

Course title:	Advanced Spanish Language Conversation
Length:	Four weeks
Theoretical contents:	Two (02) daily hours, taught by the teaching assistant
Number of credits:	Three (03)
Course schedules:	11 a.m. – 1 p.m.
Course Instructor:	Claudia Almeida Goshi
E-mail address:	ckalmeida@pucp.pe
Tutoring schedule:	Fridays from 2 p.m. to 4 p.m., given by the course instructor

COURSE DESCRIPTION

The course offers conversational for advanced students. Additionally, it offers writing practice.

Classes are student-centered: The instructor 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 conversational practice and listening, and a review of specific topics for writing. In order to do this, various communicative activities revolving around abstract topics are to be employed. The conversational topics are related to the Peruvian social situation, and expect to generate debate in order to use advanced grammatical forms. Some of the writing topics to be reviewed are written accent rules, and use of capital letters and punctuation in Spanish.

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).

COURSE SKILLS

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

- Elaborate oral speeches with sentences connected in paragraphs
- Reinforce narrative and descriptive skills
- Express opinions, give recommendations and suggestions

EVALUATION

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

Oral presentation 1	30%
Oral presentation 2	40%
Written Essay	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

- ✓ PRESENTATIONS: Evaluate the student performance preparing and giving a class to his classmates on a specific topic of his choice.
- ✓ WRITTEN EXERCISES: Evaluate the writing topics presented.
- ✓ FINAL ESSAY: Evaluates a brief composition on a topic based on one of the conversation topics seen during the course.

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 exercises adapted to the Peruvian context.
- 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 session.
 - Houses the materials used in class.
 - Offers different types of tools to complement practice outside the class (resource links, additional exercises)
- 3) 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.

CONTACT INFORMATION

- Field School Program in Perú: <http://fieldschool.pucp.edu.pe/courses/spanish-language-peruvian-studies/>
- Alejandra Ramírez (Administrative Coordinator): ramirezv.alejandra@pucp.pe
- Prof. Carmen P. Saucedo, Ph.D. (Academic Coordinator): carmen.saucedo@pucp.pe

Please, contact Miss Ramírez for any queries regarding the Program and for registration purposes.

CALENDAR¹

Semana 1			
Clase	Fecha	Tema	Observaciones
	Lunes 27 de junio	Orientación ISA	
1ª	Martes 28 de junio	Introducción al curso	
Semana 2			
Clase	Fecha	Tema	Observaciones
2ª	Lunes 4 de julio	Discusión "Ciudades latinoamericanas. Parte 1"	
3ª	Martes 5 de julio	Discusión "Ciudades latinoamericanas. Parte 2"	
4ª	Miércoles 6 de julio	Discusión "Entras, pides, pagas, sales. Parte 1"	
5ª	Jueves 7 de julio	Discusión "Entras, pides, pagas, sales. Parte 2"	
6ª	Viernes 8 de julio	Modelo de presentación y distribución	Asesorías de 2 p.m. a 4 p.m.
Semana 3			
Clase	Fecha	Tema	Observaciones
7ª	Lunes 11 de julio	Discusión "Bellezas. Parte 1"	
8ª	Martes 12 de julio	Discusión "Bellezas. Parte 2"	
9ª	Miércoles 13 de julio	Discusión "Del cielo cayó una Estrella. Parte 1"	
10ª	Jueves 14 de julio	Discusión "Del cielo cayó una Estrella. Parte 2"	
11ª	Viernes 15 de julio	PRESENTACIONES 1 (30%)	Asesorías de 2 p.m. a 4 p.m.
Semana 4			
Clase	Fecha	Tema	Observaciones
12ª	Lunes 18 de julio	Discusión "La ley del Talión. Parte 1"	
13ª	Martes 19 de julio	Discusión "La ley del Talión. Parte 2"	
14ª	Miércoles 20 de julio	Redacción "Tildación"	
15ª	Jueves 21 de julio	Redacción "Uso de mayúsculas"	
16ª	Viernes 22 de julio	Redacción "Puntuación"	Asesorías de 2 p.m. a 4 p.m.
Semana 5			
Clase	Fecha	Tema	Observaciones
17ª	Lunes 25 de julio	Redacción "Sintaxis normativa"	
18ª	Lunes 25 de julio	Asesorías individuales de 3 p.m. a 5 p.m. ²	
19ª	Martes 26 de julio	PRESENTACIONES 2 (40%)	
	Lunes 2 de agosto	ENSAYO FINAL (30%)	Entrega por correo electrónico

¹ The calendar may be modified according to the needs of the group.

² Esta sesión se ha reprogramado debido al cierre de la PUCP el miércoles 27 de julio. La asistencia es obligatoria y servirá para asesorar individualmente a los alumnos en la elaboración de su ensayo final.

INTERNATIONAL STANDARDS FOR ORAL PERFORMANCE

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

Advanced Mid (ACTFL)
B2 (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.”