



## CIEE in Lima, Peru

<b>Course name:</b>	Advanced Spanish Writing Workshop
<b>Course number:</b>	SPAN 3003 LMLA
<b>Program offering the course:</b>	Lima, Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3 credits
<b>Contact hours:</b>	45 hours
<b>Term:</b>	Spring 2019
<b>Meeting Times:</b>	Tuesdays and Thursdays from 1:00 ppm to 3:00 pm.
<b>Instructor:</b>	Sonia Maruenda, Ph.D.
<b>Contact information:</b>	CIEE office phone 626-2162, maruends@gmail.com

### Course Description

Writing an academic paper in Spanish in the Peruvian higher academic setting requires expertise that most students have not mastered completely at the intermediate or early advanced levels of language instruction. This course is designed specifically for students who are also enrolled in PUCP courses. The goal is to facilitate their understanding of the Peruvian academic teaching style, to learn how to get the best out of their classes and to communicate in an academic setting. Through intensive writing and reading practice, students will learn how to express themselves formally and write the academic papers required by most university courses.

### Learning Objectives

By the completion of this course, students ideally will:

Improve their grasp of Spanish grammar and syntax in order to make their written language closely resemble that of an educated native speaker.

Be able to quickly organize and draft grammatically and rhetorically sound answers to written questions based on previously studied topics. The development of this skill is aimed at improving performance in PUCP reading comprehension tests and, midterm and final exams.

Be able to appropriately express thought-out argumentative ideas in writing, respond to complex ideas, use rhetorical devices effectively with well-developed, cohesive, and logical arguments. This skill is aimed at improving performance in PUCP required papers.



## **Methods of Instruction**

Each three-hour week is organized into three distinct modules: grammar practice and improvement topics, reading and discussing of a small or medium size text and writing of short or medium size essay. Except for the writing activity, constant and productive interaction in Spanish between instructor and students will be the norm. Students are encouraged to bring their personal dictionaries or similar tools to class and used them as needed even during the writing period. This first part of the semester will slightly differ from the second part.

**First half of the semester:** Over the course of these weeks, attention is focused on on-site writing skills, that is, the production of short academic essays and answers in class within a set time limit. This aims to drill the students in the skills necessary to face similar tests within their regular PUCP classes, during which resources such as spellcheck or the time to carefully look-up everything are not available.

**Second half of the semester:** This focuses on the production of typed 'take home' essays, aiming to prepare students for the production of term papers for their PUCP classes. Grammatical fine tuning shall continue, and formal elements of term paper production shall be covered. The final exam will evaluate reading comprehension, writing and grammar. In addition, students will turn in a eight-page (minimum) essay written at home. Your instructor will inform you of the specific requirements of this paper in a timely manner.

## **MAIN TOPICS**

- Review of forms and usage of mayor tenses and moods.
- *Ser, estar, haber.*
- Commands.
- If clauses.
- Simple and complex tenses.
- The subjunctive in subordinate clauses.
- Relative clauses
- Adverbial clauses
- The Preterit and the imperfect.
- *Ser, estar* and participles.
- Personal pronouns
- *Gustar* type constructions.
- Impersonal sentences.
- Stress and spelling.
- Uses of the gerund.
- Citation and references.



## CALENDAR

<b>WEEK 1</b>	Review of tenses The subjunctive in nominal clauses	
<b>WEEK 2</b>	Past subjunctive in nominal clauses The subjunctive in adjectival clauses	Reading / Quiz Chapter 1
<b>WEEK 3</b>	Relative clauses and relative pronouns Indicative and subjunctive in relative clauses	Reading / Quiz Chapter 2
<b>WEEK 4</b>	The subjunctive in adverbial clauses Writing with conjunctions	Reading / Quiz Chapter 4
<b>WEEK 5</b>	Si clauses The future and the conditional to express probability	Reading / Quiz Chapter 5
<b>WEEK 6</b>	The preterit and the imperfect Narrating in the past	Final Reading / Quiz
<b>WEEK 7</b>	Past participles Writing with perfect tenses	<a href="#">THURSDAY: Workshop Midterm Exam</a>
<b>WEEK 8</b>	Spelling rules and punctuation The use of capital and lower-case letters	PUC MIDTERM EXAMS
<b>WEEK 9</b>	Impersonal sentences and impersonal se Passive se	2 pages due
<b>WEEK 10</b>	Ser, estar, haber, tener Passive voice	2 pages due
<b>WEEK 11</b>	Gustar type verbs False cognates	2 pages due
<b>WEEK 12</b>	Prepositions Idiomatic expressions	2 pages due <a href="#">THURSDAY: Workshop Final Exam</a>



WEEK 13 – no CIEE classes – [WORKSHOP FINAL ESSAY DUE](#); WEEK 14 – no CIEE classes; WEEK 15 – no CIEE classes; WEEK 16 – PUCP MITTERM EXAMS; WEEK 17 – PUCP MAKE-UP EXAMS. END OF SEMESTER.

### **READING AND QUIZZES**

Students read at home assigned chapters of the book selected. On Tuesday, they have a quiz on it in class. In-class discussion of the chapter read follows the quiz.

VARGAS LLOSA, Mario. 2010. EL SUEÑO DEL CELTA. Alfaguara.

### **ESSAY AND PAGES DUE**

Students choose a topic to research on. The topic must be related to some aspect of the book selected or the book or author. Students then research on the subject and turn in a list of the sources they will cite as references in the essay (4 different sources minimum). Students will turn-in two typed pages (each with at least one different source) on their topic for five weeks. Students will base their final essay on the pages that were turned-in. This final essay must be typed and at least 8 pages long.

### **Assessment and Final Grade**

Mid-term exam:	20%
Final Exam:	20%
Quizzes:	20%
Pages:	20%
Essay:	20%

**Course Requirements:** The student must have taken at least one Advanced Spanish course.

### **Recommended Readings**

Rogelio Vallecillos, *Practice makes perfect: Advanced Spanish Grammar*. McGraw-Hill. 2008.

Graciela Reyes, *Cómo escribir bien en español: Manual de redacción*. Madrid: Arco Libros. 2008.



Zulma Iguina and Eleanor Dozier, *Manual de gramática: Grammar reference for students of Spanish*.  
Boston: Thompson-Heinle. 2008.