

## SYLLABUS

<b>AREA</b>	: LANGUAGES		
<b>COURSE</b>	: INTERMEDIATE SPANISH		
<b>PREREQUISITE</b>	: ELEMENTARY SPANISH		
<b>CREDITS</b>	: 4	HRS. OF THEORY: 4	HRS. OF PRACTICE:
<b>PERIOD</b>	: 2010-1		
<b>INSTRUCTOR</b>	:	EMAIL:	
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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 the press, expressing feelings and carrying on conversations in different places, 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-related situations, in different tenses, as well as in the surrounding environment and printed and broadcast media, 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: AN INTERVIEW WITH THE PERSONNEL MANAGER</b> <ul style="list-style-type: none"> <li>- Imperfect and indefinite</li> <li>- Perfect and past perfect</li> <li>- Simple and compound future</li> <li>- Accentuation and punctuation</li> </ul> <b>UNIT 2: AN AFTERNOON AT THE MOVIES</b> <ul style="list-style-type: none"> <li>- Present subjunctive</li> <li>- “Quizá, ojalá”</li> <li>- Negative imperative</li> <li>- The conjunction “cuando”</li> </ul> <b>UNIT 3: AT THE STATION</b> <ul style="list-style-type: none"> <li>- Past perfect subjunctive</li> <li>- Verbs that govern the subjunctive</li> <li>- Structures of “ser” and “estar” + adjective + preposition</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about job offers.</li> <li>- Use conversational guidelines.</li> <li>- Greet and say good-bye to someone.</li> <li>- Ask and respond to questions about how you are.</li> <li>- Exchange experiences on leisure activities with classmates.</li> <li>- Discuss trips and transportation.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to job interview questions.</li> <li>- Read and understand an employment ad.</li> <li>- Write a classified ad.</li> <li>- Complete the missing text in a dialogue.</li> <li>- Stage a movie dialogue.</li> <li>- Do accentuation and punctuation exercises.</li> <li>- Practice colloquial expressions related to travel.</li> <li>- Talk about the trip of your dreams.</li> <li>- Research vocabulary on means of transportation.</li> </ul>
3-4	8	<b>UNIT 4: LIFE IN THE CITY CITY</b>	<ul style="list-style-type: none"> <li>- Discuss sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and understand</li> </ul>

Week	No. of Hours	Content	Learning strategies and procedures	Activities
		<ul style="list-style-type: none"> <li>- Imperfect of the subjunctive</li> <li>- Regular and irregular verbs</li> <li>- Simple conditional</li> <li>- Unreal conditional sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest, accept or reject plans.</li> <li>- Talk about your social life and compare it with that of others.</li> </ul>	<ul style="list-style-type: none"> <li>- a dialogue.</li> <li>- Listen to a sports report on radio/TV.</li> </ul>
		<p><b>UNIT 5: IN THE MOUNTAINS</b></p> <ul style="list-style-type: none"> <li>- Past perfect of the subjunctive</li> <li>- Compound conditional</li> <li>- Expression of desire</li> <li>- Conditional phrases</li> </ul> <p><b>UNIT 6: A CASUAL ENCOUNTER</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect style</li> <li>- Prepositional idioms and prepositions</li> <li>- Punctuation and accentuation</li> </ul>	<ul style="list-style-type: none"> <li>- Ask for and offer help.</li> <li>- Accept and decline help.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about tastes in sports.</li> <li>- Correct the style of a letter.</li> <li>- Write an informal letter.</li> <li>- Discuss social life in the city of Lima.</li> </ul>
5 – 6	8	<p><b>UNIT 7: VISIT TO A MUSEUM</b></p> <ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Reflexive passive</li> <li>- Impersonal forms</li> <li>- Diminutives</li> </ul> <p><b>UNIT 8: AT SCHOOL</b></p> <ul style="list-style-type: none"> <li>- Expression of cause</li> <li>- Expression of consequence</li> <li>- Expression of tense</li> <li>- Expressions + subjunctive</li> <li>- Compound prepositions</li> </ul> <p><b>UNIT 9: EVENING PARTY</b></p> <ul style="list-style-type: none"> <li>- Conditionals</li> <li>- Prefixes</li> <li>- Change of state verbs</li> <li>- Adverbs</li> <li>- Spelling: accentuation</li> </ul>	<ul style="list-style-type: none"> <li>- Request, accept or turn down an appointment.</li> <li>- Talk about cultural life in your city.</li> <li>- Discuss and compare the world of education.</li> <li>- Initiate or end a conversation using the appropriate vocabulary.</li> <li>- Express affirmations and negations.</li> <li>- Exchange opinions about parties.</li> <li>- Use expressions to change the subject or to interrupt and to return to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and practice a dialogue on a visit to a museum.</li> <li>- Visit a museum.</li> <li>- Write a report on the visit.</li> <li>- Practice using colloquial expressions related to universities.</li> <li>- Describe the different university settings.</li> <li>- Participate in a debate on education.</li> <li>- Practice telephone conversations.</li> <li>- See a video on patron saint festivals.</li> </ul>
<b>MID-TERM EXAM</b>				
8-9	8	<p><b>UNIT 10: VISIT TO A PUBLISHER</b></p> <ul style="list-style-type: none"> <li>- Expression of concession</li> <li>- Expression of finality</li> <li>- Composition</li> <li>- Suffixes</li> </ul> <p><b>UNIT 11: SAYING GOOD BYE</b></p> <ul style="list-style-type: none"> <li>- Comparison</li> <li>- Expression of tense</li> <li>- Expression of place and mood</li> <li>- Interjections</li> </ul> <p><b>UNIT 12: SPAIN AND ITS POSITION IN THE WORLD</b></p> <ul style="list-style-type: none"> <li>- Agreement</li> <li>- Plural of names</li> <li>- Prefixes indicating intensity</li> </ul>	<ul style="list-style-type: none"> <li>- Describe different printed media (publications).</li> <li>- State the tense and mood.</li> <li>- Express concession.</li> <li>- Talk about journalism in the past and the present.</li> <li>- List appropriate and inappropriate phrases.</li> <li>- Encourage, persuade or insist on doing something.</li> <li>- Read and talk about Spain's position in the world.</li> <li>- Distinguish between prefixes and suffixes.</li> <li>- Prevent, promise or swear.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe a newspaper or magazine.</li> <li>- Read about life in Spain today.</li> <li>- Watch a cultural video on Hispanic America: Central America</li> <li>- Write an opinion article.</li> <li>- Stage a dialogue using phrases to say good bye.</li> <li>- Make a presentation on the culture of your country.</li> </ul>
10-11	8	<b>UNIT 13: THE SPANISH</b>	<ul style="list-style-type: none"> <li>- Read and talk about the</li> </ul>	<ul style="list-style-type: none"> <li>- Do research on Spanish</li> </ul>

Week	No. of Hours	Content	Learning strategies and procedures	Activities
		<b>LANGUAGE: its dissemination</b> - Uses of “por / para” - Uses of “por qué” and “porque” - Uses of “sino” and “si no” - Catalan, Galician and Basque <b>UNIT 14: HISPANIC AMERICA</b> - “Ser” and “estar” + adjective - Expressions with “ser/ estar” - Prepositions	different languages spoken in Spain. - Read about the dissemination of Spanish in the world. - Exchange experiences involving words used in Spanish-speaking countries. - Express feelings of joy, sadness, kindness and unpleasantness.	conquerors in Peru. - Write a composition on the importance of Spanish. - Watch a cultural video of Hispanic America: the Andean countries.
		<b>UNIT 15: SPANISH IN AMÉRICA</b> - Infinitive, gerund and participle - Americanisms - Expressions with “echar” - Accentuation	- Express satisfaction, admiration, likes and dislikes. - Read and comment on the biography of Hernán Cortés. - Recognize Americanisms.	- Discuss language differences among Spanish-speaking countries. - Give a short presentation on a famous Hispanic person.
12-14	12	<b>UNIT 16: TOURISM</b> - Verbs with two participles - Expressions with “hacer” - Description of tourism locations <b>UNIT 17: EMIGRATION</b> - Imperfect of the indicative - Future imperfect indicative - Expressions with “tener” - Characteristics of emigration <b>UNIT 19: SOCCER</b> - The subjunctive: present, past imperfect, perfect and past perfect tenses - Expressions with “dar” - Connectors <b>UNIT 20: AFTERNOON AT THE BULLFIGHTS</b> - Numerals - Demonyms/gentilics - Connectors in speech	- Express pain and regret. - Express resignation and relief. - Talk about tourism in the world. - Describe tourist locations. - Talk about emigration. - Express doubt, fear and repulsion. - Exchange opinions on the popularity of soccer. - Use additive, consecutive and argumentative connectors.	- Give a presentation on a tourism location in your country. - Watch a cultural video on Cusco. - Write a postcard. - Give a talk about a travel experience in Peru. - Participate in a discussion on the World Cup soccer championship.
<b>FINAL EXAM</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	No.	Breakdown of weight (%)	Week
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evaluation			
<b>On-going Evaluation</b>	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
<b>Written Tests</b>	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 classes**. 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 arriving students 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, nivel medio. Libro del alumno. Sociedad general español de Librería SA. Quinta Edición.
- b. Español Sin Fronteras 2. Lengua Viva 3.