COURSES FOR FOREIGNERS

ACADEMIC UNIT: Vice-rectorate for research and development
ACADEMIC AREA: Intensive Spanish courses for foreigners–
Grammar (Low-Intermediate level)

TIME ASSIGNMENT: 10 hours per week - 40 contact hours total

SYLLABUS 2019

Objectives

General objectives
To ensure that students can:
- Manage in everyday communicative situations, typical life in a Spanish-speaking city and in a university setting, in a formal and informal way;
- Express opinions on abstract and cultural subjects in a simple, limited but coherent way, both orally and in writing; offer advice on a known area, and understand public instructions and announcements, and nuances in meanings and opinions.
- Describe past and current experiences, desires and future plans.
- Express with simple structures: hypothesis, assumptions and arguments.

Specific objectives
To ensure that students can:
- Reproduce all of the sounds of Spanish in a distinctive way and the intonation curves.
- Know the lexicon corresponding to general thematic areas, with a basic synonymy.
- Formulate descriptions, narratives and instructive texts, oral and written, in present, past and future;
- Understand descriptive, narrative, instructive, journalistic and argumentative texts of moderate complexity.
- Recognize and use a formal and informal register in everyday communicative situations, both orally and in writing.

Cultural content


Traditional festivities.

Our stuff: The bus (colectivo), mate, roasted meat, empanadas, Alfajores, pizza, Boca Juniors, el fileteado porteño (Buenos Aires decorative art).

Tango. Traditional and contemporary versions.

History of Argentina: Perón and Evita, dictatorship 1976 to 1983, madres de Plaza de Mayo (Mothers of the Plaza de Mayo).

El fútbol (Soccer).

Argentine audiovisual advertising.

Media: Television (newscasts, soap operas, gossip programs); newspapers: News, interviews.

Argentine comics: Quino (Mafalda and her friends), Nik, Liniers, Maitena. Latin American songwriters.

Communicative contents

Give and receive advice: Doctors, security to move in the city, travel, academics, personal relationships, travel, etc.

Carry on formal and informal telephone conversations: agree on appointments and programs, make reservations and complaints, ask for information. Express probabilities and assumptions, past and present.

Express opinions, substantiate them, argue them to others in informal contexts.

In social outings — at the bar (casual encounters), in the restaurant — make suggestions, file complaints, make requests, ask for clarifications. Agree on an outing with others. In the organization of trips, to reach agreement, negotiate, find alternatives, request specific items, find information.

Give and receive instructions (move about the city and in different destinations; handle technology, perform paperwork, resolve everyday issues: electrician, laundry, etc.)

Express desires: formulate, accept and reject invitations, place orders, formulate basic claims, express preferences.

Give advice in predictable situations (medical, tourist, between students and friends).

Narrating past anecdotes, recounting experiences.

Send and return emails: formal and informal.
In social life, express greetings and typical phrases, conventions associated with
the event, expressions of courtesy and exclamation.

Know variations of meaning in intonation: assumptions, focus.

**Discursive content**

- Reading comprehension of long texts of a certain complexity (of relatively
  well-known topics): Comics, graphic and audiovisual advertising, journalistic
texts, academic texts, narratives, instructive and argumentative
texts, essays.
- Reading comprehension and production of various types of texts: Formal
  and informal emails, informal letters, basic letters to the editor, recipes and
instructions, narrations, internet forums, blogs, simple instructional texts,
formal arguments, essays: Narratives and descriptive.
- Production of segments: descriptive, narrative, instructive and simple
  argumentative.
- Cohesive procedures: Uses of connectors and temporal, consecutive,
  conditional, and causal links. Production of different types of structures
  according to the textual type, and variety in the thematic progression. Uses
  of pronominal references. Recognition and production of basic structures
  in the different textual types (introduction/presentation, knot,
  outcome/conclusion.)

**Grammatical content**

**Verbs:** Review of conjugations and uses seen in the previous levels of the
following verb tenses: Indicative mood: Present, simple preterit, imperfect
future, simple conditional. Imperative mood.

Imperfect: Regular and irregular forms; uses. Comparison and combination of
the simple preterit / imperfect.

Continuous tenses: Use of the simple preterit of the verb "estar" + gerund.
Use imperfect of the verb "estar" + gerund. Present perfect: Regular and
irregular forms; uses. Specific use in the Río de la Plata.
Pluperfect: regular and irregular forms; uses.
Comparison with other past tenses.
Regular and irregular participles.
Probability in the present: the verb "deber" in the present indicative + infinitive;
Imperfect future of the indicative.

Uses of the simple conditional: To express courtesy, advice, present and
future probability, “I wish.”
Probability in the past: the verb "deber" in the preterit perfect and imperfect in
the indicative + infinitive.
Uses of SER and ESTAR.
Constructions to indicate obligation: hay que + Infinitive; tener que + Infinitive;
deber + Infinitive.
Construction of verb + Gerund: seguir, continuar, dejar, llevar, andar,
quedarse, ir, venir. Impersonal Expressions: impersonal form of the verb
"haber" and "hacer". Verbs in third person plural. Climatic phenomena, expressions with ser and estar. Passive voice present, Simple and compound preterit, imperfect, pluperfect.

- **Nouns and adjectives**: Uses of diminutives. Formation. Subject-verb agreement. Noun-adjective agreement. Gender and number: Conflictive cases.


- **Prepositions**: Using prepositions: a, con, de, desde, en, entre, hacia, hasta, para, por, sin, sobre. Prepositional phrases of place and time. Verbs that govern or are accompanied by certain prepositions (suggested List): acabar de, acercarse a, acordarse de, alejarse de, aprender a, asistir a, ayudar a / a, bajar de, burlarse de, caminar, casarse con, comentar, comenzar a, compartir con, concordar en / con, consistir en, contactar/se con, conversar con / de, convertirse en, chocar con / contra, darse cuenta de, dedicarse a, dedicarse a, dejar de, empezar a, enamorarse de, encerrarse en, encontrarse en / con, enterarse de, escapar de, estar (with various prepositions), estar acostumbrado a, estar de acuerdo con / en, estar dispuesto a, estar relacionado o relacionarse con, estar seguro de, hablar de / con / a, invitar, llegar, mudarse a, obligar a / a, olvidarse de, partir, pensar, preguntar, regresar de, reunirse con / en, salir de / a / con, sentarse en / a / con, subir a, temer a , tener miedo de, terminar de, tratar(se) de, volver.

- **Adverbs**: Nunca, nunca antes, todavía, recién, aún, ya. Formation.


- **Subordinate Clauses**: Relative subordinate clauses. Adverbial (temporal and causal) subordinate clauses.
1. Class objectives

The student should be able to:

- Speak Spanish with confidence according to your interlanguage level in an intelligible way for your interlocutors

- Interact orally by taking and asking for speech turns, clarify and interrupt when necessary in a manner appropriate to your level

- Expand discursive practices according to the environment in which the student is currently in or will be in the near future

2. Methodology

All classes have 3 parts:

- Part One: approximately 30 minutes.

During these first minutes we recirculate orally and, if necessary, in writing, all of the lexical baggage that has been emerging in previous classes and has been significant, for its use and frequency, for the students. The student is expected not only to remember, but to activate the words, the short phrases or the
functional phrases, going from knowing to doing; that is to say, going from the knowledge to the active use of the articles in question.

- Second Part: Approximately 40 minutes.

The students put the language to use to resolve a given situation that simulates those situations that they have or will have to address in real life, outside the security of the classroom. For example, brief oral presentations, business claims, ordering and clarification of information, choice of options, and agreement with peers, among others. They also put the language to use and the lexicon in different leisure situations in which it is necessary to interact and look for information to carry out the activities; also, in debates of topics of interest, of topicality or of those emerged from cultural outings.

- Part Three: Approximately 40 minutes.

We work on listening for comprehension. We focus on strengthening listening as a process and not as a product. We work on this process of active listening through the development of strategies such as decoding, anticipation, hypothesis creation, etc.

Notes:

1. The grammatical contents that provide the framework to the proposed class activities are taken from the class: Grammar.
2. The lexical contents that serve as material depend on the needs and interests of each group and are reflected in the attached “CIERecirculación Lexical Nivel Alto”.
3. Some 80% of the audios used are real and selected according to student interest and the program of "Salidas" proposed for each CIE.

3. Class requirements

Students must attend a minimum of 70% of the classes, arriving on time, and actively participate in the proposed activities.
4. Evaluation

Students are continuously evaluated class by class. They are assessed not only on their oral production, but also on their effort, attitude and “risk” taking when putting Spanish as a foreign language in use.

We also work with self-recorded audios that allow students to listen to themselves and check their own progress.

María Laura Mentasti
UNIVERSITY OF EL SALVADOR
ACADEMIC UNIT: Vice-rector for Research and Development
ACADEMIC RESPONSIBILITY: ARGENTINE ART and CULTURE (Intensive Spanish Course) TIME ASSIGNMENT: Duration: 32 contact hours

SYLLABUS 2019

General objectives

In the ARTE y CULTURA class, we present to the international exchange students a broad panorama of Argentina, from different viewpoints: tourism, history, politics, the arts, and customs.

We cover a wide spectrum of our culture and we do it using audiovisual materials in the classroom and guided tours in the city. We finish most of our walks in bars or restaurants because we consider them to be the ideal spaces to familiarize oneself with the idiosyncrasies of Buenos Aires; these activities also strengthen the ties among the students.

Each of our activities is accompanied by a questionnaire, which helps students to consolidate their knowledge and to develop their writing.

Students must attend eighty percent (80%) of all of the activities; participation in class and the presentation of assignments also form part of the final assessment.

Buenos Aires is a culturally active city, so every year we are adding new activities and we vary our programs.

By way of example these were our classes and outings for the CIE on February 2019

In-class Topics

Presentation and generalities about the city and its inhabitants.

Our culture’s personality

Holidays and events.

Students’ presentation of assignments
Guided visits

Old Town with a visit to the Casa de Gobierno (Provincial Government House) + Café Tortoni (The oldest in the city)

Visit to a country estate in the province of Buenos Aires + Activities and barbecue

The Recoleta neighborhood and its historic cemetery + “La Biela”, Bar Notable

Evita Museum with lunch at the museum

San Telmo neighborhood With a visit to the urban archaeology site “Zanjón de Granados” + Coffee in “Mercado de San Telmo”

Visit to the MALBA (Museo Arte Latinoamericano de Buenos Aires and tour of the Palermo Chico neighborhood + Tea in the Palacio Errazuriz

Daylong visit to Tigre + boat tour in the delta + lunch at a rowing club + Fruit market.

La Boca neighborhood (visit to the Boca Juniors stadium) and Puerto Madero with lunch

Visit to the Teatro Colón and the surrounding area + Coffee at the “Petit Colón,” a Bar Notable

Tango class with a visit to the house/museum “Botica del Angel”
ACADEMIC RESPONSIBILITY: Argentine Literature (Intensive Spanish Course)

DURATION: 4 classes (10 contact hours total)

PROFESSOR / SUPERVISOR: Lic. Leonardo Graná

1- GENERAL OBJECTIVES:

Class description and objectives:

A language is a way of conceptualizing the world, and the written language "provides a set of categories to think the language" (Olson, 1994)¹. The Spanish student, then, through the study of our language, accesses a way of thinking the world, and through reading, acquires models for the lexicon, syntax and logical relationships of the parts of the text. Through literature, the student not only reinforces his/her linguistic competence, but also accesses knowledge of the culture and the historical social context in which the work is conceived.

Argentine literature possesses a richness and maturity that has earned it international recognition. 20th-century literature has often been committed to political, social and cultural processes, which, in addition to its aesthetic values, captures the culture’s idiosyncrasies.

Student objectives:

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✓ To strengthen his/her use of Spanish.
✓ To become familiar with and reflect on Argentine literature.
✓ To link Argentine literature with the context of its production.
✓ To aesthetically assess the texts without losing sight of the presence of the political and the social context.

**Thematic units:**

1. *La realidad y lo fantástico (Reality and Fantasy)*
   
   **Bibliography:**
   

2. *En busca de los argentines (In Search of the Argentines)*
   
   **Bibliography:**
   

3. *Evita, esa mujer (Evita, that woman)*
   
   **Bibliography:**
   

4. *Memoria de los desaparecidos (Memory of the Disappeared)*
   
   **Bibliography:**
   