ACADEMIC UNIT: Vice-rector of research and development

COURSE TITLE: Spanish for foreigners – Advanced Level: Literature, writing and Grammar Workshop. SITE: Centro

PROFESSORS: Mag. Haydée Nieto – Prof. Julián Martínez Vázquez

CLASS SCHEDULE: 3 hr / week - DURATION: quarterly

54 contact hours

General Objectives: To ensure that students perfect their use of written Spanish, both in their comprehension and in their production of learned and formal vocabulary and the more complex grammatical structures, for social, academic and professional purposes.

Specific objective: to ensure that students
- Understand demanding, extensive literary and informative texts, and recognize in them implicit meanings;
- Produce coherent and cohesive formal texts on complex topics that correspond to a wide variety of textual types;
- Acquire, by studying the work of Jorge Luis Borges and Julio Cortázar, two of Argentina’s most famous writers, a greater knowledge of the Ríoplatense dialect and Argentine literature.

Cultural content:

The Buenos Aires of Jorge Luis Borges and the culture of the Río de la Plata. The society of the shores and the Orilleros. The creole duel. The subject of fate, discrimination and identity in Ríoplatense society.
Other analyses of Borges: Borges, una biografía (Horacio Salas), Georgie, mi hijo (Leonor Acevedo de Borges), Borges o la coincidencia de los opuestos (Estela Cédola), Identidad, discriminación y destino: los inmigrantes de Borges (Haydée I. Nieto).

Readings and analysis of the narrative and poetic work of Julio Cortázar: Casa tomada, La salud de los enfermos, Cartas de mamá, Continuidad de los parques.
Political, social and cultural vision of Argentina and the world in Cortazar’s texts and interviews. Socialism in the world: peronismo in Argentina.
Film analysis: Mentiras piadosas (2009), Cortázar (documentary).
Other analyses of Cortázar: Excerpt from a letter from Cortázar to Graciela Maturo; excerpt of interview with Joaquín Soler Serrano (“A Fondo”, TVE, 1977).

Stories by other Argentine authors: Roberto Arlt, Pequeños propietarios; Ricardo Güiraldes, De mala bebida; Rodolfo Walsh, Esa mujer.

**Communicative contents:**

To argue efficiently on general, academic, cultural and historical topics (mostly related to the tales of Borges and Cortázar and their critical texts), in formal register: 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. Express desires with different nuances of intensity, degrees of eventuality, in different registers. Express hypotheses 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, give orders, formulate claims and complaints with different nuances of intensity and in different registers. Give advice in all kinds of situations and contexts. Narrate past anecdotes, recount one’s own and others’ experiences, use reported speech. Summarize and synthesize stories read in class. Give and ask for authorizations. To vary meaning with intonation: to express assumptions, to focus. Expound on a given subject in writing.

**Discursive content:**

- Reading comprehension of extensive and highly complex texts (of unknown subjects): Short stories, academic and historical texts, films, songs, graphic and audiovisual advertising, journalistic texts, narrations, instructive texts and argumentative, essays. Texts with technical details and legal implications.
- Writing and production of textual types: Informal and formal letters, letters to the editor, solicited, pamphlets, recipes and instructions, narrations, chronicles and news articles, summary of arguments of stories and newspaper articles, advertisements, complex instructional texts, formal arguments, monographs, literary texts. Correct use of accentuation and punctuation.
- Cohesive procedures: Uses of connectors. Production of different types of structures according to the textual type, and variety in the thematic progression.

**Grammatical contents:**

Concept of formal and learned language, written language and oral language, dialect or variety, jargon. Characteristics of the written and formal language. Analysis of the lexicon, grammatical structures and the formal and ed varieties of the writers analyzed.
Review of grammatical concepts in general: alternating past tenses, the prepositional direct object, comparison of “ser” and “estar” (more complex cases), verbs of change, subjunctive of unreality, general review of temporal values in the subjunctive.

The classes will take the form of a seminar-workshop, with the direct and constant participation of the students. The sessions will be complemented with audio recordings and the projection of audiovisuals with music, documentaries and films on the tales of Borges and Cortázar. To pass the class, students must pass the final written exam with a score of at least 4 (four) and attend at least 75% of class sessions.