



## SYLLUBUS

### General Course Information

Code:			Area/Program Coordination:	<b>Language Department</b>	
Course:	<b>ADVANCED SPANISH</b>				
Credits:	<b>4</b>	Weekly Working Hours	<b>10</b>	Hours of Classroom Learning:	<b>6</b>
Period:	<b>2012-01</b>	Total Working Hours	<b>140</b>	Hours of Independent Learning:	<b>4</b>

### Course Pre-Requisite

Code	Description: Courses and/or Credits
	INTERMEDIATE SPANISH

### Course Coordinator

Last and First Name	E-mail	Contact Hours	Contact Location
CUMPA ARRIBASPLATA, NARDA REBEKA	ncumpa@usil.edu.pe	M-F 3:00 – 5:00 p.m.	Language Department – Pabellón D Campus I

### Course Instructor

Last and First Names:	Email:
VARIOS	

### Summary

The Advanced Spanish course is a practical and experiential class in which students use their knowledge of situations to simulate real communications with other speakers of the language. It is aimed at engaging students in the communicative use of the four language skills (reading, writing, speaking, and listening) to a B2 level according to the Common European Framework of Reference (CEFR) while becoming familiar with historical and cultural aspects of Latin America and Spain. Specifically the course seeks that the students understand and utilize functional content, lexical, gramatical, and socio-cultural knowledge frequently used anywhere in the Spanish-speaking world (current situations and normal daily life which does not require specialized use of language).

### Course Competencies

Number	General Course Competencies	Number	Specific Course Competencies
1	The students operate with some autonomy and skill while expressing simple ideas in Spanish, both orally and written, for personal and professional performance.	1.1	Distinguishes main ideas from High School, and recognizes relevant information in longer texts, both orally and written.
		1.2	Participates in social exchanges, expresses his/her opinion, and presents themes of general interest and academics in English.
		1.3	Produce paragraphs about relevant topics using correct grammatical rules of the English language.

### Timeline of Course Content and Learning Activities

Session	Week No.	Hour No.	Type	Content	Learning Activities	Resources
<b>Module 1: CONOCER GENTE</b>						
Specific Competencies to Develop: 1.1, 1.2, 1.3						
1,2,3	1	6	AP	<b>Course Introduction.</b> <b>UNIT 1: CONOCERSE MEJOR (TO KNOW PEOPLE BETTER)</b> <b>Function:</b> - Conocer a los demás <b>Lexical:</b> - Actividades rutinarias o de tiempo libre <b>Grammar:</b> - Interrogativos - Pretérito indefinido - Pretérito imperfecto - Pretérito perfecto <b>Sociocultural:</b> - El Spanglish	<ul style="list-style-type: none"> <li>Reflect and talk about Spanish life in the XIX century.</li> <li>Ask and give information about others.</li> <li>Express pleasures and opinions about leisure activities.</li> <li>Participate in a personal interview in order to know others better.</li> <li>Write a letter to someone describing routine and leisure time activities.</li> </ul>	<ul style="list-style-type: none"> <li>PPTs</li> <li>Textbook</li> <li>Audio</li> <li>Visual Aids</li> <li>Image Projector</li> </ul>

		4	AA	<ul style="list-style-type: none"> <li>• PEV - Week 1</li> </ul>	<ul style="list-style-type: none"> <li>• Practice vocabulary and grammar through fun exercises.</li> </ul>	Virtual Classroom
<b>Module 2: FUTURO (FUTURE)</b>						
Specific Competencies to Develop: 1.1, 1.2, 1.3						
4,5,6	2	6	AP	<b>UNIT 2: EL FUTURO QUE VIENE (THE COMING FUTURE)</b> <u>Function:</u> - Expresar gustos y opiniones <u>Lexical:</u> - Nueva tecnología - El hogar <u>Grammar:</u> - Futuro perfecto e imperfecto: probabilidad - Léxico del hogar / tecnología - Verbos de sentimiento <u>Sociocultural:</u> - El lenguaje de los móviles	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to describe different types of homes in your country and in Peru.</li> <li>• Express probabilities against different contexts.</li> <li>• Write an email giving advice to a friend or family member.</li> <li>• Practice technology colloquialisms .</li> <li>• Work in pairs to create a conversation about your home.</li> </ul>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Textbook</li> <li>• Audio</li> <li>• Visual Aids</li> <li>• Image Projector</li> </ul>
		4	AA	<ul style="list-style-type: none"> <li>• PEV - Week 2</li> </ul>	<ul style="list-style-type: none"> <li>• Development exercises for pronunciation.</li> </ul>	Virtual Classroom
Referencias bibliográficas: [1][2]						
<b>Module 3: SALUD (HEALTH)</b>						
Specific Competencies to Develop: 1.1, 1.2, 1.3						
7,8,9	3	6	AP	<b>UNIT 3: COMIDA Y SALUD (FOOD AND HEALTH)</b> <u>Function:</u> - Hablar de salud y enfermedad <u>Lexical:</u> - Alimentos y recetas de cocina - Expresiones idiomáticas con partes del cuerpo <u>Grammar:</u> - Oraciones temporales - Condicionales <u>Sociocultural:</u> - El aceite de oliva <b>EXAM 1 (WRITTEN)</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary for health and disease and use it to complete definitions in the text.</li> <li>• Identify parts of the human body.</li> <li>• Read and discuss about healthy food.</li> <li>• Write an article for a health magazine.</li> <li>• <b>Develop activities based in units 1 and 2.</b></li> </ul>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Textbook</li> <li>• Audio</li> <li>• Visual Aids</li> <li>• Image Projector</li> <li>• Handouts</li> </ul>
		4	AA	<ul style="list-style-type: none"> <li>• PEV - Week 3</li> </ul>	<ul style="list-style-type: none"> <li>• Complete exercises of vocabulary and grammar.</li> </ul>	Virtual Classroom
Referencias bibliográficas: [1][2]						
<b>Module 4: SOCIEDAD (SOCIETY)</b>						
Specific Competencies to Develop: 1.1, 1.2, 1.3						
10,11,12	4	6	AP	<b>UNIT 4: SOCIALIZACION (SOCIALIZATION)</b> <u>Function:</u> - Hablar de la convivencia y los amigos <u>Lexical:</u> - Tareas domesticas - Adjetivos <u>Grammar:</u> - La sustantivación - Oraciones de relativo con preposición - El articulo neutro "lo"	<ul style="list-style-type: none"> <li>• Comment about feelings of love from your perspective and others.</li> <li>• Compare the lives of your friends with others and discuss how it is to live with other people.</li> <li>• Discuss the phenomenon of immigration.</li> <li>• <b>rolla ejercicios de sustantivación.</b></li> </ul>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Textbook</li> <li>• Audio</li> <li>• Visual Aids</li> <li>• Image Projector</li> </ul>
		4	AA	<ul style="list-style-type: none"> <li>• PEV - Week 4</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and writing activities.</li> </ul>	Virtual Classroom
Bibliographical References: [1][2]						
13,14,15	5	6	AP	<b>UNIT 5: CONSUMO (CONSUMPTION)</b> <u>Function:</u> - Hacer reclamos y expresar opiniones <u>Lexical:</u> - Lenguaje Publicitario - Léxico de Economía <u>Grammar:</u> - Estilo indirecto para reclamar - La adjetivación	<ul style="list-style-type: none"> <li>• Identify and use vocabulary in order to talk about the economy.</li> <li>• Exchange views and opinions on various purchases.</li> <li>• Write a letter of complaint as a consumer.</li> <li>• Write an opinion article about culture.</li> <li>• Develop and present a poster about a product.</li> </ul>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Image projector</li> <li>• Textbook</li> <li>• Audio</li> </ul>



				<b>Sociocultural:</b> - Historia del café		
		4	AA	• PEV - Week 5	• Complete exercises in vocabulary and grammar.	Virtual Classroom
Bibliographical References: [1][2]						
16,17,18	6	6	AP	<b>UNIT 6: MEDIOS DE COMUNICACIÓN (MEDIUMS OF COMMUNICATION)</b> <b>Function:</b> - Sustentar opiniones <b>Lexical:</b> - Medios de comunicación <b>Grammar:</b> - Expresiones de la finalidad - Expresión de la causa - Conectores discursivos <b>Sociocultural:</b> - La vida en un bar <b>EXAM 2 (WRITTEN)</b>	• Read and write about the phenomenon of soap operas and blogs. • Describe different media (Publications) • Participate in a discussion about internet shopping. • Compare the various types of mediums of communication. • Write a letter of opinion about a medium of communication.  • <b>Develop activities based in units 3 and 4.</b>	• PPTs • Textbook • Audio • Visual Aids • Image Projector
		4	AA	• PEV - Week 6	• Complete reading comprehension activities.	Virtual Classroom
Bibliographical References: [1][2]						
19,20,21	7	6	AP	- Repaso general - Introducción a exámenes internacionales de español (DELE) - Práctica para exámenes orales	• Solve exercises for international examinations.	• PPTs • Image Projector • Textbook • Audio
		4	AA	• PEV - Week 7	• Develop model tests DELE.	Virtual Classroom
Bibliographical References: [1][2]						
<b>Mid-Term Examination</b>						
<b>Model 5: DIVERSION Y TRABAJO (FUN AND WORK)</b>						
Specific Competencies to Develop: 1.1, 1.2, 1.3						
22,23,24	8	6	AP	<b>UNIT 7: OCIO</b> <b>Function:</b> - Expresar crítica y hacer sugerencias <b>Lexical:</b> - Actividades de tiempo libre - Tipos de película <b>Grammar:</b> - Indicativo o subjuntivo con verbos de opinión o percepción física o intelectual <b>Sociocultural:</b> - Barcelona y Gaudí	• Listen and talk about leisure activities in your free time. • Critique a film that is currently in the theatres. • Recognize physical perception verbs. • Create dialogues about your agendas for the weekend.	• PPTs • Textbook • Audio • Visual Aids • Image Projector
		4	AA	• PEV - Week 8	• Participate in a forum to voice criticisms and suggestions to others.	Virtual Classroom
Bibliographical References: [1][2]						
25,26,27	9	6	AP	<b>UNIT 8: VIAJES (TRIPS)</b> <b>Function:</b> - Describir eventos <b>Lexical:</b> - Embarcaciones - Léxico de vacaciones <b>Grammar:</b> - Valores de los tiempos subjuntivos - Ser y estar. Ser+ verbo en participio - Sufijos y prefijos verbalizados <b>Sociocultural:</b> - ¿Conoces la cultura latinoamericana?	• Identify various types of vessels and their parts. • Talk about your ideal vacation. • Express your opinion about Latin American culture. • Do a presentation about well known tourist locations in your country, and compare them to those in Peru.	• PPTs • Textbook • Audio • Video • Image Projector
		4	AA	• PEV - Week 9	• Speaking and listening activities.	Virtual Classroom
Bibliographical References: [1][2]						
28,29,30	10	6	AP	<b>UNIT 9: TRABAJO (WORK)</b> <b>Function:</b> - Expresar condicionales <b>Lexical:</b>	• Talk about personal employment experiences. • Recognize the most common offenses and penalties within the workplace. • Talk about public services and their functions. • Write a resume.	• PPTs • Image Projector • Textbook • Audio • Newspapers and

				<ul style="list-style-type: none"> <li>- Profesiones</li> <li>- Servicios públicos</li> <li>- Léxico de Administración</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>- Como+ subjuntivo</li> <li>- Genero de seres animados</li> <li>- Expresión de la condición</li> </ul> <p><u>Sociocultural:</u></p> <ul style="list-style-type: none"> <li>- El Festival de Cine de La Habana</li> </ul> <p><b>EXAM 3 (ORAL)</b></p>	<ul style="list-style-type: none"> <li>• Watch and discuss an excerpt from a movie.</li> <li>• <b>Develop the activities in units 7 and 8.</b></li> </ul>	Magazines
		4	AA	<ul style="list-style-type: none"> <li>• PEV - Week 10</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and writing activities.</li> </ul>	Virtual Classroom
Bibliographical References: [1][2]						
31,32,33	11	6	AP	<p><b>UNIT 10: CRIMEN Y CASTIGO (CRIME AND PUNISHMENT)</b></p> <p><u>Function:</u></p> <ul style="list-style-type: none"> <li>- Hablar de delitos y penas</li> </ul> <p><u>Lexical:</u></p> <ul style="list-style-type: none"> <li>- Léxico judicial</li> <li>- Autos</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>- Indicativo y subjuntivo</li> <li>- Oraciones de relativo con indicativo o subjuntivo</li> <li>- Expresión de involuntariedad</li> </ul> <p><u>Sociocultural:</u></p> <ul style="list-style-type: none"> <li>- Los Mayas</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate judicial lexicon.</li> <li>• Identify the parts of a car and the vocabulary of a repair shop.</li> <li>• Describe experiences with crimes.</li> <li>• Write a report about an accident.</li> <li>• Make a presentation on Pre-Incan culture.</li> </ul>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Textbook</li> <li>• Audio</li> <li>• Visual Aids</li> <li>• Image Projector</li> </ul>
		4	AA	<ul style="list-style-type: none"> <li>• PEV - Week 11</li> </ul>	<ul style="list-style-type: none"> <li>• View various videos to practice vocabulary and pronunciation.</li> </ul>	Virtual Classroom
Bibliographical References: [1][2]						
34,35,36	12	6	AP	<p><b>UNIT 11: NATURALEZA (NATURE)</b></p> <p><u>Function:</u></p> <ul style="list-style-type: none"> <li>- Describir el tiempo atmosférico</li> </ul> <p><u>Lexical:</u></p> <ul style="list-style-type: none"> <li>- Expresiones con nombres de animales</li> <li>- El tiempo atmosférico y desastres naturales</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>- Oraciones concesivas</li> <li>- Formación de palabras</li> </ul> <p><u>Sociocultural:</u></p> <ul style="list-style-type: none"> <li>- Francisco de Goya</li> </ul>	<ul style="list-style-type: none"> <li>• Use popular expressions with animals.</li> <li>• Describe the climate and natural disasters.</li> <li>• Exchange opinions about art.</li> <li>• Talk about an experience with a natural disaster.</li> <li>• Use the correct format for writing formal letters.</li> </ul>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Image Projector</li> <li>• Textbook</li> <li>• Audio</li> <li>• Visual Aids</li> </ul>
		4	AA	<ul style="list-style-type: none"> <li>• PEV - Week 12</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and vocabulary exercises.</li> </ul>	Virtual Classroom
Bibliographical References: [1][2]						
37,38,39	13	6	AP	<p><b>UNIT 12: ARTE Y LITERATURA (ART AND LITERATURE)</b></p> <p><u>Function:</u></p> <ul style="list-style-type: none"> <li>- Expresar gustos</li> </ul> <p><u>Lexical:</u></p> <ul style="list-style-type: none"> <li>- Arte</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>- Preposiciones "por" y "para"</li> <li>- La voz pasiva</li> <li>- Valor y uso de las perífrasis verbales</li> </ul> <p><u>Sociocultural:</u></p> <ul style="list-style-type: none"> <li>- Miguel de Cervantes y El Quijote</li> </ul> <p><b>EXAM 4 (WRITTEN)</b></p>	<ul style="list-style-type: none"> <li>• Understand the difference between active and passive voice.</li> <li>• Use the diminutive in different words.</li> <li>• Read and discuss an excerpt from One Hundred Years of Solitude.</li> <li>• Describe famous paintings.</li> </ul> <p>• <b>Develop the activities based in units 9 and 10.</b></p>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Image Projector</li> <li>• Textbook</li> <li>• Audio</li> <li>• Visual Aids</li> <li>• Handouts</li> </ul>
		4	AA	<ul style="list-style-type: none"> <li>• PEV - Week 13</li> </ul>	<ul style="list-style-type: none"> <li>• Revise vocabulary through a web page.</li> </ul>	Virtual Classroom
Bibliographical References: [1][2]						
40,41	14	4	AP	<ul style="list-style-type: none"> <li>- General Overview</li> <li>- International review of Spanish (DELE)</li> </ul>	<ul style="list-style-type: none"> <li>• Solve exercises for an international exam.</li> <li>• Compare and contrast figures and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Book</li> <li>• Audio</li> </ul>



42		2		<b>FINAL EXAM - ORAL</b>		
		4	AA	PEV - Week 14	• Develop various written exercises to reinforce learning.	Virtual Classroom
<b>FINAL EXAM</b>						

### Methodology

The course uses an active-inductive methodology that allows students to develop skills and strategies using prior knowledge through collaborative work that emphasizes reading comprehension and writing production. The course promotes reflective and critical thinking as well as independent learning through tasks and complementary activities in the virtual platform.

### System of Evaluation

N°	Type of Evaluation	Percentage
1	Term 1 and 2 Evaluation	35%
2	Written and Oral Evaluation	20%
3	Mid-Term Evaluation	15%
4	Final Exam: Oral	10%
5	Final Exam	20%

#### Evaluation Timeline (35%)

Type of Evaluation	N°	Percentage Breakdown	(%)	Week	Date		
<b>Term 1 and 2 Evaluation 35%</b>	1	Term 1	Participation in classroom activities and independent learning	40%	50%	Week 7	May 3rd
	2		Oral participation	40%			
	3		Attitude in class	20%			
	1	Term 2	Participation in classroom activities and independent learning	40%	50%	Week 14	June 28th
	2		Oral participation	40%			
	3		Attitude in class	20%			
<b>TOTAL</b>			<b>100</b>				

#### Timeline for the Written and Oral Exams (20%)

Type of Evaluation	N°	Percentage Breakdown	(%)	Week	Date	Retake?
<b>Written and Oral Tests (20%)</b>	1	Exam 1 (Written)	25%	Week 3	April 3rd	(*) Only one of the four tests.
	2	Exam 2 (Written)	25%	Week 6	April 26th	
	3	Exam 3 (Oral)	25%	Week 10	May 31st	
	4	Exam 4 (Written)	25%	Week 13	June 23rd	
	<b>TOTAL</b>			<b>20%</b>		
<b>NO EXAM CAN BE ELIMINATED</b>						

#### Timeline for Oral Final (10%)

FINAL EXAM - ORAL (10 %)	10%	Week 14	June 26-27	Retake? <b>NO</b>
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### General Standards

#### HOURS OF INDEPENDENT LEARNING:

As part of their education, students are to spend at least four hours a week to strengthen the skills and knowledge they have acquired during class hours. To do so, students will enter the virtual classroom of the University with the username and password they have received during the first week of class. All activities are developed independently and will be evaluated and included in the category of "Permanent Evaluation". Some work will also be evaluated in the midterm or final testing.

#### ATTENDANCE:

The student can be absent for the total of 20% of the total number of classes in the course. If the student exceeds this rate, he or she will not be able to take the final exam because they will not meet the attendance requirement of the University.



It is important to note that the **first hour has a maximum late arrival tolerance of ten minutes**, after which the student will be considered absent. If the course has two continuous hours, **there is no tolerance for the second hour**. Attendance is counted until the last day of class.

It is essential that students check their absences through INFOSIL in order to avoid last minute surprises. If there is any mistake in attendance, the professor has 72 hours (3 days) to rectify the matter. After this time, you can not make any changes to the attendance control.

**MAKE-UP TESTING:**

There is make-up testing within a week after the end of the class for those students who have a justifiable reason for not being able to take one of the four tests.

To take advantage of the make-up test, follow the proper procedure within 48 hours of the missed test.

**There is not make-up testing for the Oral Final.**

**MATERIALS:**

The student should bring to class what is mandatory for the development of their education. The student should bring his/her textbook and workbook to class everyday (photocopies are not accepted).

**Attending class without study materials (including textbook and workbook) will lead to a reduced score in the evaluation of the Class Attitude.**

In summary, it is important to be clear about the following points:

- a. **There is a late arrival tolerance of 10 minutes to be considered present for the first hour of class.**
- b. **There is no tolerance for the start of the second class.**
- c. **The limit for course absences is 20%. If a student exceeds this rule, he or she will not be allowed to take the final exam.**
- d. **Student must carry all relevant course materials to each class including original textbook and workbook. Failure to do so will result in a reduced Class Attitude score.**

**References**

- [1] Castro Viudez, F; Díaz Ballesteros, P; Roderó Díez, I & Sardinero Franco, C. (5ta edición, 2010). *Español en Marcha 4*. Libro del Alumno (ELE). Nivel B2. Madrid: Sociedad General Española de Librerías SA.
- [2] Castro Viudez, F; Díaz Ballesteros, P; Roderó Díez, I & Sardinero Franco, C. (5ta edición, 2010). *Español en Marcha 4*. Cuaderno de ejercicios (ELE). Nivel B2. Madrid: Sociedad General Española de Librerías SA.

<p><b>Elaborado por:</b></p>   <p><b>Narda Rebeqa Cumpa Arribasplata</b> <b>Coordinadora de Curso</b></p> <p>Fecha: 27 Octubre 2011</p>	<p><b>Aprobado por:</b></p>   <p><b>Samantha Lanaway</b> <b>Directora del Departamento de Idiomas</b></p> <p>Fecha:</p>
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