
SP302 Intensive Advanced Spanish
IES Barcelona Syllabus – Last updated: March 27th, 2008

DESCRIPTION: In this course the student gains 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. (4 credits)

EQUIVALENCES:

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

PREREQUISITES:

SP301 or an equivalent course.

INSTRUCTOR: TBA

METHOD OF PRESENTATION: This course emphasizes a language-in-use perspective. Students will develop their language skills and intercultural competence by means of research projects ('field studies'), written assignments, debates, oral presentations, and critical reading of articles.

LANGUAGE OF PRESENTATION: Spanish

REQUIRED WORK AND FORM OF ASSESSMENT: Midterm 1 (20%); midterm 2 (20%); exit exam (10%); participation and homework (10%); quizzes (10%); essay (10%); oral presentations (10%); field studies (10%)

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.

LEARNING OUTCOMES:

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

Main Skills:

1. Production
 - a. Written
 - i. React to a protest or a complaint
 - ii. Express resignation, hope, fear, obligation and prohibition.
 - iii. Effectively express cheer and express comfort
 - iv. Add information
 - v. Express the processes experimented by people or things
 - b. Oral
 - i. Express boredom
 - ii. Ask for clarification, add information or correct information
 - iii. React before a claim
2. Comprehension
 - a. Written
 - i. Able to read sophisticated texts that provide a judgement of values
 - ii. Able to understand resignation, fear, hope, desperation, complaints
 - b. Oral

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- i. Understands complex statements related to argumentation and reasoning
 - ii. Understands indirect style
3. Interaction
- a. Oral
 - i. Transmit accurate information and respond to complaints and argumentation
 - ii. Respond to complex questions
 - iii. Able to make self understood in complex utterances
 - b. Chat/Blog
 - i. Transmit complex descriptions
 - ii. Respond to dense arguments and questions
 - iii. Able to understand and respond using indirect style

Grammatical Items:

1. Usage and understanding of Indirect Speech. Verbs of saying.
2. Usage and understanding of the subjunctive forms (present, perfect, past and plu-perfect) in relation to Indirect Speech.
3. Usage and understanding of the syntactic structures required by verbs of feeling.
4. Usage and Understanding of causal, concessive and conditional conjunctions.
5. Usage and understanding of the Passive Voice vs. Impersonal SE.
6. Usage and Understanding of general textual markers and coordinate conjunctions.
7. Word derivation: transforming adjectives into abstract nouns.
8. Usage and understanding of conditional sentences with "Si".
9. Review of Ser vs. Estar.
10. Review of direct and indirect personal pronouns.
11. Review of past tenses.

IES Attendance Policy

Attendance is mandatory for all IES classes, including field studies. Students are permitted 3 absences in IES area studies courses and 5 absences in IES Spanish language with no impact on the final grade. These include absences due to illness, delayed flights, interviews, family celebrations, or any other personal commitments. Beyond these absences, one half of a letter grade will be deducted from the final grade for each additional absence. If a student is absent more than 7 times for area studies courses or 10 times for language courses, the student will receive an F for the course.

CONTENT:**Unit 1:**

Presentation of the course and syllabus. Revision of present subjunctive. Morfología. Use of present subjunctive in indirect speech. Leaving telephone messages. Verbs: Llevar / traer, ir / venir. Complete passive speech verb tense table. Imperfecto de Subjuntivo.

Field study 1: ¿Cómo somos, cómo son?

Quiz 1

Required readings:

Text book pp 108 – 113, 115, 118-119

Exercise book pp. 60, 62 – 63

Unit 2:

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Reading. Synonyms for "decir". Indirect speech: Summarizing a dialogue. Review: Contrasting past tenses. Producing a report in using indirect.

Quiz 2

Required readings:

Text book pp. 115, 118-119; 120-121

Exercise book pp. 63, 68

Unit 3:

Giving advice: Uses of the subjunctive. Personal relations. Expressing emotions and feelings: verbs.

Oraciones sustantivas: Uses of the subjunctive. Practice: Verbs for expressing emotion.

Quiz 3

Required readings:

Text book pp. 124 – 135

Exercise book 71 - 73

Unit 4:

Using connectors in speech. Role play: *Consultorio sentimental*. Review for Midterm 1.

Required readings:

Text book pp. 76, 136 -137

Exercise book pp. 72

Midterm 1

Unit 5:

Reading. Writing skills. Newspaper articles: Match the article to headlines. Preparation for Field Study 2. The Press in Spain. Writing your own newspaper article. Review field study.

Field study 2: Visit to local newspaper offices.

Quiz 4

Required readings:

Text book pp. 140 – 146

Exercise book pp. 84

Unit 6:

The passive voice. Uses of gerund and participle. Verbs for transmitting information. Review: Indirect.

"Informativos 302": Create and present a TV news report. Debate on recent news events.

Quiz 5

Required readings:

Text book pp. 147 – 153, 156 – 158

Exercise book pp. 84

Unit 7:

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Identity in Spain. The impersonal "Se". Textual organizers: connectors of cause and consequence.
Aspects of Spanish culture in literature: Don Juan, El burlador de Sevilla.
Aspects of Spanish culture in music: La Copla.

Field study 3: (TBA)

Quiz 6

Required readings:

Text book pp. 156 – 160, 163 – 168, 173 – 174
Exercise book pp. 87

Unit 8:

Varieties of Spanish language. The History of the Spanish language. False Friends. Review: *ser / estar*, *pronomos OD/OI*, *por /para*. Review for Midterm 2.

Midterm 2

Required readings:

Text book pp. 169 - 175

Unit 9:

Idiomatic expressions using colours. "Tell me what colour you like and I will tell you what you are like". Abstract substantives. Description and evaluation of images. Discuss your favourite photograph / painting followed by presentation.

Quiz 7

Required readings:

Text book pp. 178 – 185
Exercise book pp. 93, 95 - 96

Unit 10:

The Audition: ¡Vaya Pantalla! The movies in your life. Movie critic: comparison of written language and spoken language. Field study review. Preparation or oral presentation.

Field study 4: Estrenos de Cine / series de TV

Required readings:

Text book pp. 188
Exercise book pp. 97

Unit 11:

Oral presentations. Maratón: Uses of the subjunctive. Superstitions. *Cuando + subjunctive*. *Oraciones Condicionales*. Preparation for the Exit Exam.

Required readings:

Text book pp. 194 - 198

Unit 12:

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More conditionals. Popular sayings. Concessive connectors and conditional connectors. Review of the course: Self-evaluation, learning experiences. Language and culture: Acquired learning strategies. The return home.

Required readings:
Text book pp. 200 - 209

Exit exam

REQUIRED READING:

Textbook. Chamorro, M. D. et al. (1995). *Abanico. Libro del alumno*. Barcelona: Difusión.
Course reader: SP302 (2008). Barcelona, IES Barcelona.