

Course title:	ADVANCED SPANISH LANGUAGE - GRAMMAR
Length:	Four weeks
Course schedule:	Two (02) daily hours
Number of credits:	Three (03)
Requisite:	Level Placement Evaluation
Course professor:	TBA
E-mail address:	TBA
Tutoring schedule:	See calendar

COURSE DESCRIPTION

The course offers the revision of Spanish grammar points for advanced students.

Classes are student-centered: The professor acts as a facilitator. A wider range of vocabulary will be acquired as different course activities are developed in class. All class sessions will be conducted exclusively in Spanish.

A typical session will focus on revision, clarification, and analysis of grammar points. Grammar revision will be done with the use of communicative activities and the analysis of grammatical forms. Students will be presented with different grammar cases, and they will be encouraged to exercise their analytical capacity to become aware of how the Spanish language works and of their own linguistic production. There will be constant communicative group work. Some of the grammar points to be seen are past tenses, conditional sentences, and the subjunctive.

COURSE OBJECTIVES

By the end of the course, students will be able to carry out the following communicative functions using connected discourse of paragraph length:

- Narrate in various tenses, aspects and modes, with focus on past forms of indicative
- Make descriptions
- Express opinions and make recommendations with focus on conditional, and subjunctive

EVALUATION

There are three evaluations, which will be administered throughout the course. Evaluation is based on the following percentages:

Written exercises	40%
Exam 1	30%
Exam 2	30%

The grading system is based on a scale of 20 (from 00 to 20), with 20 being the highest mark. The passing mark is 11.

Description of the Evaluation Components

- ✓ WRITTEN EXERCISES: Evaluate 4 compositions based on specific grammatical topics.
- ✓ EXAMS 1 and 2: Evaluate grammar points seen during the course. They also include a listening comprehension exercise and a composition exercise.

Active Class Participation

In order for students to rapidly progress in their language development they must be engaged in activities that promote a better understanding and production in Spanish. Such activities should be carried out on a frequent basis. Therefore, students are expected to come to class prepared and ready to participate actively.

This course is based on constant language practice through the use of communicative activities. Punctuality, correct homework execution and constant class participation will significantly influence a student's final mark.

As part of the language acquisition process, the student is expected to make mistakes during production. It is also worth noting that mastering all four language skills (speaking, reading, listening and writing) does not necessarily occur at the same speed. The student must consider mistakes as part of the language acquisition process and view them as opportunities to reflect upon the language.

It is important that students inform the professor about any particular needs or difficulties they may be experiencing during the development of the course.

Class attendance. Class attendance is obligatory. Students will not be allowed to miss more than ten (10) hours of class. The only reason for which a student will be excused from class is a serious medical or personal emergency. If there are other extenuating circumstances (i.e. family crisis, surgery, job interview...) the student must notify the instructor before the absence or within 24 hours after the missed class. Please, be advised that classes/exams are not canceled before/after any holidays.

CLASS MATERIALS

- 1) **LEARNING MATERIALS:** Specially tailored for the PUCP course, they contain activities adapted to the Peruvian context. Materials will be shared with the students through PUCP's learning platform Paideia or through other digital ways.
- 2) **REFERENCE TEXTS**
 - Iguina, Zulma and Eleanor Dozier. *Manual de gramática: Grammar Reference for Students of Spanish*. 4th ed. Boston: Thomson-Heinle, 2008.
 - Chamorro, María Dolores *et al.* *Abanico: nueva edición*. Barcelona: Difusión, 2010.

INTERNATIONAL STANDARDS

Students finishing the Advanced Spanish Course will reach the following international standards of language aptitude evaluation in Speaking:

Advanced Mid (ACTFL)
B2 (CEFR)
2 (ILR)

ADVANCED MID LEVEL. ACTFL Proficiency Guidelines – Speaking (2012)

Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

CALENDAR BY TOPICS (Referential)

Semana	Tema de clase	Evaluación
1	Introducción al curso	
	Tema "SER vs ESTAR"	
	Tema "POR vs PARA"	
	Tema: "Verbo GUSTAR y afines"	
	Tema: "Pronombres interrogativos y exclamativos"	Ejercicio 1
2	Tema: "Tiempos del pasado"	
	Tema: "Pretérito vs imperfecto de indicativo"	
	Tema "Presente perfecto de indicativo"	
	Tema: "Pluscuamperfecto de indicativo"	Ejercicio 2
	Examen 1	EX1
3	Tema: "Las cláusulas subordinadas"	
	Tema "Presente de subjuntivo"	
	Tema "Imperfecto de subjuntivo"	
	Tema "Pluscuamperfecto de subjuntivo"	
	Tema "Oraciones condicionales"	Ejercicio 3
4	Tema "Futuro y condicional simple"	
	Tema "Futuro y condicional perfecto"	
	Tema: "Pronombres relativos"	
	Repaso general	Ejercicio 4
	Examen 2	EX2