

**PONTIFICIA UNIVERSIDAD CATOLICA DEL PERU
FACULTAD DE LETRAS Y CIENCIAS HUMANAS**

Course title:	Advanced Spanish
Length:	Three weeks
Theoretical contents:	Two (02) daily hours, taught by the course professor
Practical contents:	Two (02) daily hours, taught by the teaching assistant
Number of credits:	Three (03)
Course schedules:	9-11 a.m. (Theory) 11-1 p.m. (Practice)
Course Professor:	Carmen Saucedo, Ph.D.
E-mail address:	carmen.saucedo@pucp.pe
Office schedules:	by appointment

SUMMARY

The course offers spoken practice and revision of Spanish grammar points for advanced students.

OBJECTIVES

- Reinforce all four language skills: speaking, reading, listening, and writing
- Elaborate oral speeches with sentences connected in paragraphs
- Reinforce narrative and descriptive skills
- Expressing opinions, giving recommendations and suggestions

METHODOLOGY

Classes are student-centered: Both the professor and the teaching assistants act as facilitators. 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.

The course is divided into two parts: Theory and Practice. Theoretical sessions are conducted by the course professor, and practical sessions are carried out by the teaching assistant.

A theoretical session includes revision, clarification, and analysis of grammar points. Grammar revision will be done with the use of communicative activities and the analysis of grammatical forms. The student 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.

A practical session consists of a conversation topic with specific cases to analyze. These cases are presented with the use of videos and written texts, and are mainly about Peruvian current affairs. Students will analyze the cases at hand, express their opinions, and write short compositions that will be corrected by the teaching assistant. Writing practice includes use of connectors, discourse markers, etc. Some examples of conversation topics are violence, chauvinism, identity etc.

STUDENT PARTICIPATION

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 MATERIALS

- 1) **LEARNING MATERIALS:** Specially tailored for the PUCP course, they contain exercises adapted to the Peruvian context. Includes homework and useful Internet links.
- 2) **PAIDEIA COURSE WEB PAGE** (PUCP's learning platform):
 - Link: <http://paideia.pucp.edu.pe/>
 - Presents the course calendar, including activities and topics for every theoretical and practical session.
 - Houses the materials used in class for grammar presentations and communicative activities.
 - Offers different types of tools to complement practice outside the class (discussion forums, additional exercises)

EVALUATION

Specially designed evaluations allow the student to know their Spanish level. At the end of the program students will receive a transcript with the number of credits obtained.

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.

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

Final Exam	30%
Oral Exam	40%
Work in Practice	30%

- **WRITTEN EXAM:** Evaluates grammar points seen during the course. It also includes a listening comprehension exercise and a written exercise on a specific topic.
- **ORAL EXAM:** Individual 15-20 minutes interview that evaluates the student's speaking performance. It is based on the ACTFL evaluation criteria, "Advanced Mid Level" (see last page). The student receives detailed feedback on his speaking performance.
- **WORK IN PRACTICE:** Consists of the student's progress and participation all along the practical sessions, and a final written piece of writing based on a previous discussion of a conversational topic.

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

COMPLEMENTARY ACTIVITIES

The immersion course includes one of the following activities:

- A guided tour of Lima Downtown
- An excursion to a museum in Lima
- An outing to one city attraction or place of interest in Lima

CALENDAR

A detailed calendar with the activities to be developed in every session and including all exam dates will be posted on PAIDEIA Course Web Page. Students will have to register before being able to access the platform: <http://paideia.pucp.edu.pe/>

On the first day of classes, students will be given a presentation on the course program, general guidelines will be given, the calendar and materials will be discussed, and students will do their first communicative activities.

Topics (referential)

THEORY (70%)	PRACTICE (30%)
Presentación del grupo "Introducción al curso" "El verbo"	"Adonde fueres..."
"Ser vs Estar. Usos básicos"	"Ciudades latinoamericanas" – Parte 1
"Ser vs Estar. Usos idiomáticos"	"Ciudades latinoamericanas" – Parte 2
"Las formas del pasado" "Pretérito. Forma"	"Ciudades latinoamericanas" – Parte 3
"Pretérito vs Imperfecto"	"La ley del Tali3n" – Parte 1
"Pretérito Perfecto"	"La ley del Tali3n" – Parte 2
"Pluscuamperfecto"	"Bellezas" – Parte 1
"Las cláusulas subordinadas" "Modo Subjuntivo. Estructura, tiempos y formas"	"Bellezas" – Parte 2
"Presente de Subjuntivo. Usos"	"Entras, pides, pagas, sales" - Parte 1
"Imperfecto de Subjuntivo. Usos"	"Entras, pides, pagas, sales" - Parte 2
"Imperfecto de Subjuntivo. Usos"	"Del cielo cayó una estrella" – Parte 1
"Pluscuamperfecto de Subjuntivo. Usos"	"Del cielo cayó una estrella" – Parte 2
"Futuro y Condicional simple"	"El valor de la verdad"

REQUIREMENT: ADVANCED LEVEL PLACEMENT

Adequate language level placement is vital to better develop language skills. Before course registration, it is necessary for the student to pass a placement exam administered by the Intermediate and Advanced level teachers in the language program. This evaluation consists of an on-line test and a face-to-face interview (oral evaluation).

CONTACT INFORMATION

- Spanish Program Webpage: <http://facultad.pucp.edu.pe/letras-ciencias-humanas/formacion-continua/spanish-for-international-students/espanol/>
- Piero Fioralisso (Administrative Coordinator): piero.fioralisso@pucp.pe
- Prof. Carmen P. Saucedo, Ph.D. (Academic Coordinator): carmen.saucedo@pucp.pe

Please, contact Mr. Fioralisso for any queries regarding the Program and for registration purposes.

INTERNATIONAL STANDARDS

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

Advanced Mid (ACTFL)
C1 (CEFR)
2+ (ILR)

ADVANCED MID LEVEL. ACTFL Proficiency Guidelines – Speaking (1999)

“Speakers at the Advanced-Mid level 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 to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. 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. Dominant language discourse structures tend to recede, although 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. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.”