

SPAN 265UNCJ

INTERMEDIATE CONVERSATION

Course load: 80 hours

GENERAL COURSE OBJECTIVES

Upon completion of the Spanish II course, in comparable terms to the levels of the MCER (B1), ACTFL (Intermediate Mid), and CELU (Basic), we expect the student to:

1. Carry out habitual and common interactions in daily life, in relation with their most immediate needs
2. Perform effectively in familiar and known situations, making the most of a broad but simple repertoire of learned vocabulary, structures and phrases.
3. Communicate adequately in a neutral register, although with sufficient flexibility to adapt to different situations
4. Be able to deal with authentic texts produced by native speakers, at a standard language level
5. Be aware of the most important courtesy norms and have the ability to identify the most significant differences between the customs, practices, attitudes, values, and beliefs that prevail in the target community and their own.
6. Have strategies and tools for autonomous learning.

SPECIFIC COURSE OBJECTIVES

According to each macro-skill, the student is expected to have:

Listening comprehension

Comprehend relevant information with sufficient and effective understanding in oral interactions in daily life and in their interactions with native speakers

Oral Production

Communicate adequately in a neutral register. Ask for and give sufficient and adequate information in daily situations. Explain and defend their opinions or positions in a simple manner. Express tastes and preferences. Be aware of the most important courtesy norms.

Reading Comprehension

Read a variety of authentic discursive genres (at a standard language level) and understand them overall. Be able to reconstruct the main idea of the texts read, either orally or in writing.

Written production

Be able to write a variety of informal texts, as well as simple formal texts. Have sufficient vocabulary, structures, learned phrases, along with a wide range of linguistic functions to address everyday topics such as family, work, hobbies and interests, travel and current events.

Methodology

Based on a communicative approach to language, our programs aim to cover most topics related to everyday life in the family, professional, and sociocultural spheres of native speakers in Argentina.

They develop the skills of comprehension and oral and written production through activities of resolving common communication issues, with controlled practice situations so that students gain security and confidence in their own ability to interpret and produce language.

Immersed in the environment, students systematically learn what they need to use outside the classroom through participation in extracurricular activities and active participation in daily, academic and professional life typical of a native speaker. This constant feedback allows students to perfect their level and handle themselves using appropriate and current language.

In addition to all the above, careful and reflective work with different textual and discursive types, either through reception or production, allows the student to become aware of their role as a social agent within the framework of a culture different from their own, with the objective of recognizing similarities and differences in expectations regarding their discourse performance and that of others.

COURSE CONTENT

THEMATIC OR SOCIOCULTURAL CONTENT

- Geography: the most iconic provinces, cities, Argentinians, monuments and tourist attractions
- Culinary Traditions (asado, mate, pasta, etc.)

- Traditional and Modern families
- Daily life. Young Argentinians
- New Technologies
- Personal relationships: friendship, dating, etc.
- Humor: Nik, Maitena, Quino.
- Current Topics: beauty standards, stereotypes
- The geography of Argentina, ecology, and the environment. Regions, protected areas, reserves, national parks. Local/National tourism.
- Free time: the weekend, vacations, trips
- Prominent Argentinians: Che Guevara, René Favaloro, J.L. Borges, Eva Perón, etc.
- Childhood.
- The history of Argentina: the Jesuits, the viceroyalty, independence, immigration, the 40s-50s, etc.
- Customs, legends, and traditions: the Pachamama, the legend of the ceibo flower, the legend of mate.
- Sports in Argentina.
- Traditional festivals and celebrations in Argentina: Cosquín, Jesús María, Carnival of Gualeguaychú, Poncho festival, Grape Harvest festival, etc.
- Music and dance: tango, cuarteto, folklore, rock, murga, among others.

FUNCTIONAL OR COMMUNICATIVE CONTENT

- Ask for/give personal information
- Ask for/give information about places
- Narrate habitual actions in the present and the past
- Express likes and preferences
- Express agreement/disagreement
- Express causes and consequences
- Express objectives and propositions
- Identify and describe people
- Express and describe feelings or emotions
- Make comparisons
- Describe places
- Give instructions, advice, recommendations
- Express prohibitions
- Refer to experiences
- Talk about past events. Describe and refer to circumstances of something that happened in the past
- Organize information

- Conclude a story
- Express plans and intentions
- Make predictions
- Express desires
- Propose and suggest.
- Give/ask for opinions
- Show skepticism
- Express objections
- Evaluate actions and situations
- Talk about possibility and probability
- Ask politely for a favor/help/permission
- Accept/reject an order
- Justify oneself

LINGUISTIC CONTENT (VOCABULARY, GRAMMAR and PHONETICS)

- **Vocabulary:** Personal details. Professions. Routine verbs. Time markers (frequency, priority, posteriority, simultaneity, time of day). *También/tampoco*. Verbs to express likes/preferences. Adjectives and expressions for moods. Some colloquial expressions from Argentina (*depre, pegote*, etc.) Physical and personality characteristics. Natural spaces, outdoor hobbies. Leisure activities. Speech organizers. Logical, temporal connectors. Stages and events in life. Anthropological-cultural vocabulary. *Ya/todavía*. Sports activities. Vocabulary for organizing events. Verbs/expressions of desire, opinion, feeling. Expressions and adverbs of probability.
- **Grammar:** possessive pronouns, demonstrative pronouns, present indicative (regular and irregular), connectors (cause, consequence, purpose, choice and addition), reflexive pronouns and verbs, sentence structure with the verb *gustar*. Comparative structures (*más...que, menos...que, tan...como*). Superlatives. Formation of adjectives (grammatical gender, number, agreement with the noun). Contrasting connectors. Imperative mood: conjugation, negative form. Uses of *ser, estar, and haber*. Prepositions (*a, en, de, desde, hacia, por*), contractions (*al, del*). Simple past tense: formation and uses. Present perfect tense (conjugation of the auxiliary verb *haber*, formation of participles). Personal pronouns direct object/indirect object. Change from "le" to "se". Positions of pronouns. Imperfect tense: uses and conjugation. Contrast between simple and imperfect tenses. *pluperfect tense*. Temporal references: deixis and anaphora. Passive voice with *ser*. Simple or imperfect future: formation and uses; contrast with the periphrastic future. Present subjunctive: formation and uses (desire, rejection, evaluation,

feelings, doubt, possibility, and probability). Simple conditional: formation and use in polite requests.

- **Phonetics:** Variations in Rioplatense Spanish: yeísmo, seseo, aspiration of the “s”. Segmentation of speech into melodic units in relation to punctuation. Perception and production of rhythm and pauses. Some examples of how intonation affects the meaning of the imperative. Intonation in lists and sequences. Stress patterns in the simple past and imperfect tense. Intonation to convey joy, surprise, indignation, mockery, irony, doubt, objection. Stress patterns of the imperfect future tense. Emphatic intonation of courtesy. Cases of synaloepha.

Contents related to spelling will be selected by the teacher according to the level and needs of the course.

TEXTUAL AND DISCURSIVE TYPES (recognition and production)

- Maps and plans
- Reports
- Messages in forums/chats
- Forms
- Emails. Informal letters
- Interviews
- Magazine articles
- Movie synopses
- Tourist brochures
- Comic strips
- Blogs and web pages
- Advertisements
- Song lyrics
- Short notes
- News
- Stories. Narratives, anecdotes
- Biographies
- Short stories
- Event schedules.
- Recipes
- Infographics
- Formal letters
- Letters to the editor

COURSE EVALUATION

Type of evaluation:

The type of evaluation for the *Cursos del Programa de Español y Cultura Latinoamericana* is a process-based evaluation. The continuous learning process developed by the students will be taken into account. Based on this, different moments and methods of evaluation have been established with their corresponding percentages. To promote participation and integration, instances of dialogue and written production through brief practical assignments will be prioritized to allow students to sustain and account for their learning periodically.

Method:

The process will be evaluated considering attitudinal aspects and content (Practical Assignments, Midterm Exams and Final Exams) in the following way:

1. 2 Assignments: oral and written (in-person or not). Each assignment will occupy an hour of class. They will involve specific topics of content covered.
2. 1 Partial Exam: written. If necessary, two hours of class will be used. In this case, the evaluation will incorporate all material covered in the corresponding time period rather than focusing on a single topic.
3. A comprehensive oral and written Final Exam on topics covered during the course.

Exam dates may not be moved.

Assessment Criteria:

1. **Conceptual Content (90% of the final grade)**
 - a. The practical assignments and midterm exams will represent 45% of the final course grade. The final exam will represent 45% of the final course grade.
2. **Attitudinal Content (10% of the final grade)**
 - a. Attendance and active class participation will be evaluated under this concept

Quantitative Evaluation

The numerical scale for grade assignment will be from 1 to 10 considering the following valuation:

- 10 = Excellent
- 9 = Distinguished
- 8 = Very Good
- 7 = Good
- 6 = Sufficient
- 1-5 = Insufficient

The minimum passing threshold is 6, which corresponds to 60% of the total course.

The final grade will be a whole number (e.x, between 6.01 and 6.50=6; between 6.51 and 6.99=7).

The student may retake one practical assignment and one midterm exam.

Attendance Policy:

The student must have 80% attendance to pass. This means they must complete a total of 64 hours. There will be a fifteen-minute tolerance, after which a half absence will be applied (up to one hour after the class has started) or a full absence (after one hour after the class has started).