

PONTIFICIA UNIVERSIDAD CATÓLICA DEL PERÚ - PUCP  
SPANISH LANGUAGE AND PERUVIAN STUDIES PROGRAM  
ADVANCED SPANISH GRAMMAR  
2016 SEASON

<b>Course title:</b>	Advanced Spanish Grammar
<b>Length:</b>	Four weeks
<b>Theoretical contents:</b>	Two (02) daily hours, taught by the course professor
<b>Number of credits:</b>	Three (03)
<b>Course schedules:</b>	9 a.m. - 11 a.m.
<b>Course Professor:</b>	Rony Vallejos, M.A.
<b>E-mail address:</b>	<a href="mailto:r.vallejos@pucp.edu.pe">r.vallejos@pucp.edu.pe</a>
<b>Tutoring schedule:</b>	Fridays from 2 p.m. to 4 p.m.

#### 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 theoretical 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 all tenses: future, imperfect, preterite, past perfect
- Make recommendations and suggestions using past forms of subjunctive, perfect conditional
- Make descriptions

#### EVALUATION

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

Mid-Course Exam	25%
Final Exam	25%
Student Participation	20%
Oral Exam	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 EXAMS: Evaluate grammar points seen during the course. They also include a listening comprehension exercise.
- ✓ 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.
- ✓ 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 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.

### 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):

Semana	Fecha	Tema de Clase
1	30 de junio	Presentación del grupo. Explicación del curso y Paideia. <b>El verbo</b>
	1 de julio	<ul style="list-style-type: none"> <li>• Ser vs Estar. Usos básicos e idiomáticos</li> </ul>
	2 de julio	<ul style="list-style-type: none"> <li>• Pretérito-Forma I</li> </ul>
	3 de julio	<ul style="list-style-type: none"> <li>• Pretérito-Forma II</li> </ul>

	6 de julio	<ul style="list-style-type: none"> <li>• Pretérito vs Imperfecto I</li> </ul>
2	7 de julio	<ul style="list-style-type: none"> <li>• Pretérito vs Imperfecto II</li> </ul>
	8 de julio	<ul style="list-style-type: none"> <li>• Pretérito Perfecto</li> </ul>
	9 de julio	<ul style="list-style-type: none"> <li>• Pluscuamperfecto</li> </ul>
	10 de julio	<ul style="list-style-type: none"> <li>• Repaso general de la primera parte del curso</li> </ul>
	13 de julio	<b>Examen Parcial</b>
3	14 de julio	<ul style="list-style-type: none"> <li>• Por vs Para</li> </ul>
	15 de julio	<ul style="list-style-type: none"> <li>• Las cláusulas subordinadas I</li> </ul>
	16 de julio	<ul style="list-style-type: none"> <li>• Subjuntivo (estructura, tiempos, formas)</li> </ul>
	17 de julio	<ul style="list-style-type: none"> <li>• Imperfecto del subjuntivo I</li> </ul>
	20 de julio	<ul style="list-style-type: none"> <li>• Imperfecto del subjuntivo II</li> </ul>
4	21 de julio	<ul style="list-style-type: none"> <li>• Pluscuamperfecto del subjuntivo</li> </ul>
	22 de julio	<ul style="list-style-type: none"> <li>• Futuro condicional simple</li> </ul>
	23 de julio	<ul style="list-style-type: none"> <li>• Repaso general de la segunda parte del curso</li> </ul>
	24 de julio	<ul style="list-style-type: none"> <li>• Evaluación oral</li> </ul>
	27 de julio	<b>Examen Final</b>

#### 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)

### 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

- Field School Program in Perú Webpage: <http://fieldschool.pucp.edu.pe/courses/spanish-language-peruvian-studies-program/general-information/>
- Piero Fioralisso (Administrative Coordinator): [piero.fioralisso@pucp.pe](mailto:piero.fioralisso@pucp.pe)
- Prof. Carmen P. Saucedo, Ph.D. (Academic Coordinator): [carmen.saucedo@pucp.pe](mailto: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.”