that basis.

### Final work

Students will have to develop a comic using materials and topics overviewed during the course. It is expected to produce fictional texts related to original topics. All the comics will be orally presented to the class and teacher will provide feedback to create a story in common. It is possible to receive an evaluation for group work.

## Weekly Schedule

### WEEK 1

**Contents:** Narrative sequence. Structure. Verb tenses of the narration. Temporary and casual or consecutive connectors. The children's story. The travel anecdote. The biography. Descriptive sequence. Structure. Verb tenses and verbs used. Space Connectors Comparisons, style resources. Portrait.

**Activities:** written production. Narration of the arrival in Argentina. Production of a narrative from certain narrative nuclei. Transformation of another children's story in a newspaper article. Visualization of a new version of Little Red Riding Hood in short video format. Writing the history of the video. travel anecdote story. Story of a personal travel anecdote. The biography. the portrait of an Afghan girl. Description of a person or character of choice from a photograph.

**Readings:** Reading of the children's story "Little Red Riding Hood" and its transformation as a newspaper article. Parodic cartoon. Generic differences. Children's story. From only paratextual information, writing the biography of Emilio Salgari.

**Co-curricular activities:** make a visit to a historic place in the city and write the story.

### WEEK 2

**Contents:** Descriptive sequence. Structure. Verb tenses and verbs used. Space Connectors Comparisons, style resources. Descriptions of places. Descriptive and narrative sequences. Instructional sequence. Imperative mode. Indications on public roads. Use's manual. Cooking recipe.



**Activities:** Story quiz. Work with directions on public roads. Writing a recipe typical of your country. Writing for a tourist brochure of recommendations for compatriots visiting Argentina.

**Readings:** "Bestiary" by Julio Cortázar. Regulations of use. Journalistic articles on a controversial topic. Regulation of the use of the electric skateboard in the city of Buenos Aires.

### Midterm Written Evaluation

**Co-curricular activities:** visit to a remarkable coffee in the city and description of the place. Walk along Corrientes Avenue and description of the perceived. Visit to milonga. Later written account of the experience. Survey of the indications in the subways.

### WEEK 3

**Contents:** Dialogue sequence. Features. Direct and indirect style. Verb tenses of the subjunctive mode. Comics. Direct and indirect style. Explanatory sequence. Structure. Resources.

**Activities:** transfer of direct to indirect and indirect to direct style. Work with a comic corpus. Explanation of the form of election of representatives in your country. Writing and subsequent presentation of an expository text from the sources read.

**Readings:** from the "Sexa" story. Readings: Comic corpus. Fragments of study manuals on the form of representation in Argentina. Journalistic articles on a controversial topic. Regulation of the use of the electric skateboard in the city of Buenos Aires.

### Portfolio

**Guest lecturer:** interview with an Argentine journalist. Transcription

### WEEK 4

**Contents:** Argumentative sequence. Letters of readers. Argumentation. Gender review.

**Activities:** Writing a letter from readers from a corpus of newspaper articles on everyday topics of the city of Buenos Aires: dog walkers, opening and closing hours of nightclubs, regulation of the use of the electric skateboard. Writing a show review.

**Readings:** corpus of newspaper articles. Corpus of newspaper articles on controversial topics.

**Final written evaluation.** Selection of a controversial topic (ecology, defense of the environment, protection of animals, for example). Writing and subsequent oral presentation of an argumentative text.

### Final work

### Course Materials

Readings

Cortázar, Julio. (1985). *Bestiario*. Buenos Aires: Sudamericana





Grimm, Jacob. (2012). *Todos los cuentos de los hermanos Grimm*. Buenos Aires: Editorial antropológica.

Negrón, María. (2013). *Cartas extraordinarias*. Buenos Aires: Alfaguara.

### Online Resources

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-turísticos>>

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>>

[www.lanacion.com.ar](http://www.lanacion.com.ar)

[www.clarin.com.ar](http://www.clarin.com.ar)

[www.perfil.com.ar](http://www.perfil.com.ar)

### Media Resources

Sebastián Borensztein (2011) Un cuento chino:

<https://www.youtube.com/watch?v=eyl1A0YtMhg>

*Others*

Red Riding Hood dark: <https://www.youtube.com/watch?v=8SpQd915jMU>

### Lecturer Bio

**Roxana García** has a degree in Linguistics and Literature from the University of Buenos Aires. In addition, she has obtained post titles in Teaching of Spanish as a Second and Foreign Language and in Research Methodology in Humanities, both at the University of Buenos Aires. Currently, she is *maestranda* in Master on Epistemology and History of Science, of the National University of Tres de Febrero. She is Professor of Semiology in the Common Basic Cycle of the University of Buenos Aires and Professor of Spanish in the Language Laboratory of the Faculty of Philosophy and Letters of the University of





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Buenos Aires. He has worked as a teacher of Academic Writing Workshop in various Argentine universities, such as the University of Quilmes, the University of General Sarmiento and the University of San Martín.



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