SYLLABUS 2019

Objectives

General objectives
To ensure that students can:
- Deal with complex communicative situations, both formal and informal, can express opinions, assumptions, suppositions, conditions, concessions and probabilities in different ways and with different Nuances
- relate to native speakers with a sufficient degree of fluency and naturalness so that communication is effortlessly achieved by the interlocutors.

Specific objectives
To ensure that students can:
- Formulate descriptions and narratives, give instructions and argue, both orally and in writing, in the present, past and future;
- Understand texts of differing complexity, type and style;
- To know a pertinent vocabulary to describe people and personalities, feelings, situations, and to express their opinion;
- Adapt their registration, formal or informal, according to the different communicative situations in which they are, both orally and in writing.

Cultural content
(Different topics will be selected within these contents for each semester)
- Ecology and the environment: open-pit mining; Antarctica; caring for urban environments.
- **New technologies**: Internet, forums, blogs, cell phones, etc.; impact on everyday life.
- **Popular wisdom**: Stock phrases, proverbs and sayings.
- **The world of work**: job interview, CV, labor discrimination.
- **The world of the university**: types of universities, public and private education, student life, residences.
- **Prejudice and discrimination**: race and gender, age and physical issues.
- **Personal relationships**: relationships between men and women, love relationships.
- **Standards of beauty**: aesthetic surgeries, external image, stereotypes, advertising discourse.
- **Psychoanalysis**: The obsession of Argentines for psychoanalysis.
- **SOLIDARITY Action**: NGOs in Argentina.

**Resources**
- Opinion articles.
- Argentine audiovisual advertising.
- Rioplatense and Latin American literature: Julio Cortázar, Ángeles Mastretta, Marco Denevi, Oliverio Girondo.
- Argentine comics: Quino, Nik, Liniers, Maitena.
- Latin American song writers: Jorge Drexler, Charly García, Bacilos, Babasónicos, Árbol, Gustavo Cerati, Sui Generis, traditional boleros.

**Communicative contents**
- To argue in an efficient manner on general issues and in formal and informal registers: to defend a point of view to others; to express opinions and to substantiate them, to distinguish pros and cons from different positions.
- Give and receive instructions with a high degree of precision (for example, to handle technology, to complete common paperwork and other procedures, to resolve everyday issues: electrician, laundry, etc.)
- Express desires with different nuances of intensity, degrees of eventuality, in different registers.
- Express hypothesis and assumptions with different nuances of intensity, degrees of eventuality, in different registers, on past, present and future actions.
- Express conditions and concessions with a variety of structures.
- Formulate, accept and reject invitations, make orders, formulate claims with different nuances of intensity and in different registers.
- Give advice in all kinds of situations and contexts.
- Narrate past anecdotes, telling their own and others’ experiences, transmitting speeches from others.
- Give and ask for authorization.
- In social life, express greetings and typical phrases, conventions associated with the event, exclamations and courtesy expressions.
- Vary meaning with intonation: make 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, formal letters, letters to the editor, recipes and instructions, narrations, internet forums, blogs, simple instructional texts, formal arguments, essays.
- Cohesive procedures: Uses of connectors and temporal, consecutive, conditional, concessionary and causal links. Production of different types of structures according to the textual type, and variety in the thematic progression.

**Grammatical content:**

**Verbs:**
Review of all verb tenses in the indicative and imperative mode. Compound conditional and future perfect: Uses and conjugation.
Subjunctive mood: Present, Imperfect, present perfect, pluperfect, preterit perfect. Regular and irregular verbs. Temporal values of each of the tenses.
Uses of the subjunctive:
- The subjunctive in main sentences to express a desire, a possibility and a doubt.
- The subjunctive in subordinate noun clauses:
  - to express a desire, a possibility and a doubt,
  - in subordinate clauses with main clauses containing verbs of emotion,
  - in subordinate clauses with verbs of “ser” or an exclamatory construction,
  - in subordinate clauses with verbs expressing will in the main clauses,
  - in subordinate clauses with verbs of authorization in main clauses,
  - in subordinate clauses with verbs of perception in main clauses,
  - in subordinate clauses with verbs expressing purpose in the main clauses.
- The subjunctive in subordinate adverbial clauses:
  - in subordinate clauses with temporal conjunctions to express a future action,
  - in subordinate clauses with conditional conjunctions,
  - in subordinate clauses with concessionary conjunctions,
  - in modal subordinate clauses,
  - in subordinate clauses with abstract nouns in the main clauses.
- The subjunctive in adjectival subordinate clauses:
  - in subordinate clauses to define hypothetical people, objects, places, entities, etc.,
  - after compound indefinite pronoun constructions + “que” and similar expressions.
Uses of “ojalá” with the different tenses of the subjunctive.
Possibility:

Possibility in the present: Review of *deber* + Infinitive y future imperfect.

Subjunctive present/ Imperfect of the subjunctive

Possibility in the past: *deber* + past in the indicative / infinitive perfect

Simple conditional / future perfect

Compound conditional

Imperfect and pluperfect in the subjunctive

Possibility in the future: Simple conditional

Imperfect of the subjunctive

Tense agreement between main and subordinate verbs. Present of the subjunctive and periphrastic future or present indicative. Comparison of the past perfect in the subjunctive with the imperfect of the subjunctive and the future perfect of the indicative.

Indirect discourse: Verb tense concordance. Hypothetical periods.

Passive voice with “se”. Impersonal “se”.

**Verboids:**

Constructions of verb + infinitive (verbs expressing emotion and will).

Uses of simple infinitive. Use of composite infinitive.

Passive participles + "por".

The gerund in verb phrases of perfect verbs.

Verbs that govern gerund

**Pronouns:**

Relative pronouns: *cuyo/ cuya/ cuyos/ cuyas*.

Compound Indefinite pronouns (*cualquiera, quienquiera, dondequiera, comoquiera, cuandoquiera*).

**Conjunctions and links:**

Review.

Connectors indicating purpose: *para que, a fin de que, con el propósito de que, para asegurarse de que, para lograr que*.

Temporal connectors. *antes (de) que, tan pronto (como), después de que, apenas, hasta que, cuando, en cuanto, no bien, el día que, la próxima vez que*.

Condicional: *mientras, siempre que, como, con tal de que, en caso de que, siempre y cuando, a condición de que, a no ser que, salvo que, a menos que*.

Concessionary connectors: *aunque, por mucho que, por más que, por muy + adjective/adverb + que, así, si bien, aun cuando, por más + adjective/ adverb+ que, a pesar de (que)*.

*Como si*.

Concessionary connectors + Imperfect of the subjunctive. Conditional connectors + imperfect of the subjunctive.

**Articles:**

*El, un, Ø*.

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**Passing grade requirements**

The student must meet two requirements to pass the course:

- Get an average equal to or greater than 4 (four) in two items:
  - The final written exam and the final oral exam;
- Attend at least 75% of class sessions.
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. These situations could include brief oral presentations, business claims, ordering and clarifying information, selection of options and agreement with peers, among others.

- 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 give 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 Luz Callejo

1-3-19
UNIVERSITY OF EL SALVADOR
ACADEMIC UNIT: Vice-rector for Research and Development
ACADEMIC AREA: 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

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 “Zanjon 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 AREA: 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). 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 has 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:

✓ To strengthen his/her use of Spanish.
✓ To become familiar with and reflect on Argentine literature.

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✓ To link Argentine literature with its production context.
✓ 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) Bibliografía:

3. Evita, esa mujer (Evita, that woman) Bibliografía:

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