Argentina Hoy

Class code: SPAN-UA 9026.001

Instructor Details
Silvia Luppino
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(54 11) 4828 5206
15 31 80 82 91
Location: Anchorena 1314, 3º floor
Office hour: by appointment

Class Details
Argentina Hoy
Tuesday & Thursday from 11:15 am to 1:15 pm
Room: TBA

Corequisite
Only for students enrolled concurrently in SPAN-UA 9020.002 Intensive Intermediate Spanish or SPAN-UA 9004.002 Intermediate Spanish II.

Class Description
The course is designed for students who want to perfect their Spanish as they expand their knowledge regarding social and political issues within modern Argentine society. The reading of different dramatic texts and viewing of various films throughout the semester will serve to expand lexicon, strengthen grammar and improve the student’s style. The objective of this course is that the students familiarize themselves with everyday language of current newspapers and magazines, at the same time as they enter into the world of local culture. To this end, every week the students will analyze and debate the cultural and literary content texts that are to be studied and every two weeks the students will present a written composition of the topics covered in class. In the classroom linguistic correction will be emphasized along with auditory practice through the use of a wide range of materials and resources: theoretical explanations, comprehension and vocabulary exercises, film viewing, as well as exercises that highlight certain morphological aspects or grammatical usage of Spanish. Classes will be conducted in Spanish.

Desired Outcomes
This course aims at improving the students’ oral skills in Spanish, as well as their intercultural competence and their knowledge of the local culture through a critical perspective. At the end of the semester students will become more fluent and they will also be able to participate in discussions involving key issues in Argentine politics, history, film and the arts.
You are required to bring to class the material indicated in the syllabus.

Class performance
Class participation is a key element in language learning, and is also a very important factor in your grade. Performance and preparation refer to your contributions to the class activities, as well as assignments. Participation means voluntary participation - don't wait to be called upon. Your contributions should be informed and reflect the fact that you have studied the material.

Assignments
You are responsible for printing and completing the required material before class recitation as stated on the syllabus. You are expected to read each lecture carefully, learn the vocabulary, and prepare the required activities for each class. Since this course aims to improve students’ oral skills, some assignments will consist on making interviews to local people, preparing short presentations about notices on the newspapers, attending conferences at NYUBA center, etc.

When preparing reading assignments, bear in mind that you will be expected to analyze and discuss the texts in both their form and content, to use the vocabulary introduced with each text and to prepare the activities that follow each reading.

Oral Presentations
You will be responsible to do two oral presentations, 5 -8 minutes each one. You will prepare and write carefully this presentation in Spanish in your own words. You will be required to memorize your presentation, reading will not be allowed. You must prepare three questions, or a short exercise, that your classmates will answer after your presentation. Your presentation will be recorded for your own academic improvement; your instructor will provide you with a self-correction chart.

Compositions
There will be three main compositions of 300 words each, about topics covered in the course, in two drafts. In addition, the instructor will indicate when students need to write short texts about specific issues.

The two versions of each composition have to be typed, double-spaced on a computer. The first draft of your composition will be returned to you with errors marked according to a correction key. After making all necessary corrections you will submit the final draft along with the first one by the date indicated in your syllabus. Do not change the content of the first draft regardless of the grade you received in the first draft unless your instructor tells you to do so. Both drafts will be assigned a grade; each grade is worth 50% of the final composition grade. The final grade will reflect both the quality of the first draft and the improved second version.

Midterm and Final Presentations
There will be two oral presentations, 15 minutes each one. You will prepare and write carefully this presentation in Spanish in your own words. Your presentation should reflect that you researched about the topic you selected. You will be required to memorize your presentation, reading will not be allowed. Visual support is needed. You must prepare three questions, or a
short activity, that your classmates will answer after your presentation.

**Grade Breakdown:** Final grades are calculated over one hundred points. Failure to submit or fulfill any required course component results in failure of the class.

- Participation, preparation and assignments: 15%
- Oral presentations: 20% (10% each)
- Compositions: 15% (5% each)
- Midterm Presentation: 25%
- Final Presentation: 25%

**Assessment Expectations**

**Grade A:**
All requirements are met. Interesting content and presentation; ideas developed with sufficient examples; substantive, thorough development of thesis, relevant to assigned topic. Supports ideas with specific, appropriate evidence. The student writes comprehensive essays / exam questions and his /her work shows strong evidence of critical thought and reading. Appropriate level of complexity in syntax with very few errors, if any. Excellent use of preterit/imperfect, indicative/subjunctive, verb/subject agreement, verb sequence, number and gender agreement, prepositions, etc. Logical progression of ideas with well-executed transitions, fluent expression, ideas clearly stated, succinct, cohesive. The writer arranges the details supporting the topic sentences and the paragraphs supporting the thesis in a logical and orderly sequence. Sentence structure is fluid. Uses appropriate and varied vocabulary, sophisticated range, effective word/idiom choice and usage, English influence not apparent. Written works: Correct spelling (including accents) and punctuation. Composition typed with correct format as specified. Oral: Fluent according to the level.

**Grade B:**
The student shows a good understanding. Interesting content; adequate range. Could improve with the addition of several sentences or paragraphs. Effective but simple syntax, minor problems in complex constructions, several errors of agreement, tense, mood, word order, but meaning seldom obscured. Logical progression of ideas but often lacks transitions. Loosely organized but main ideas stand out, logical but incomplete sequencing. Vocabulary: Adequate range with some variety; occasional errors of word, form, choice, usage, but meaning not obscured. Occasional errors of punctuation, capitalization, paragraphing, spelling. Errors of pronunciation don’t affect comprehensibility.

**Grade C:**
Work is acceptable and shows a basic grasp of the research problem. Errors frequently affect comprehensibility. Problems in complex constructions, tense, agreement, word order, articles, pronouns and prepositions. Some control of basic structures, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic transitions. The work fails to organize findings coherently and is in need of
improvement.


Grade D:
The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research. Inadequate development of topic, redundancy, shift in point of view, points not sustained or not fully developed. Details do not support ideas. Short.

Errors affect comprehensibility. Very little control of basic structures, frequent problems in simple and complex constructions, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic or no transitions, somewhat choppy; illogical sentence structure, ideas disorganized; examples, details, explanation follow an illogical order. Lack of variety in word choice, frequent errors of word, form, choice, usage, meaning confused or obscure. Problems with ser/estar, por/para, false cognates, etc. Literal translations. Numerous errors of punctuation, capitalization, paragraphing. Numerous English spelling. Numerous errors of pronunciation affect comprehensibility.

Grade F:
Cursory; gives the impression of writing just to complete the assignment. Little substance, no development of topic, directions not followed. Too short.

Message is largely incomprehensible due to inaccurate grammar, which alters or obscures it. Reader must know English to comprehend much of the message. Disorganized; appears to have been written as thoughts occurred to the writer, non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Few, if any logical connections. Only elementary vocabulary. Use of words in English. Numerous and serious errors of pronunciation affect comprehensibility.

| Grade conversion | 100-93 | A       | 76-73 | C       |
|                 | 92-90 | A-      | 72-70 | C-      |
|                 | 89-87 | B+      | 69-67 | D+      |
|                 | 86-83 | B       | 66-60 | D       |
|                 | 82-80 | B-      | 59-0  | F       |
|                 | 79-77 | C+      |       |         |

Exams and Submission of work
Midterm and Final Exam dates cannot be changed under any circumstance.

Midterm exam dates will be scheduled with each professor and it must be before the break. Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment component.
NYU Buenos Aires has a strict policy about course attendance. Students should contact their class teachers to catch up on missed work but should NOT approach them for excused absences.

Absences due to illness must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña within one week of your return to class. A doctor note excusing your absence is mandatory. The date on the doctor’s note must be the date of the missed class or exam. Absence requests for non-illness purposes must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña prior to the date(s) in question.

If students have more than two unexcused absences they will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade. If students have more than four unexcused absences they will fail the course. Intensive Languages Courses: students who have more than three unexcused absences will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade. Those students who have more than five unexcused absences will fail the course.

Each class has duration of one hour and half or two hours. Missing one class represents one absence. For those courses that meet once a week (three hours block), missing one class represents two absences. Students are responsible for making up any work missed due to absence.

NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or earlier departures (10 minutes after the starting time or before the ending time) will be considered one absence. Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Holidays’ make up classes are mandatory as regular scheduled classes.

Late work should be submitted in person to the Assistant Director for Academics Affairs during office hours (Mon – Fri, 9.30 am to 5 pm), which will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academics Affairs and will write the date and time of submission on the work, as above.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale.

Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Please note end of semester essays must be submitted on time.

The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

All your written work must be submitted as a hard copy AND in electronic form to the instructor.
It is expected that the students follow the rules on academic honesty and intellectual integrity established by NYU University.

**Required Text(s)**

Course-packet and/or material available in NYU Classes.

**Note: This syllabus is subject to change**

### Week 1

**Class 1**

(Feb. 12: Holiday)

February 14

**Introduction to the course.**

What do I know about Argentina?


The news in Argentina. Current issues. The most important newspapers.

Make interviews to local people about *barrios*.

### Week 2

**Classes 2, 3, 4**

February 19, 21, 22 (make up Tu 12)

**Buenos Aires: global city?**

The *barrios* and their identities. The north and the south.

The public space in the city (and in the whole country). Demonstrations. Street art.

Field trip: Graffiti tour. Fri 22, 9:30 am - 1:00 pm.

### Week 3

**Classes 5, 6**

February 26, 28

Social, political, economic and cultural issues in Argentina: an approach from the everyday life of Buenos Aires.

Society and ethnicity in Argentina. Past and current migrations. Stereotypes, myths and prejudices.

Field trip: Barrio Once (TBC).

### Week 4

**Classes 7, 8**

March 5, 7

**Social and political issues. The media.**

Conference TBA

### Week 5

**Classes 9, 10, 11**

March 12, 14

**Field trip: ex Centro Clandestino or Parque de la Memoria (TBC)**

**Week 6**

**Classes 12, 13**

March 19, 21

**Young people and political activism.**

The activism at universities.

**Film:** *El estudiante* (2010), by Santiago Mitre. **Documentary:** *Escuela pública* (2012), by Celina Murga

**Visit to a public university: TBC**

**March 25 – 31**

SPRING BREAK
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Economic and social crisis: from 2001 to today. What happened? Which were/are the consequences of that period? Interviews to local people. The Take: documentary film.</th>
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<td>Class 14 April</td>
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<td>4 (Tu 2: Holiday)</td>
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<th>Week 8</th>
<th>Recovered factories.</th>
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<td>Classes 15, 16</td>
<td>Field trip: visit to a recovered factory.</td>
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<td>April 9, 11</td>
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<th>Week 9</th>
<th>Economic and social issues: poverty and exclusion</th>
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<td>Classes 17, 18</td>
<td>The villas miseria.</td>
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<td>April 16, 18</td>
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<th>Week 10</th>
<th>Political and social issues. Gender and Health.</th>
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<td>Classes 19, 20</td>
<td>Women and health. Gender violence as an issue of human rights.</td>
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<td>April 23, 25</td>
<td>Conference TBA</td>
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<th>Week 11</th>
<th>Social, economic and political issues: answers through art.</th>
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<td>Class 21</td>
<td>Teatro Comunitario.</td>
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<td>April 30</td>
<td>(Play TBC)</td>
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<td>(May 2: NYUBA Field Trip)</td>
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<th>Week 12</th>
<th>Social, economic and political issues. What does contemporary cine say?</th>
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<tr>
<td>Classes 22, 23, 24</td>
<td>Elefante blanco (2012), by Pablo Trapero</td>
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<td>May 7, 9, 10 (make up May 2)</td>
<td>Conference: Pablo Trapero.</td>
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<th>Week 13</th>
<th>“¿Qué es para mí la Argentina de hoy? Tell about it through ten photographs. Final Presentations</th>
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<tbody>
<tr>
<td>Classes 25, 26</td>
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<td>May 14, 16</td>
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<th>Week 14</th>
<th>Final Presentations</th>
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<td>Classes 27, 28</td>
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<td>May 21, 23</td>
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Your Instructor

**Silvia Luppino**

Silvia Luppino has been working at NYU in Buenos Aires since 2008. She coordinates all language courses, monitors and evaluates tutoring assignments and maintains a regular correspondence with students regarding activities concerning the language program as a whole.

Silvia Luppino has received her Licenciatura en Letras degree from Universidad de Buenos Aires and a postgraduate certification as Experto en Enseñanza de Español como Lengua Extranjera from the Universidad Antonio de Nebrija, in Spain.

She has been working in international education for more than twenty years. She has taught Spanish as a Foreign Language at public and private universities, and she has also coordinated the Spanish as a Foreign Language department of the Laboratorio de Idiomas at Universidad de Buenos Aires. From 1998 till 2008 she has also served as the Academic Coordinator of Spanish as a Second Language for Refugees, a program run by Universidad de Buenos Aires and the United Nations High Commissioner for Refugees.

She is currently the director of the collection Clásicos Argentinos Original/Adaptación (Editorial Voces del Sur), a series of classic literary works by Argentinean writers including didactic material for Spanish students. Her research focuses on the relationship between language and culture, and on the development of didactic material for non-native speakers.