

**Last Updated: 10/10/2007**

**Intensive Advanced Spanish in Usage I-II  
SP350**

**PROFESSOR INFORMATION:**

Name: Javier Pardo Gendre.  
Office hours: By appointment.

**DESCRIPTION:**

In this course the student will advance and practice the skills gained in previous levels with emphasis in argument construction and logic speech processes. The student will gain proficiency in the skilful use of the language and will be able to refine the tools necessary to engage native speakers into fluid conversation, and will also be able to maintain a complex argumentation.

**EQUIVALENCES:**

- ACTFL: Advanced High.
- CFER: C1.
- Cervantes: C3 and C4.

**PREREQUISITES:**

SP202 or an equivalent course.

**LANGUAGE OF INTERACTION:**

Spanish will be used in all instances, with emergency use of English for disambiguation.

**CREDITS:**

Equivalent to 4 Semester credits:

- 105 minutes per class.
- 4 class meetings per week.
- 12 weeks per semester.
- 84 hours of teacher-student contact.

**STUDENT OUTCOMES:**

The mastering of the main skills and grammatical items that follow:

**Main Skills:**

1. Production
  - a. Written
    - i. Can use expressions to make a judgement or to evaluate.
    - ii. The effective use of words that render an argument more organized and effective.
    - iii. Able to write, contrast, and compare ideas.
    - iv. Able to use speech markers to indicate a logical sequence.
    - v. Make recommendations and give advice.
    - vi. Use polite formulas.
    - vii. React to a protest or a complaint.
    - viii. Express resignation, hope, fear, obligation and prohibition.
    - ix. Effectively express happiness and comfort.
    - x. Add information.
    - xi. Express the processes experimented by people or things.
  - b. Oral
    - i. Use correct expressions to judge and evaluate and provide a logical sequence.
    - ii. Able to compliment people or actions and to provide supporting arguments.
    - iii. Can formulate well organized hypotheses.
    - iv. Express different feelings.
    - v. Ask for clarification, add information or correct information.
    - vi. React before a claim.
2. Comprehension
  - a. Written
    - i. Able to comprehend sophisticated writing that requires logical and critical reading.
    - ii. Able to understand writing with formulaic segments that indicate politeness.
    - iii. Able to read sophisticated texts that provide a judgement of values.
    - iv. Able to understand resignation, fear, hope, desperation, complaints.
  - b. Oral
    - i. Understands argumentation and how complements for emphasis are used.
    - ii. Understands statements judging and making recommendations.

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- iii. Understands complex statements related to argumentation and reasoning.
  - iv. Understands indirect style.
3. **Interaction**
- a. Oral
    - i. Conduct a conversation with arguments and debate.
    - ii. Respond to compliments and allow for turn-taking in the conversation.
    - iii. Able to produce subtle statements of recommendation.
    - iv. Transmit accurate information and respond to complaints and argumentation.
    - v. Respond to complex questions.
    - vi. Able to make oneself understood using complex phrases.
  - b. Chat/Blog
    - i. Conduct a well structured debate.
    - ii. Propose and defend a hypothesis.
    - iii. Able to project a discursive logical path.
    - iv. Transmit complex descriptions.
    - v. Respond to dense arguments and questions.
    - vi. Able to understand and respond using indirect style.

**Grammatical Items:**

1. Usage and understanding of Indicative Past Tenses.
2. Usage and understanding of Irregular Present Subjunctive and the Past Subjunctive.
3. Usage and understanding of coordinated sentences.
4. Usage and understanding of Reflexive verbs and pronouns.
5. Usage and understanding of Modal and Final Subordinate sentences.
6. Usage and understanding of the Passive Voice.
7. Usage and understanding of Concessive and Conditional Clauses.
8. Usage and understanding of Adjective Subordinates.
9. Usage and understanding of Adverbial allocutions.
10. Usage and understanding Ser and Estar.
11. Usage and understanding of the Pluscuamperfecto de Subjuntivo.
12. Usage and understanding of complex verbal periphrasis.
13. Usage and understanding of Ser, Estar, Tener, Hacer and Haber.
14. Usage and understanding of Subordinate clauses with Subjunctive, Indicative and Infinitive.
15. Usage and understanding of pronoun SE.
16. Usage and understanding of the Causal Subordinates.
17. Systematisation of Indirect Speech.
18. Introduction to expressing consequence.

**LEARNING MEANS:**

The course emphasizes the practical work of the students. Class time will be used to carry out a selection of activities, texts, songs, clips from television series, films and commercials, discussions, readings and field studies.

**METHOD OF ASSESMENT:**

Exams, quizzes, compositions, other written assignments (i.e., portfolios), cultural visits, verbal interaction with peers and community, all to the discretion of the individual professor, except:

Week 4:	Midterm 1	20%
Week 8:	Midterm 2	20%
Week 12:	Exit Exam	10%
Portfolio:	Quizzes	5%
Portfolio:	Field studies	10%
Portfolio:	Compositions	10%
Portfolio:	Oral presentations	10%
Portfolio:	Homework	5%
Everyday:	Participation	10%

The Exit Exam is designed as a mirror exercise to the Placement Test that all students must take to be placed in a course at the right level. The Exit Exam gauges the progress of each individual student during their participation in the IES Barcelona program. The assessment of a student's progress is done by comparing a student's performance in their Placement Test to their Exit Exam.

Both guided and self-guided field studies are intended to connect in-class learning with real usage of language out of the classroom. Field studies aim to get a deeper knowledge of local culture, including natives' customs, festivities, food, and artistic productions.

Students will be expected to complete a portfolio which will include pieces of work completed during classroom time and outside class: activities and articles, interviews, vocabulary lists, records, etc. In

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addition, the portfolio should include a weekly work diary with personal reflections of the student's learning experience.

**CONTENT:**

**The contents of each class may vary depending on the progress and rhythm of the group.**

Week 1

Session 1	Sept 17 <sup>th</sup>	<p><b>First day of class:</b></p> <ul style="list-style-type: none"> <li>- Introducing ourselves.</li> <li>- Learning strategies.</li> <li>- Establishing the aims for the course.</li> <li>- Presenting the materials, forms of assessment, etc.</li> </ul>
Session 2	Sept 18 <sup>th</sup>	<p>TB: pp. 11-13 and 15.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Describing a person physically.</li> <li>- Vocabulary of the parts of the body.</li> <li>- Colloquial idioms for parts of the body.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Workbook (Unit 1).</li> </ul>
Session 3	Sept 19 <sup>th</sup>	<p>TB: pp. 20-29 and 14.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Describing people's characters and the physical and personality changes people can experience during their lifetime.</li> </ul> <p><b>Field study 1</b></p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Workbook (Unit 1).</li> </ul>
Session 4	Sept 20 <sup>th</sup>	<p>TB: pp. 16-19</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- The different uses of "Ser" and "Estar".</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Workbook (Unit 1).</li> <li>- Portfolio.</li> </ul>

Week 2

Holiday	Sept 24 <sup>th</sup>	La Mercè.
Session 5	Sept 25 <sup>th</sup>	<p>TB: pp. 32-34. Class handout.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Talking about different stages of a person's life: the past tenses.</li> <li>- Telling personal experiences in the past.</li> <li>- Specific markers.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Workbook (Unit 2).</li> </ul>
Session 6	Sept 26 <sup>th</sup>	<p>Class handout.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Telling personal experiences in the past.</li> <li>- Telling stories and describing in the past: differences between past</li> </ul>

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		tenses. <b>Homework:</b> - Workbook (Unit 2).
Session 7	Sept 27 <sup>th</sup>	TB: pp. 41-42 and 62. Class handout. <b>Activities:</b> - Giving information from different perspectives. - Recognizing different types of texts. - Telling stories and anecdotes in the past. <b>Homework:</b> - Portfolio.

Week 3

Session 8	Oct 1 <sup>st</sup>	TB: pp. 36-37, 60 and 63-64. Class handout. <b>Activities:</b> - Reading a fairytale: correct the errors. - Connecting two moments of the past. - Telling more stories and anecdotes. <b>Homework:</b> - Workbook (Unit 2 and 4).
Session 9	Oct 2 <sup>nd</sup>	TB: pp. 65-67. <b>Activities:</b> - Talking about concrete moments. - Expressing amount of time. - Time markers in the present and the past. <b>Homework:</b> - Workbook (Unit 4).
Session 10	Oct 3 <sup>rd</sup>	Class handout. <b>Activities:</b> - Remembering the past. <b>Field study 2</b> <b>Homework:</b> - Workbook (Unit 4).
Session 11	Oct 4 <sup>th</sup>	TB: pp. 66-69. Class handout. <b>Activities:</b> - Discussion of results of field study 1. - Writing and telling a fairytale in class. <b>Homework:</b> - Workbook (Unit 4).

Week 4

Session 12	Oct 8 <sup>th</sup>	TB: pp. 46-48 and 54-56. <b>Activities:</b> - Introduction to the topic of publicity. - Interpreting commercials. - Practicing the use of personal pronouns in different verb forms.
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		<b>Homework:</b> - Workbook (Unit 3).
Session 13	Oct 9 <sup>th</sup>	Class handout. Audiovisual material.  <b>Activities:</b> - Using the Imperative. - Advertising.  <b>Homework:</b> - Workbook (Unit 3).
Session 14	Oct 10 <sup>th</sup>	Audiovisual material. TB: pp. 53.  <b>Activities:</b> - Advertising. - Creating an advert.  <b>Homework:</b> - Workbook (Unit 3).
Session 15	Oct 11 <sup>th</sup>	<b>Activities:</b> - Presentation of the advert.  <b>EXAM 1</b>

Week 5

Session 16	Oct 15 <sup>th</sup>	TB: pp. 74-81.  <b>Activities:</b> - Defining and describing objects.  <b>Homework:</b> - Workbook (Unit 5).
Session 17	Oct 16 <sup>th</sup>	TB: pp. 74-81.  <b>Activities:</b> - Defining and describing more objects. - Game: "Taboo".  <b>Homework:</b> - Workbook (Unit 5).
Session 18	Oct 17 <sup>th</sup>	TB: pp. 83-89.  <b>Activities:</b> - Expressions related to food. - Reading a Spanish recipe: Modal and Final Subordinate sentences.  <b>Homework:</b> - Workbook (Unit 5).
Session 19	Oct 18 <sup>th</sup>	Audiovisual material.  <b>Activities:</b> - Writing up a Spanish recipe.  <b>Homework:</b> - Workbook (Unit 5).

Week 6

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Session 20	Oct 22 <sup>th</sup>	Material audiovisual. <b>Activities:</b> - Talking about a flea market. <b>Field study 3</b> <b>Homework:</b> - Workbook (Unit 5).
Session 21	Oct 23 <sup>th</sup>	TB: pp. 92-99. Audiovisual material. <b>Activities:</b> - Expressing agreement and disagreement. - Reacting / responding to different proposals, petitions and opinions. <b>Homework:</b> - Workbook (Unit 6).
Session 22	Oct 24 <sup>th</sup>	TB: 99-103. <b>Activities:</b> - Solving a mystery. - Different ways of making a hypothesis. - Expressing hypotheses for different situations. <b>Homework:</b> - Reader (Unit 6).
Session 23	Oct 25 <sup>th</sup>	TB: pp. 103-105 <b>Activities:</b> - Expressing hypotheses for different situations. - Gossiping. <b>Homework:</b> - Portfolio.

### FALL BREAK

Week 7

Session 24	Nov 5 <sup>th</sup>	TB: pp. 108-111. <b>Activities:</b> - Making requests in different ways. - Repeating in other words what other people have said. <b>Homework:</b> - Workbook (Unit 7).
Session 25	Nov 6 <sup>th</sup>	TB: pp. 112-115. <b>Activities:</b> - Summarizing what other people have said. <b>Homework:</b> - Workbook (Unit 7).
Session 26	Nov 7 <sup>th</sup>	TB: pp. 116-120. <b>Activities:</b> - Telling the new version of the discovery of America. - Summarizing and reconstructing different dialogues. <b>Homework:</b>

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		- Workbook (Unit 7).
Session 27	Nov 8 <sup>th</sup>	TB: pp. 116-120 <b>Activities:</b> - Telling a conversation from the past to the class to guess with whom the conversation was held. <b>Homework:</b> - Portfolio.

Week 8

Session 28	Nov 12 <sup>th</sup>	TB: pp. 156-161 <b>Activities:</b> - Discovering and talking about different hallmarks of Spain: objects, customs, literary characters, etc. <b>Homework:</b> - Workbook (Unit 10).
Session 29	Nov 13 <sup>th</sup>	TB: pp. 163-167 <b>Activities:</b> - Constructing a coherent text: organize and connect the textual information in a logical way. <b>Homework:</b> - Workbook (Unit 10).
Session 30	Nov 14 <sup>th</sup>	Class handout. <b>Activities:</b> - Designing an ethnographic journal of different customs. - Review EXAM II. <b>Homework:</b> - Workbook (Unit 10).
Session 31	Nov 15 <sup>th</sup>	<b>EXAM 2</b>

Week 9

Session 32	Nov 19 <sup>th</sup>	TB: pp. 140-144 and 146. <b>Activities:</b> - Reading and analyzing pieces of news: the passive voice and the transmission verbs of information. <b>Homework:</b> - Workbook (Unit 9).
Session 33	Nov 20 <sup>th</sup>	Class handout. <b>Activities:</b> - Listening and summarizing pieces of news from the news in the TV. - Writing a piece of news: who, what, where, when and why. <b>Homework:</b> - Workbook (Unit 9).
Session 34	Nov 21 <sup>st</sup>	TB: pp. 150-153. <b>Activities:</b> - Staging a press conference between two famous characters and the

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		press. <b>Homework:</b> - Workbook (Unit 9).
Session 35	Nov 22 <sup>nd</sup>	TB: pp. 153. Class handout. <b>Activities:</b> - Editing a newspaper for the class and presenting the news like a television news bulletin. <b>Homework:</b> - Portfolio.

Week 10

Session 36	Nov 26 <sup>th</sup>	TB: pp. 124-128. <b>Activities:</b> - Reading and understanding problems of the problem page of a magazine. - Giving advices to personal problems. <b>Homework:</b> - Workbook (Unit 8).
Session 37	Nov 27 <sup>th</sup>	TB: pp. 129-132. <b>Activities:</b> - Expressing feelings and emotions. - Talking about relationships and conflicts. <b>Homework:</b> - Workbook (Unit 8).
Session 38	Nov 28 <sup>th</sup>	TB: 133-137. <b>Activities:</b> - Creating a dating agency. - Writing a personal letter. <b>Homework:</b> - Workbook (Unit 8).
Session 39	Nov 29 <sup>th</sup>	TB: pp. 178-181. <b>Activities:</b> - Expressing emotions, sensations and moods through the colours. <b>Homework:</b> - Portfolio.

Week 11

Session 40	Dec 3 <sup>rd</sup>	Class handout. <b>Activities:</b> <b>Field study 4</b> <b>Homework:</b> - Workbook (Unit 8).
Session 41	Dec 4 <sup>th</sup>	TB: pp. 188-190. <b>Activities:</b>

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		- Talking about cinema and Spanish films. <b>Homework:</b> - Workbook (Unit 11).
Session 42	Dec 5 <sup>th</sup>	Audiovisual material. <b>Activities:</b> - Talking about different scenes of films. - Writing a review of a film. <b>Homework:</b> - Workbook (Unit 11).
Holiday	Dec 6 <sup>th</sup>	Día de la Constitución.

Week 12

Session 43	Dec 10 <sup>th</sup>	TB: pp. 196-199. <b>Activities:</b> - Imagining and evaluating hypothetical situations. - Expressing real and hypothetical conditions. <b>Homework:</b> - Workbook (Unit 12).
Session 44	Dec 11 <sup>th</sup>	TB: pp. 200. Class handout. <b>Activities:</b> - Analyzing and talking about a love story to evaluate different situations and characters. - Expressing hypothetical and past conditions. <b>Homework:</b> - Workbook (Unit 12).
Session 45	Dec 12 <sup>th</sup>	<b>Oral presentations.</b>
Session 46	Dec 13 <sup>th</sup>	- Review EXIT EXAM. - Final conclusions of the course.

**EXIT EXAM: Dec 14<sup>th</sup>**

**LIST OF FILM VIEWINGS, SELF-GUIDED VISITS, FIELD STUDIES, CLASSES ON SITE, GUEST SPEAKERS OR FILM VIEWINGS**

SESSION	DATE	ACTIVITY	DESCRIPTION
3	Sept 19 <sup>th</sup>	Visit	Boqueria Market
10	Oct 3 <sup>rd</sup>	Visit	Biography of elderly people
20	Oct 22 <sup>nd</sup>	Guest	Colors and emotions
40	Dec 3 <sup>rd</sup>	Visit	TBA

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**REQUIRED TEXTS**

- TEXTBOOK (TB): *ABANICO. Curso Avanzado de Español Lengua Extranjera*. Editorial Difusión. Barcelona, 2000.
- WORKBOOK: *ABANICO. Curso Avanzado de Español Lengua Extranjera*. Editorial Difusión. Barcelona, 2000.
- READING: *La última novela*. Editorial Edinumen. Madrid.

**RECOMMENDED TEXTS**

- DICTIONARY: Advanced Bilingual Dictionary in Spanish and English.

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