

SYLLABUS

BASIC SPANISH

I. Introduction

The program of the Regional Andean Studies Center, “Bartolomé de Las Casas” (CBC), was born with the purpose of creating a space for investigation and learning. It promotes an academic proposal that reflects its institutional work on themes of regional development and Andean culture, and also takes responsibility to educate new generations of intellectuals and social actors.

In this context, the CBC must focus on the conservation and enrichment of one of the fundamental cultural elements: the Spanish and Quechua languages. In 1996 they implemented the program of various level language courses geared toward local and foreign students alike. In 2006, the CBC and ProPeru formed an agreement to offer these Spanish courses for credit to university students from the United States.

These Spanish courses are specifically designed to acquire both written and oral communication skills. They are divided by levels (basic, intermediate, and advanced) to permit a gradual advance in both teaching and learning.

The Basic Level begins with participants with little or no experience with the language. Through basic fundamental communication practices the students learn to situate themselves linguistically. This level is structured to slowly advance step by step the student’s grammar, vocabulary, speech and reading comprehension.

In addition to integrating students through skills in communication, these Spanish courses aim to teach a cultural knowledge of Peru through the study of different lifestyles, traditions and customs in both rural and urban settings. In this manner the Spanish language converts into an invaluable tool, not only for communication but also for the comprehension of Peruvian culture.

II. Objectives

To develop linguistic and communicative skills in comprehension, expression, oral and written command, reading and Spanish grammar.

- To understand proper grammatical structure within the Spanish language and its use in the present and past tenses
- To master basic vocabulary
- To practice correct pronunciation
- To be able to understand and analyze basic readings
- To know, understand and use common phrases and expressions

III. Method

Our method of teaching is based around the active participation of the student. We help reinforce this acquired competency through practice and exercises. These specific practices will teach students to form their own sentences, express ideas, read and understand subconsciously.

Lesson Classes

- Two hours of grammar
- Two hours of vocabulary, readings, comprehension and conversation
- Use of texts

Practical Classes

- Film viewings for themes of comprehension, analysis and debate
- Field trips to markets, historic sites and city tours
- Classes involving traditional cooking
- Acting games and exercises
- Songs to perfect pronunciation and vocabulary

Evaluation

- Class participation
- Homework
- Three written examinations
- Development, composition and speech of essays

IV. Class Structure

- Review of previous classes
- Presentation of current class themes
- Practice through written and oral exercises
- Learn and practice specific grammatical uses
- Connect current material to previous
- Strategic evaluation
- Reinforce learned material through homework

V. Class Rules

- Mandatory class assistance
- Punctuality
- Responsibility

VI. Thematic Structure

- Articles – nouns – adjectives
- Verb SER
- Verb SER, ESTAR, HABER
- Verb TENER
- Verb GUSTAR

Present indicative of regular verbs
Present indicative of irregular verbs
Present with root changes
Future expressions
Present Progressive
Possessive, demonstrative and comparative adjectives
Reflexive verbs
Preterit with regular verbs
Preterit with irregular verbs
Direct and indirect object pronouns
Preterit imperfect
Preterit vs. Imperfect
Prepositions
Preterit perfect
Vocabulary for each theme

VII. Bibliography

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Third Edition
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McGraw Hill 1972

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