



FLACSO
ARGENTINA

Facultad
Latinoamericana de
Ciencias Sociales.
Sede Argentina.

Área Estudios
Latinoamericanos.

Program offering course	Semester Sociocultural Studies of Latin America
Course name	WRITING WORKSHOP
Course code	SPANW123SS/SEM
Areas of interest	Spanish language, linguistics, modern languages, philology, cultural studies, social sciences, communication and social media
Language of instruction	Spanish
U.S. Semester Credits	3
Contact Hours	45
Term	Fall 2020
Course meeting times	TBD
Course meeting place	FLACSO Argentina
Professor	Roxana García
Contact Information	adelastudyabroad@flacso.org.ar
Office address	Tucumán 1966 CABA
Office hours	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 Participation	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





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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.

Activities: written production. Narration of the arrival in Argentina.

Readings: Reading of the children's story "Little Red Riding Hood" and its transformation as a newspaper article. Parodic cartoon. Generic differences.

WEEK 2:

Contents: Narrative sequence. Structure. Verb tenses of the narration. Temporary and causal or consecutive connectors. The children's story.

Activities: 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.

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

Readings: children's story.

WEEK 3





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Contents: Narrative sequence. Structure. Verb tenses of the narration. Temporary and causal or consecutive connectors. The travel anecdote. The biography.

Activities: travel anecdote story. Story of a personal travel anecdote. The biography.

Readings: Travel anecdote. A biography. From only paratextual information, writing the biography of Emilio Salgari.

WEEK 4

Contents: Descriptive sequence. Structure. Verb tenses and verbs used. Space Connectors Comparisons, style resources. Portrait.

Activities: the portrait of an Afghan girl. Description of a person or character of choice from a photograph.

WEEK 5:

Contents: Descriptive sequence. Structure. Verb tenses and verbs used. Space Connectors Comparisons, style resources. Descriptions of places.

Co-curricular activity: visit to a remarkable coffee in the city and description of the place. Walk along Corrientes Avenue and description of the perceived.

WEEK 6:

Contents: Descriptive and narrative sequences.

Activities: Story quiz.

Readings: "*Bestiario*" by Julio Cortázar.

Co-curricular activity: visit to a milonga. Later written account of the experience.

WEEK 7:

Contents: Instructional sequence. Imperative mode. Indications on public roads. Use manuals

Activities: Work with directions on public roads.

Readings: Regulations of use.

Midterm written evaluation

Co-curricular activity: a survey of the indications in the subways.





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WEEK 8

Contents: Instructional sequence. Imperative mode. Cooking recipe.

Activities: writing a recipe typical of your country. Writing for a tourist brochure of recommendations for compatriots visiting Argentina.

Reading: Journalistic articles on a controversial topic. Regulation of the use of the electric skateboard in the city of Buenos Aires.

WEEK 9

Contents: Dialogue sequence. Features. Direct and indirect style. Verb tenses of the subjunctive mode.

Activities: transfer of direct to indirect and indirect to direct style.

Reading: from the "Sexa" story.

Guest lecturer: interview with an Argentine journalist. Transcription

WEEK 10:

Contents: Comics. Direct and indirect style.

Activities: Work with a comic corpus.

Readings: comic corpus.

WEEK 11

Contents: Explanatory sequence. Structure. Resources.

Activities: Explanation of the form of election of representatives in your country.

Readings: fragments of study manuals on the form of representation in Argentina.

WEEK 12

Contents: Explanatory sequence.

Activities: Writing and subsequent presentation of an expository text from the sources read.

Reading: Journalistic articles on a controversial topic. Regulation of the use of the electric skateboard in the city of Buenos Aires.

WEEK 13:

Contents: Argumentative sequence. Letters of readers.



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.

Readings: corpus of newspaper articles.

WEEK 14

Contents: Argumentation. Gender review.

Activities: Writing a show review.

Readings: corpus of show reviews.

Portfolio

Co-curricular activity: watch a movie or a play in Spanish.

WEEK 15:

Contents: Argumentation.

Activities: General revision. **Final written evaluation.** Selection of a controversial topic (ecology, defense of the environment, protection of animals, for example).

Readings: corpus of newspaper articles on controversial topics.

Final work: Final feedback. Reflections about learning goals.

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.





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<<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

www.clarin.com.ar

www.perfil.com.ar

Films

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 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.

