

## SYLLABUS

**AREA** : LANGUAGES

**COURSE** : **ADVANCED SPANISH**

**PREREQUISITE** : **INTERMEDIATE SPANISH**

**CREDITS** : 4

HRS. OF  
THEORY: 0

HRS. OF PRACTICE:  
4

**PERIOD** : 2010-1

**INSTRUCTOR** :

EMAIL:

**COORDINATOR** : Liliana Cheneder

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### I. SUMMARY

This Spanish course is intended to provide students with the abilities needed for communicating rapidly and effectively in common situations, both verbally and in writing, developing a basic vocabulary that enables a student to handle situations such as giving information about his/her family, work and place of residence, both in the past and present.

### II. GENERAL COMPETENCY

By the end of this course, students will be able to communicate orally and in writing in personal, family and work situations, as well as in the surrounding environment, showing a good disposition, interest and respect for the language they are learning.

### III. METHODOLOGY

An active methodology is applied with a communicative approach through learning by discovering, using previous knowledge as a starting point and emphasizing work in pairs and collaborative work. Independent learning is fostered through the use of technological resources.

### IV. COURSE SCHEDULE AND CONTENT

Week	No. of Hours	Content	Learning strategies and procedures	Activities
0 – 2	10	<b>UNIT 1: LANGUAGE</b> <ul style="list-style-type: none"> <li>- Prefixes and abbreviations</li> <li>- Sayings and idioms</li> <li>- Words with double accentuation</li> <li>- Articles</li> <li>- Word composition</li> <li>- Forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>- Talk and read about famous American and Spanish personalities.</li> <li>- Do reading comprehension exercises.</li> <li>- Discuss the different forms of communication.</li> <li>- Recognize the meaning of Spanish sayings and idioms.</li> <li>- Recognize demonyms /gentilics.</li> </ul>	<ul style="list-style-type: none"> <li>- Read and understand a biography.</li> <li>- Write an opinion article on the media.</li> <li>- Complete the missing text in grammar exercises.</li> <li>- Practice colloquial expressions.</li> </ul>
3 – 4	8	<b>UNIT 2: THE SOCIAL ENVIRONMENT</b> <ul style="list-style-type: none"> <li>- Acronyms and prefixes</li> <li>- Sayings and idioms</li> <li>- Numbers</li> <li>- Relative and interrogative pronouns</li> <li>- Indefinite articles</li> <li>- Structures of relative pronouns and substitutions</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize synonyms.</li> <li>- Talk about the social environment in different regions.</li> <li>- Describe and compare pictures.</li> <li>- Use numbers appropriately.</li> <li>- Use Spanish idioms in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- Read and understand a theatrical text.</li> <li>- Stage a scene from a play.</li> <li>- Attend a play.</li> <li>- Write a commentary on a scene from a play.</li> <li>- Read a literary work.</li> </ul>

Week	No. of Hours	Content	Learning strategies and procedures	Activities
		Man and his social environment		
5 – 6	8	<b>UNIT 3: THE LANDSCAPE</b> <ul style="list-style-type: none"> <li>- More prefixes and acronyms</li> <li>- More sayings and idioms</li> <li>- Roman numerals</li> <li>- Classification of adjectives</li> <li>- Partitive or multiplicative adjectives</li> <li>- Man and nature</li> </ul>	<ul style="list-style-type: none"> <li>- Describe natural and cultural landscapes.</li> <li>- Talk about places in your country.</li> <li>- Discuss and compare places you've been.</li> <li>- Do grammar and vocabulary exercises.</li> <li>- Recognize Roman numerals.</li> <li>- Distinguish between types of adjectives.</li> <li>- Identify and write partitive and proportional adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe a poster on the new Seven Wonders of the World.</li> <li>- Compare natural landscapes in your country with those found in Peru.</li> <li>- Prepare a tourism brochure.</li> <li>- Practice using colloquial expressions.</li> <li>- Participate in a debate on environmental protection.</li> <li>- Watch a video on Hispanic America.</li> </ul>
<b>MID-TERM EXAM</b>				
8-9	8	<b>UNIT 4: ASPECTS OF HISPANIC LIVING</b> <ul style="list-style-type: none"> <li>- Monetary symbols</li> <li>- "culto" suffixes</li> <li>- Latin idioms</li> <li>- Use of upper case letters</li> <li>- Different lifestyles</li> </ul> <b>UNIT 5: HISPANIC THINKING</b> <ul style="list-style-type: none"> <li>- Spanish suffixes</li> <li>- Derivation</li> <li>- Use of lower case letters</li> <li>- "Que": relative and conjunction</li> <li>- Verbal idioms</li> <li>- Landscapes and figures</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize the works of selected authors.</li> <li>- Read and understand poems.</li> <li>- Use adequate wording to describe disabilities and defects.</li> <li>- Use sayings to express ideas.</li> <li>- Distinguish between Latin idioms and commonly used idioms.</li> <li>- Learn the rules on the use of lower case letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Write a short poem.</li> <li>- Learn and recite a poem.</li> <li>- Use Latin idioms in sentences.</li> <li>- Describe and compare pictures using superlatives.</li> <li>- Describe and compare pictures of cultural activities.</li> </ul> <p>Make a presentation on your country's culture.</p>

Week	No. of Hours	Content	Learning strategies and procedures	Activities
10-11	8	<b>UNIT 6: THE ARTS</b> <ul style="list-style-type: none"> <li>- Suffixes</li> <li>- “Ser” and “estar”</li> <li>- Gallicisms</li> <li>- Words with different meanings</li> <li>- Word separation</li> </ul> <b>UNIT 7: LITERATURE</b> <ul style="list-style-type: none"> <li>- Suffixes and derivation</li> <li>- Words with different meanings with s without “h”</li> <li>- Question marks and exclamation points</li> <li>- Literature as a way of life</li> </ul>	<ul style="list-style-type: none"> <li>- Read and discuss prominent figures in the arts in Hispanic America.</li> <li>- Distinguish antonyms and synonyms.</li> <li>- Do grammar exercises with suffixes.</li> <li>- Express satisfaction, admiration, likes and dislikes with regard to works of art.</li> <li>- Recognize and use suffixes to indicate quality and action.</li> <li>- Use the different forms of “ser” and “estar” appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Peruvian plastic artists.</li> <li>- Write a critique on a work of art.</li> <li>- Read an article about ancient art.</li> <li>- Prepare a summary on the literary work read.</li> <li>- Do a short presentation on a famous Hispanic writer.</li> </ul>
12-14	12	<b>UNIT 8: THE MEDIA</b> <ul style="list-style-type: none"> <li>- Anglicisms</li> <li>- Words with different meanings with “s” and “x”</li> <li>- Common mistakes in the use of gerunds</li> <li>- The passive voice</li> <li>- The radio, the press and television</li> </ul> <b>UNIT 9: LEISURE</b> <ul style="list-style-type: none"> <li>- Geographic names</li> <li>- Words with B and V</li> <li>- Frequent mistakes</li> <li>- Adjectives before and after nouns</li> <li>- Verbs of command, request, advice and prohibition</li> <li>- Recreational sports</li> </ul> <b>UNIT 10: ECOLOGY, GASTRONOMY, FASHION. THE WEATHER AND HOBBIES</b> <ul style="list-style-type: none"> <li>- Geographic names</li> <li>- Simple sentences with coordinated and subordinate clauses</li> <li>- Daily life</li> </ul>	<ul style="list-style-type: none"> <li>- Read and understand different newspaper articles.</li> <li>- Recognize prefixes and synonyms in short texts.</li> <li>- Do grammar and vocabulary exercises.</li> <li>- Listen to the news on the radio and television.</li> <li>- Recognize the demonyms/gentilics for different countries.</li> <li>- Practice using compound words.</li> <li>- Write proper spellings of words with b and v.</li> <li>- Identify geographic names in Spanish.</li> <li>- Distinguish indicative sentences from subjunctive sentences.</li> <li>- Read and understand a recipe.</li> <li>- Describe masculine and feminine clothing.</li> <li>- Recognize and use vocabulary to describe the weather in different parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch a local news program in Spanish.</li> <li>- Write a commentary on a news item from a newspaper.</li> <li>- Develop a questionnaire for an interview.</li> <li>- Participate in a discussion on the advantages and disadvantages of the Internet.</li> <li>- Listen to a song in Spanish.</li> <li>- Write the recipe for your favorite food and how to prepare it.</li> <li>- Discuss food in different places and compare it with Peruvian food.</li> <li>- Describe pictures of people with different clothes and comment on them.</li> </ul>
15	4	<b>FINAL EXAM (ORAL AND WRITTEN)</b>		

## V. EVALUATION

### 1. Weight for the calculation of the final course grade:

No.	Type of Evaluation	% Weight
1	On-going Evaluation	50%
2	Tests (4)	20%

3	Mid-term exam	15%
4	Final exam	15%

## 2. Weight for On-going Evaluation grade:

Type of evaluation	No.	Breakdown of weight (%)	Week
On-going Evaluation	1	Average Oral participation, assignments and attitude in class 50%	Week 7 (Mid-term)
	2	Average Oral participation, assignments and attitude in class 50%	Week 14 (Final)
		<b>% total =50%</b>	

## 3. Weight for the grade on written tests:

Type of evaluation	No.	Breakdown of weight (%)	Week
Written tests	1	Test 1	Week 4
	2	Test 2	Week 11
		<b>% total = 20%</b>	

**IMPORTANT: No test scores will be eliminated.**

## VI. ADDITIONAL INFORMATION ON THE COURSE

### INDEPENDENT-STUDY HOURS:

As part of their academic education, students must dedicate at least four hours a week to reinforcing their abilities and knowledge acquired in class. For this reason, they must enter the university's virtual classroom, for which each student will be assigned a user and a password during the first week of class. All activities carried out independently will be evaluated and taken into consideration as part of the on-going evaluation grade. Some activities will also be evaluated on written tests, the mid-term exam or the final exam.

### ATTENDANCE:

A student has the right to be absent for up to **12 hours of class**. Any student exceeding this number will not be allowed to take the final exam. There is no justification for absences.

It should be taken into account that, only for the first hour of class, there is a ten-minute tolerance. Any student arriving more than ten minutes after class starts will be considered absent. There is no tolerance for the second hour of class. Attendance will be taken through the last day of classes (June 26, 2010).

Students must keep track of their absences through INFOSIL in order to avoid last-minute surprises. In the event that there is an error in a student's attendance record, he/she will have 72 hours (3 work days) to present his/her complaint to the course instructor. After this deadline, no changes can be made to a student's attendance record.

### MAKE-UP TEST:

There will be a make-up test the last week of classes (week 14) for students who were unable to take a test due to justified reasons.

For this purpose, arrangements must be made within 48 hours after a test is missed. Requests may not be presented after this deadline. **There are no make-up oral or listening comprehension tests.**

#### **COURSE MATERIAL:**

Students must bring their books to class (in the original format; photocopies are not acceptable). They do not need to be new, but any notes written in a used textbook must be erased prior to its use in class.

**Attending class without course materials (original textbook) will result in a loss of points toward a student's grade on attitude in class (on-going evaluation).**

**In summary, students should keep in mind that:**

- a. There is a 10-minute tolerance at the beginning of the first hour, after which any student arriving will be considered absent.**
- b. There is no tolerance at the beginning of the second hour.**
- c. The limit on absences is 16 hours. Any student exceeding this limit will not be able to take the final exam.**
- d. Students must bring their original textbooks to every class. Photocopies are not acceptable.**
- e. Attending class without the corresponding materials will result in a loss of points toward a student's grade on his/her attitude in class (on-going evaluation).**

#### **VII. BIBLIOGRAPHY**

- a. Sánchez Lobato, J. y García Fernández, N. 2007. Nuevo Español 2000. Libro del alumno. Sociedad general español de Librería SA. Quinta Edición.
- b. Español Sin Fronteras 3. Lengua Viva 4.