



CIEE in Lima, Perú

Course name:	Intensive Advanced Spanish II
Course number:	SPAN 3102 LMLA
Program offering course:	CIEE Lima Liberal Arts Program
Language of instruction:	Spanish
U.S. Semester Credits:	3.0
Contact Hours:	45
Term:	Spring 2019 pre-session

Course Description

This course is designed to reinforce and expand upon what students have learned in prior semesters of Spanish language instruction. The course aims to train students in an advanced level of comprehension and expression in Spanish, both written and spoken and prepare them their regular PUCP semester courses, which are conducted in Spanish. This course emphasizes grammar applied through oral production. Reading, writing, and listening comprehension activities are included to reinforce oral production.

Learning Objectives

By the completion of this course, students will:

- Reinforce their understanding and usage of the Spanish language.
- Enrich their vocabulary both in standard and everyday Peruvian Spanish.
- Strength their ability to communicate complex issues in a university setting, in both written and spoken form.
- Learn about general topics of Peruvian history, culture and current affairs.

Methods of Instruction

The class shall aim to prepare students to successfully deal with their direct enrollment courses during their stay in PUCP. While there will be some grammar review, over the course of the intensive class, emphasis shall be placed on those skills they will most require.

- *Listening comprehension:* A large number of courses in PUCP are lecture-based, and therefore CIEE Advanced Spanish students shall be drilled in this valuable skill.
- *Reading comprehension:* Many courses in PUCP have a substantial required reading component. CIEE Advanced Spanish must be capable of reading at a very advanced level.
- *Public speaking:* A number of professors will require students to carry out *exposiciones* (presentations) –lasting from anywhere between 10 minutes to 60 or more– as part of their coursework.
- *Writing:* Most evaluations in PUCP tend to be in writing, be these in examination or paper (or *monografía*) form. Practice of this type of production is key to students' success in direct enrollment courses.



- *Conversation*: Some courses' grading systems include a class participation component. Practice in conversation will aim to boost students' self-confidence in their capabilities. It is also a generally useful skill.
- *Grammar review*: There will be some flexibility in the topics covered in the grammar component, in order to tailor it to the students' needs. Topics often covered at this level include advanced use of subjunctive, conditionals, *dequeísmo* and *antidequeísmo*, idioms, formal/informal registers, slang, Peruvianisms, complicated prepositions, etc.

Assessment and Final Grade

Coursework:	30%
Mid-term evaluation:	30%
Final evaluation:	40%

Weekly Schedule

(Subject to changes according to students' needs)

Session 1

Morning:

Warm-up. Friendly conversation about their experiences in Lima so far.

Topic introduction. Instructor introduces topic with brief lecture and /or with the support of related audio-visual resources.

Reading comprehension. Students read on their own (or out loud in turns) a medium size commentary article on subjects of Peruvian current affairs, the arts, history, social topics, etc.

Checking grammar and vocabulary. Students present questions on vocabulary, grammar and content.

Discussion. Students share their questions and comments on the subject with the class individually.

Writing activity. Students write an essay on related topic determined by instructor and turn it in.

Afternoon: *Listening exercises*. Students shall listen to text spoken in Spanish and will answer questions pertaining to its contents.

Idioms, part 1. Students will learn Spanish idioms and shall carry out oral exercises in which they will put them to practice.

Session 2

Morning:

Warm-up. Comments on grammar and vocabulary of written corrected essays.

Topic introduction. Instructor introduces topic with brief lecture and /or with the support of related audio-visual resources.

Reading comprehension. Students read on their own (or out loud in turns) a medium size commentary article on subjects of Peruvian current affairs, the arts, history, social topics, etc.

Checking grammar and vocabulary. Students present questions on vocabulary, grammar and content.

Discussion. Students share their questions and comments on the subject with the class individually.

Writing activity. Students write an essay on related topic determined by instructor and turn it in.

Afternoon: *Listening exercises*. Students shall listen to previously recorded podcasts in Spanish and will answer questions pertaining to their contents.



Idioms, part 2. Students will learn Spanish idioms and shall carry out oral exercises in which they will put them to practice.

Session 3

Morning:

Warm-up. Comments on grammar and vocabulary of written corrected essays.

Topic introduction. Instructor introduces topic with brief lecture and /or with the support of related audio-visual resources.

Reading comprehension. Students read on their own (or out loud in turns) a medium size commentary article on subjects of Peruvian currents affairs, the arts, history, social topics, etc.

Checking grammar and vocabulary. Students present questions on vocabulary, grammar and content.

Discussion. Students share their questions and comments on the subject with the class individually.

Writing activity. Students write an essay on related topic determined by instructor and turn it in.

Afternoon: *Listening exercise.* Students shall listen to a previously recorded lecture by a PUCP professor and shall answer questions pertaining to its contents.

Presentations. Students shall make presentations on non-academic topics, as training for the mid-term presentations.

Session 4

Morning:

Warm-up. Comments on grammar and vocabulary of written corrected essays.

Topic introduction. Instructor introduces topic with brief lecture and /or with the support of related audio-visual resources.

Reading comprehension. Students read on their own (or out loud in turns) a medium size commentary article on subjects of Peruvian currents affairs, the arts, history, social topics, etc.

Checking grammar and vocabulary. Students present questions on vocabulary, grammar and content.

Discussion. Students share their questions and comments on the subject with the class individually.

Writing activity. Students write an essay on related topic determined by instructor and turn it in.

Afternoon: *Listening exercise.* Students shall listen to a previously recorded lecture by a PUCP professor and shall answer questions pertaining to its contents.

Quechisms. Students will learn Quechua loanwords into Peruvian Spanish and shall carry out oral exercises in which they will put them to practice.

Session 5 (Mid-term examination)

Morning: *Grammar and vocabulary examination. Reading comprehension of pre assigned reading material and written essay on assigned related topic.*

Afternoon: *Presentations.* Students shall make presentations on academic topics, simulating the experience of doing so in front of Peruvian university classes.

Session 6

Morning:

Warm-up. Comments on grammar and vocabulary of written corrected essays.

Topic introduction. Instructor introduces topic with brief lecture and /or with the support of related audio-visual resources.

Reading comprehension. Students read on their own (or out loud in turns) a medium size commentary article on subjects of Peruvian currents affairs, the arts, history, social topics, etc.

Checking grammar and vocabulary. Students present questions on vocabulary, grammar and content.

Discussion. Students share their questions and comments on the subject with the class individually.

Writing activity. Students write an essay on related topic determined by instructor and turn it in.



Afternoon: *Listening exercise.* Students shall listen to a previously recorded lecture by a PUCP professor and shall answer questions pertaining to its contents.

Slang, part 1. Students will learn Peruvian slang and shall carry out oral exercises in which they will put them to practice.

Session 7

Morning:

Warm-up. Comments on grammar and vocabulary of written corrected essays.

Topic introduction. Instructor introduces topic with brief lecture and /or with the support of related audio-visual resources.

Reading comprehension. Students read on their own (or out loud in turns) a medium size commentary article on subjects of Peruvian currents affairs, the arts, history, social topics, etc.

Checking grammar and vocabulary. Students present questions on vocabulary, grammar and content.

Discussion. Students share their questions and comments on the subject with the class individually.

Writing activity. Students write an essay on related topic determined by instructor and turn it in.

Afternoon: *Listening exercise.* Students shall listen to a previously recorded lecture by a PUCP professor and shall answer questions pertaining to its contents.

Slang, part 2. Students will learn Peruvian slang and shall carry out oral exercises in which they will put them to practice.

Session 8

Morning:

Warm-up. Comments on grammar and vocabulary of written corrected essays.

Topic introduction. Instructor introduces topic with brief lecture and /or with the support of related audio-visual resources.

Reading comprehension. Students read on their own (or out loud in turns) a medium size commentary article on subjects of Peruvian currents affairs, the arts, history, social topics, etc.

Checking grammar and vocabulary. Students present questions on vocabulary, grammar and content.

Discussion. Students share their questions and comments on the subject with the class individually.

Writing activity. Students write an essay on related topic determined by instructor and turn it in.

Afternoon: *Listening exercise.* Students shall listen to a previously recorded lecture by a PUCP professor and shall answer questions pertaining to its contents.

Presentations. Students shall make another round of presentations.

Session 9

NO CLASS (pre-matricula)

Session 10 (Final examination)

Morning: *Grammar and vocabulary examination. Reading comprehension of pre assigned reading material and written essay on assigned related topic.*

Afternoon: *Presentations.* Students shall make presentations on academic topics, simulating the experience of doing so in front of Peruvian university classes.

Readings

Suggested Books and Online Resources

Andrian, G.W. 2007. *Modern Spanish Prose with a Selection of Poetry.* New Jersey: Pearson



Education, Prentice Hall.

Iguina, Z. y E. Dozier. 2003. *Manual de Gramática. Grammar Reference for Students of Spanish*. Boston, MA: Thompson Heinle.

Vallecillos, R.A. 2008. *Practice Makes Perfect: Advanced Spanish Grammar*. New York: McGraw Hill.

Wilkie, Irene and C. Arnaiz. 2008. *Intermediate Spanish: A Grammar and workbook*. London: Routledge.

- <http://www.elcastellano.org/gramatic.html> (Lengua)
- <http://www.zonaele.com/> (Lengua)
- <http://babelnet.sbg.ac.at/carlitos/ayuda/ser-estar.htm> (Ser y estar)
- <http://www.youtube.com/watch?v=rroXCqvC1Ek> (PUCP- Los castellanos del Perú)
- <http://www.youtube.com/watch?v=hZhhdGeiQVc>
(Sucedió en el Perú – María Rostorowski – Bloque 1)
- <http://www.youtube.com/watch?v=XNI9yPs91ek> (Tiempo de viaje de Rafo León – Cuzco 1/4)
- http://www.youtube.com/results?search_query=a+la+vuelta+de+la+esquina&aq=o
(Videos youtube de “A la Vuelta de la esquina”)
- <http://www.rpp.com.pe> (Radio Programas del Perú)
- <http://www.prensaescrita.com/america/peru.php> (Periódicos peruanos)
- <http://www.elperuano.pe/Edicion/> (El Peruano- Diario Oficial del Perú)
- <http://www.elperuano.pe/Edicion/variedades.aspx> (Suplemento “Variedades” del Peruano)
- <http://www.generacion.com/> (Noticias y temas de interés)