

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

**Spanish for Bilingual Speakers  
SP491**

**PROFESSOR INFORMATION:**

Name: Any Professor  
Office hours: by appointment

**DESCRIPTION:**

This course is designed for bilingual students. It focuses principally on the correction of possible errors in written expression. The goal of the course is to broaden vocabulary, grammatical precision, and spelling. Students should also develop reading strategies to be able to read authentic texts about everyday Spanish life. Students will complete a final project about Barcelona, the city. (4 credits)

**EQUIVALENCES:**

- ACTFL: Superior high
- CFER: C2
- Cervantes: C4

**PREREQUISITES:**

Heritage speakers

**LANGUAGE OF INTERACTION:**

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

**CREDITS:**

Equivalent to 4 Semester credits:

- 60 minutes per class
- 4 class meetings per week
- 12 weeks per semester
- 48 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 some complex structures to formal writing and speech markers
    - ii. Use of synonyms and anaphoric references
    - iii. Able to transcribe an informal interview
  - b. Oral
    - i. Use extended discourse to make their point, even when engaged in abstract elaborations.
    - ii. Provide structured argument to support their opinions
    - iii. Able to construct and develop hypotheses to explore alternative possibilities
2. Comprehension
  - a. Written
    - i. Able to comprehend sophisticated writing that includes irony, double meaning or metaphoric uses.
    - ii. Able to analyze transcribed interviews and interpret natives' personal and collective beliefs
  - b. Oral
    - i. Understands oral texts in different registers
3. Interaction
  - a. Oral
    - i. Able to communicate in the language with accuracy in formal and informal settings from both concrete and abstract perspectives
    - ii. Command a variety of interactive and discourse strategies, such as intonational features, pitch, stress and tone
    - iii. Able reformulate and paraphrase all kind of speeches
  - b. Chat/Blog
    - i. Able to discuss their interests and special fields of competence
    - ii. Explain complex matters in detail

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- iii. Provide lengthy and coherent narrations project a discursive logical path

**Grammatical Items:**

1. Usage and understanding of Irregular Present Subjunctive and the Past Subjunctive
2. Usage and understanding of Subordinate Noun Clauses
3. Usage and understanding of Final Subordinate Clauses
4. Usage and understanding of Concessive and Conditional Clauses
5. Usage and Understanding of Impersonal Constructions
6. Usage and Understanding of Argumentation Connectors
7. Usage and understanding of Prepositional Phrases and Expressions

**LEARNING MEANS:**

This course focuses principally on the correction (and the concept of linguistic correctness itself) of the written and reading understanding of the students.

**Journal:** testimonial “logbook” that gathers the students’ experience in relation to the main events in the city during the semester.

**Homework:** readings of the textual models that will be worked in class; presentation of a story assigned based on the Hispanic cultural and linguistic affinity of the student.

**Field-studies:** reading of the city through natives’ oral testimonies and artistic productions (perception of “legality” in both cultures, expanding knowledge of the Hispanic world through products, looking at similarities and differences on each side of the Atlantic, opinions about reality and the variety of the Hispanic world)

**Field work final project:** *the Glance of the other*. The project consists of the accomplishment, transcription, analysis and interpretation of an interview that gathers the beliefs of a nonnatural inhabitant of Barcelona and his/her personal perception of the city.

**METHOD OF ASSESMENT:**

Week 4: Midterm 1	(20%)
Week 8: Midterm 2	(20%)
Week 12: Exit Exam	(10%)
quizzes	( 5%)
class participation	(10%)
homework /journal	(10%)
field-studies	(10%)
field work final project	(15%)

The Exit Exam is designed as a mirror exercise to the Placement Test that all students must 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.

**CONTENT:**

Week 1

Session 1	Sept 17 <sup>th</sup>	Dossier (pp. 1-5) <b>Actividades:</b> - Pulseando con el difícil - Herramientas de trabajo: categorías gramaticales, claves ortográficas, recursos léxicos <b>Deberes:</b> relación con el español
Session 2	Sept 18 <sup>th</sup>	Dossier (p. 6) <b>Actividades:</b> - Molestias: subordinadas sustantivas (I) <b>Deberes:</b> ¿qué molesta a los españoles?
Session 3	Sept 19 <sup>th</sup>	Dossier (p. 7) <b>Actividades:</b> - La finalidad

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		- Alcalde por un día <b>Deberes:</b> buzón del ciudadano
Session 4	Sept 20 <sup>th</sup>	Dossier (pp. 67-68) <b>Actividades:</b> - Uso correcto de b / v (I) - Proyecto <i>la mirada del otro</i> : metodología  <b>Prueba #1</b> <b>Deberes:</b> lectura y bitácora: impresiones

Week 2

Holiday	Sept 24 <sup>th</sup>	La Mercè.
Session 5	Sept 25 <sup>th</sup>	Dossier (pp. 8-15) <b>Actividades:</b> - El texto expositivo: <i>Escenarios y tendencias de la lengua española</i> - Ventajas del bilingüismo <b>Deberes:</b> ser bilingüe
Session 6	Sept 26 <sup>th</sup>	<b>Estudio de campo # 1 "El civismo en cuestión"</b> <b>Deberes:</b> la ciudad invisible
Session 7	Sept 27 <sup>th</sup>	Dossier (pp. 69-71) <b>Actividades:</b> - Uso correcto de b / v (II) - Homónimos y parónimos - Proyecto <i>la mirada del otro</i> : el título  <b>Prueba #2</b> <b>Deberes:</b> lectura y bitácora: La Mercè

Week 3

Session 8	Oct 1 <sup>st</sup>	Dossier (pp. 16-18) <b>Actividades:</b> - Discriminación de registros - Formación de palabras: composición <b>Deberes:</b> productos hispanos
Session 9	Oct 2 <sup>nd</sup>	Dossier (pp. 19-21) <b>Actividades:</b> - El texto argumentativo: <i>Elogio de la reforma</i> - Ser /estar /haber - Sinónimos: cosa y algo <b>Deberes:</b> texto positivo / negativo.
Session 10	Oct 3 <sup>rd</sup>	Dossier (pp. 22-25) <b>Actividades:</b> - Causas y efectos

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		<ul style="list-style-type: none"> <li>- Obstáculos y concesiones: Lágrimas negras</li> <li>- Adverbios en -mente: valores discursivos.</li> </ul> <p><b>Deberes:</b> el chocolate</p>
Session 11	Oct 4 <sup>th</sup>	<p>Dossier (pp. 72-73)</p> <p><b>Actividades:</b></p> <ul style="list-style-type: none"> <li>- Organización y cohesión.</li> <li>- Uso correcto c/z/s</li> <li>- Uso correcto c/q/k</li> </ul> <p style="text-align: right;"><b>Prueba #3</b></p> <p><b>Deberes:</b> lectura y bitácora: tu producto</p>

Week 4

Session 12	Oct 8 <sup>th</sup>	<p>Dossier (pp. 26-27)</p> <p><b>Actividades:</b></p> <ul style="list-style-type: none"> <li>- Lectura audiovisual: <i>Publicidad en España</i></li> <li>- El texto publicitario: Dulce de leche Paraná</li> </ul> <p><b>Deberes:</b> tu publicidad</p>
Session 13	Oct 9 <sup>th</sup>	<p><b>Actividades:</b></p> <ul style="list-style-type: none"> <li>- Cuestión de marketing</li> </ul> <p><b>Deberes:</b> estudio de mercado</p>
Session 14	Oct 10 <sup>th</sup>	<p><b>Estudio de campo # 2 "Colmados"</b></p> <p><b>Deberes:</b> repaso para el examen</p>
Session 15	Oct 11 <sup>th</sup>	<p style="text-align: center;"><b>EXAMEN 1</b></p> <p><b>Deberes:</b> lectura y bitácora: ¿V centenario?</p>

Week 5

Session 16	Oct 15 <sup>th</sup>	<p>Dossier (p. 28)</p> <p><b>Actividades:</b></p> <ul style="list-style-type: none"> <li>- ¿Parecidos?</li> <li>- Verbos con pronombre: parecer (se) / quedar (se)</li> </ul> <p><b>Deberes:</b> ¿latinos?</p>
Session 17	Oct 16 <sup>th</sup>	<p>Dossier (pp. 29-30)</p> <p><b>Actividades:</b></p> <ul style="list-style-type: none"> <li>- El texto descriptivo: <i>El gran bar.</i></li> <li>- Verbos del tipo GUSTAR</li> </ul>

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		<b>Deberes:</b> tradiciones
Session 18	Oct 17 <sup>th</sup>	Dossier (pp. 31-35)  <b>Actividades:</b> - Se suele / se acostumbra - Hábitos personales / colectivos - La impersonalidad - Numerales. Siglas y abreviaturas  <b>Deberes:</b> de bodas
Session 19	Oct 18 <sup>th</sup>	Dossier (pp. 74-76)  <b>Actividades:</b> - Palabras con h - Uso correcto de g / j (I) - Uso correcto de g / j (II)  <b>Prueba #3</b>  <b>Deberes:</b> lectura y bitácora: olores

Week 6

Session 20	Oct 22 <sup>th</sup>	Dossier (p. 36)  <b>Actividades:</b> - Sabiduría popular: ¿crees o no crees? - Subordinadas sustantivas (II): indicativo /subjuntivo  <b>Deberes:</b> búsqueda de refranes.
Session 21	Oct 23 <sup>th</sup>	Dossier (pp. 37- 40)  <b>Actividades:</b> - El texto testimonial: <i>La tesis de Nancy</i> - Diario de Frida - Nosotros antes  <b>Deberes:</b> malentendidos
Session 22	Oct 24 <sup>th</sup>	<b>Actividades:</b> - Correo electrónico colectivo al visitante  <b>Estudio de campo # 3 "Entre Culturas"</b>  <b>Deberes:</b> allí y aquí.
Session 23	Oct 25 <sup>th</sup>	<b>Actividades:</b> - Proyecto <i>la mirada del otro</i> : hipótesis de partida  <b>Prueba #5</b>  <b>Deberes:</b> lectura y bitácora: la Castañada.

**FALL BREAK**

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Week 7

Session 24	Nov 5 <sup>th</sup>	Dossier (pp. 41-42) <b>Actividades:</b> - El texto cinematográfico: <i>ficha técnica</i> - De cine (I) <b>Deberes:</b> castillos en el aire
Session 25	Nov 6 <sup>th</sup>	<b>Actividades:</b> - De cine (II) <b>Deberes:</b> crítica cinematográfica
Session 26	Nov 7 <sup>th</sup>	<b>Actividades:</b> - Vulgarismos <b>Deberes:</b> determinación/condicionamiento
Session 27	Nov 8 <sup>th</sup>	<b>Actividades:</b> - Proyecto <i>la mirada del otro</i> : el <i>otro</i> en el cine <b>Prueba #6</b> <b>Deberes:</b> lectura y bitácora: supersticiones hispanas

Week 8

Session 28	Nov 12 <sup>th</sup>	Dossier (p. 43) <b>Actividades:</b> - ¿Cuestión de azar? - Condicionales (II-III) <b>Deberes:</b> ¿en qué época te habría gustado vivir?
Session 29	Nov 13 <sup>th</sup>	Dossier (pp. 44-45) <b>Actividades:</b> - El texto instructivo: <i>Manual de instrucciones</i> - Habilidades <b>Deberes:</b> guión literario
Session 30	Nov 14 <sup>th</sup>	Dossier (p. 46) <b>Actividades:</b> - Perífrasis verbales - Guión técnico - Escenas <b>Deberes:</b> repaso para el examen
Session 31	Nov 15 <sup>th</sup>	<b>EXAMEN 2</b> <b>Deberes:</b> lectura y bitácora: familias

Week 9

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		- El texto epistolar: <i>Querida...</i> - Tipologías de cartas  <b>Deberes:</b> tu carta de presentación
Session 41	Dec 4 <sup>th</sup>	Dossier (pp. 58-62)  <b>Actividades:</b> - Falsos amigos - En spanglish: Vírgenes y mártires  <b>Deberes:</b> El relato fronterizo
Session 42	Dec 5 <sup>th</sup>	Dossier (p. 79)  <b>Actividades:</b> - Uso correcto de r / rr.  <b>Prueba #9</b>  <b>Deberes:</b> lectura y bitácora: BCN latina
Holiday	Dec 6 <sup>th</sup>	<b>Día de la Constitución</b>

Week 12

Session 43	Dec 10 <sup>th</sup>	Dossier (pp. 80-83)  Acentuación (I)
Session 44	Dec 11 <sup>th</sup>	Dossier (pp. 84-85)  Acentuación (II)
Session 45	Dec 12 <sup>th</sup>	<b>PRESENTACIÓN PROYECTOS DE INVESTIGACIÓN</b>
Session 46	Dec 13 <sup>th</sup>	Dossier (pp. 63-66) Balance final con Maitena: en el aire.

#### FINAL 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
6	Sept 26 <sup>th</sup>	Survey	Civismo en cuestión
14	Oct 10 <sup>th</sup>	Visit	Los Colmados, a genuinely Spanish market
22	Oct 24 <sup>th</sup>	Survey	Entre Culturas
34	Nov 21 <sup>st</sup>	Survey	Los Hispanos

#### REQUIRED TEXTS:

Dossier de textos y lecturas.

#### RECOMMENDED TEXTS:

Cassany, D. Reparar la escritura. Barcelona. Graó. 1993  
Gomez Torrego, L. Manual del español correcto. Madrid. Arco libros. 1992.  
Matte Bon, F. Gramática comunicativa del español. Madrid. Edelsa.1992.  
Ortega, G. Dificultades del español. Barcelona. Ariel.1995.  
Seco, Manuel. Diccionario de dudas y dificultades de la lengua española. Madrid. Espasa Calpe. 1986

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