



SP 201 SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD III

IES Abroad Buenos Aires

DESCRIPTION:

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling such speech acts in ways that local people do. In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings (IES Abroad MAP© for Language and Intercultural Communication, p. 6).

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: The instructor will use the target language. At lower levels the target language will also be used. The native language could be used in special occasions to allow a better understanding of specific matters.

PREREQUISITES: 1 or 2 semesters of college-level Spanish

The student should have a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of basic everyday needs in the host culture.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Instructors will use the classroom as a space to structure practice through role plays, activities, dialogues, structured reading, and written practice to facilitate learning.
- Students are expected to engage with the community and take initiative as well.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Attendance, class work, attitude and participation - 10%
- Weekly writings, homework and mini tests - 20%
- Project (Oral presentation) - 20%
- Midterm Exam - 25%
- Final Exam - 25%

Class work and participation

- The student should attend the course with the required study material: book, reader, etc.
- All class individual and group class activities, as well as any written answer or oral presentation may be graded.
- The teachers may give quizzes to their students any time, without notice, in order to foster the students' commitment and participation.
- It is not allowed to sleep in class or talk about topics other from the contents of the course. In case students do not follow these rules, the teacher is entitled to ask them to leave the room.
- It is not allowed to use any kind of cell phones, either to make or receive calls or SMS during the class.
- The use of laptops will only be allowed with the approval of the teacher.
- Eating in class is not allowed.
- The students must help keep the classrooms neat and tidy.

Homework assignments

The students will have to spend 5 or 6 hours a week doing homework. We strongly recommend not to let undone homework pile up until the day before they are supposed to hand it in, but to devote an hour every day to it. The results are always much better in this



way. The purpose of homework tasks is that students study, search information, and make exercises, in order to consolidate their knowledge of the topics taught in class. Homework **will always include a writing per week**. The students who hand it in later than required, will obtain a lower grade.

Research Project (it must be presented orally, with visual support)

Project (individual or in groups of 2 or 3 students)

It consists of searching information about Buenos Aires and/or other places in Argentina and telling the class about it, using the communication tools reviewed and learned in class. The kind of research will depend on the interest of the students, so the subject will be chosen by each of them. It may be about museums, places for shopping or eating, parks and squares, bars, plastic arts, monuments, habits, neighborhoods, poets, soccer (*football*).

Also take into account that the visits with IES to sport events, such as football and rugby, to museums like the ethnographic museum and MALBA museum and to the theatre, may be the subject for your project, too. So, bring your camera and a notebook with you, in order to record all the details.

The way of presentation is also chosen by the students. It may be through a role play, a poster, a tourist guidebook, a video, a magazine, power point with pictures, a recording, performing a play scene, a game, etc.

You should tell the teacher about the subject of your project and the technical requirements for its presentation. (overhead, TV, CD/DVD, etc.). If you use power point for this project, you will not be allowed to use it for the next, and vice versa.

We recommend using posters handmade, so that a tangible product from your presentation remains, for other students interested in the subject to see.

The day of the presentation you are expected to hand in a written version of it. This writing will have another grade, as the weekly writings. In order to obtain a good grade, it is advisable to show the plan to the teacher, either in classes before the presentation or during the teacher's office hours.

Grading

A	93% and above
A-	90-92 %
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	Below 60

Rubric for the evaluation of writings

A	• An original, excellent work, which clearly follows the instructions. The chosen subject is relevant and has been deeply analyzed (always according to the Spanish level of the student). • It has almost no language mistakes, or the mistakes it has, have not been dealt with yet, due to the student's Spanish level. • The student uses a lot of the structures taught in class. • The presentation is very well organized (it has an introduction, a development and a conclusion or any other kind of organization which shows a previous writing plan.) Ideas are clearly expressed and related to one another by means of connectives or transitional sentences. The paragraphs also logically linked in this way. • The student uses a wide, accurate and suitable vocabulary according to their Spanish level, and they try not to repeat many words. • The writing has been submitted in due time and manner. • The writing is neat and tidy.
B	• An original, excellent work, which clearly follows the instructions. The chosen subject is relevant and has been well developed (always according to the Spanish level of the student). • It has some language mistakes (not many) that are not acceptable according to the student's Spanish level. • The work has some (not many) organization problems, either because they do not have any introduction or conclusion, or because the different ideas are not well connected, or the concepts are not clearly conveyed. The explanations can be understood, but with some effort. • The student uses some of the structures taught in class. • The student uses few connectives or plain ones like y, o, but and también, which they repeat constantly in order to organize their speech. • The vocabulary in the writing is wide, according to the student's Spanish level, and they try not to repeat many words. • The writing has been submitted in due time and manner. • The writing is neat and tidy.
C	• A work which follows the instructions in a plain way. The chosen subject is not relevant and /or is not completely developed – always taking into account the Spanish level of the student). • The writing has many language mistakes which are unacceptable according to their Spanish level. In this case, it is evident that there has not been a previous revision with the teacher. • The writing shows serious organization problems, or it lacks an introduction and an end, and disconnected ideas are predominant. There are very confusing paragraphs, but other central ones are correct. The teacher needs to make great effort to understand the message the student meant to convey, because it lacks many connectives or transitional paragraphs to link ideas. • The student uses much too limited vocabulary for their level, which is repeated all through the writing. • The writing has not been submitted in due time, and it is not tidy enough.

Rubric for the evaluation of projects (oral presentations)

A	• An original, excellent tidy work. The chosen subject matter is relevant. The student has done this research work with true interest. Besides, if the topic allows it, it shows an intercultural point of view, i.e., a deep observation of the similarities and differences between this new culture and their own. • The presentation is organized in a remarkably clear way, with an introduction, a development and a conclusion, and it is made with visual support (posters, pictures, etc.) which illustrate the topic. • It can be clearly seen that the student can handle the chosen topic with sound knowledge about it. • It is not a reading, but a fluent presentation. The student may use some notes as a reminder. • The student's pronunciation is clear, so the presentation is easy to understand. • There are very few, or none of the mistakes the student could have avoided according to their Spanish level. The grammar and vocabulary taught in class is used during the presentation. • The student has showed his project plan to the teacher before the day of the presentation, in order to confirm the relevance of the topic and to make the necessary correction, which they apply at the moment of the presentation. • The student shows their intention to talk only in Spanish all through the presentation (they have learnt new words and how to explain them in Spanish in case they are asked about them). • The student manages to catch the attention of the class and to gets the group to participate in their presentation.
B	• The quality of the work is good, the chosen topic is relevant, and it is well developed. • The presentation is attractive enough, and it follows a logical organization. • Although the presentation has continuity, there are some interruptions, or the student reads several quite long passages. We are not referring here to some notes as a reminder, which the student is of course allowed to use. • The Spanish grammar and vocabulary are suitable. There are few language mistakes which could have been avoided according to their Spanish level. • Idiomatic expressions are correctly used according to the student's Spanish level, though there may be some mistakes. • The previous draft is not well developed and the teacher's corrections do not seem to have been taken into account. • The student shows their intention to talk only in Spanish all through the presentation (they have learnt new words and how to explain them in Spanish in case they are asked about them). • The presentation has appropriate visual support.
C	• This is a simple work, done just to carry out the teacher's instructions. The chosen subject is not well developed. The presentation is not original, and it shows that it has been improvised. • It is badly organized and /or confusing, or it consists only of the description of a series of photographs, which shows the lack of real organization of ideas). • The student reads all the time, so it is not a real presentation. • The pronunciation is not clear. • There are a lot of language mistakes which could have been avoided at their Spanish level. • The student tries to answer the questions he is asked in English, though they can do it in Spanish. • The student cannot answer questions about the subject they have chosen.

Rubric for the evaluation of the attendance, work, attitude and participation in class

A	• The student constantly participates in class. They choose to make pertinent comments, make or answer questions. The student shows interest, they are always active in class and their participation is always pertinent. Their attitude is enthusiastic, and they show self-criticism, admits their mistakes and tries to correct them. • They work well in teams, in pairs or alone. • They bring extra topics to the class, such as questions that show they are interested in the class and that they have studied. • The student always does the required homework and they may even do extra homework, and always hands it in due time and manner. • The student is always punctual for class and their attendance is perfect or almost perfect. • They try to talk in Spanish all the time. • The student frequently attends the teacher's office hours, to talk about their doubts and or interests concerning Spanish.
B	• The student's participation and class work are good, though they mostly participate only when they are asked to. • The student always or almost always does their homework, though not always. They only comply with the teacher's instructions. They have a positive attitude, but sometimes they are distracted. • The student can work alone, in pairs or in groups. • The student is always punctual and has a good attendance. • The student sometimes attends the teacher's office hours. • The student almost always speaks in Spanish.
C	• The student does not participate in class activities or only does it if they are directly asked to. • The student seldom hands in work in due time and manner. The student does just the least they can. • The student is not committed to the class activities (they forget homework, or hands it in late, etc.). Sometimes they are present in class but seems to be distracted or disturbs the class. • The student is always late, and their attendance is bad. • The student frequently translates into English in a loud voice. • The student does not attend the teacher's office hours.

Ethics and Responsibility

The students must follow the rules about plagiarism mentioned in IES Abroad Handbook, page 41. Using printed electronic sources or copying writings or exams from other students will not be permitted. The students who violate these rules will be immediately summoned by the Academic Dean and will be subject to severe sanctions.

LEARNING OUTCOMES:

By the end of the course students will be able to achieve the outcomes for the Novice Abroad level as defined by the IES Abroad MAP for language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

- Students will be able to meet simple everyday needs using the verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language etc.)
- Students can recognize some appropriate and inappropriate expressions and behaviors in the host language.
- Students will be able to distinguish between simple representations of formality and informality in the language.
- Students will understand that there are differences between cultural stereotypes and generalizations between the home culture and the culture of Buenos Aires.
- Students will start to make informed comparisons between my host culture and my home culture.

II. Listening

- Students will be able to understand simple statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
- Students will be able to use context to understand the gist of some simple spoken language they overhear, including the media, conversations between others, and announcements.



III. Speaking

- A. Students will be able to use simple phrases appropriately in everyday situations (home, the IES Abroad Center, and the community)
- B. Students will be able to express many simple needs by asking questions, and get what they need in uncomplicated, everyday situations.

IV. Reading

- A. Students will be able to identify and understand simple sentences and deduce meaning from context if it is relevant to their studies.
- B. Students will be able to interpret main ideas in short passages and news headlines if they are relevant to them.

V. Writing

- A. Students will be able to write short texts about simple and concrete topics they have studied, such as themselves, their families, their friends, their likes, dislikes, plans, experiences and their daily routines.
- B. Students will be able to send simple emails, text messages, and fill out some simple forms.

ATTENDANCE POLICY:

Attendance and punctuality are mandatory. Any legitimate reason for not attending class or a field work activity (medical emergency, etc.) must be referred **directly to the Academic office (not to the instructor) with proper documentation**. Students missing class due to medical reasons need to get a doctor's note from *Emergencias Médicas* to be handed-in at the Academic Affairs office. Without that note, the absence cannot be excused.

Being late to class will mean half of an absence. Coming to class more than 15 minutes late will mean one absence.

Every unexcused absence after the maximum allowance will lower half a point of the student's final grade (for instance, from A to A-, from A- to B+ and so on).

Students who are at risk of failing to meet these attendance requirements will be notified and summoned by the Center Director.

CONTENT:

Session	Content	Assignments	Corresponding Learning Outcome(s)
Sessions 1 & 2	General presentation of the course. - Functional: Express preferences. Describe places. Tell about plans for the future. - Grammatical: uses of Simple Present. Verbs like “gustar”. Reflexive verbs. Comparatives. Simple future. Periphrastic future: Ir + a + infinitive. Conditional 1. Verbs haber, ser, estar. - Vocabulary: the city, street, home, furniture, rooms. Prepositions of place. Phrases expressing likes, dislikes, preferences and opinions. Me cae bien/mal. Me parece que... Pienso /creo que... Me molesta. Me encanta. ¿Qué vas a hacer el fin de semana? Si mañana llueve, iremos al cine - Culture: Buenos Aires City. Its buildings and houses; changes throughout time.	- Field work: Calle Florida. - What can you see there? Are there street performers? How do passersby react towards them? How are they dressed? Is there any similar street in your city?	I. A, B, C, D, E II. A, B III. A, B IV. A, B V. A, B
Session 3	- Functional: Talk about people: appearance, personality, moods, health. Food. - Grammatical: Ser/estar - Vocabulary: the human body, clothing, physical appearance, human body, illnesses. - Culture: beauty standards in Buenos Aires. Debate. Argentine food.	Write about a member of your host family. Tell about his/her personality, physical appearance, and anything interesting about him or her.	I. A, B, C, D, E II. A, B III. A, B IV. A, B V. A, B
Session 4	- Functional. Talk about preferences, give opinions. Tell anecdotes, experiences in the past. - Gramatical: Pretérito Indefinido. Pretérito Perfecto. Uses. Time and cause connectives. Pretérito Pluscuamperfecto. - Vocabulary: travelling, transportation, accommodation, shopping. Cooking. - Culture: Mar del Plata, an interesting city by the sea.	Prepare a travelling anecdote to tell the class. When did it happen? Where? How old were you? What happened?	I. A, B, C, D, E II. A, B III. A, B IV. A, B V. A, B

Session	Content	Assignments	Corresponding Learning Outcome(s)
Session 5	- Functional: talk about the past and the present, routines in the past, descriptions in the past. Narrations. - Grammatical: Pretérito Imperfecto. Uses. Differences between the uses of Pretérito Indefinido and Imperfecto. Circumstances: Llovía, no tenía dinero and facts: ...de pronto sonó el teléfono - Vocabulary: time indicators. Cuando era chico, ya no, todavía, de soltero, esa mañana, al otro día. Sequence indicators: Primero, luego, antes, después, al final. - Culture: Las madres de Plaza de Mayo	- Interview Argentine people about their childhood memories. ¿Qué hacía los domingos? ¿Dónde se iba de vacaciones? ¿Cómo era su rutina los días de semana? ¿Qué era lo que más le gustaba en esa época? Write differences and coincidences with your own childhood memories.	I. A, B, C, D, E II. A, B III. A, B IV. A, B V. A, B
Session 6	MIDTERM EXAM		
Session 7	- Functional: Instructions, advise, recommendations and requests. - Grammatical: Imperative. The use of vos in Imperative. DO and IO pronouns. Connectives y, pero, además. Instructions with impersonal forms: se lava, se hierve. - Vocabulary: kitchen, utensils, cooking; recipes. Lunfardo and Informal Spanish. Scenes of the Argentine movie: Nueve Reinas. - Culture: "Porteños".	Field work: write about the phrases and expressions used by different people- your Argentine friends, host family, people in the street, etc. –in similar circumstances. Film them to show examples.	I. A, B, C, D, E II. A, B III. A, B IV. A, B V. A, B
Session 8	- Functional: expressing wishes, needs, tastes, preferences. - Grammatical: Present Subjunctive. Structures with Subjunctive. Necesito que me expliques; quiero que vengas. Subjunctive vs. Infinitive. - Vocabulary: Vocabulary: the ideal house, the ideal friend, the ideal job. - Culture: Fútbol Argentino	- In Argentina we live soccer games with strong passion. - Choose an American passion and compare it to ours.	I. A, B, C, D, E II. A, B III. A, B IV. A, B V. A, B

Session	Content	Assignments	Corresponding Learning Outcome(s)
Sessions 9 & 10	- Functional: giving opinions; reacting to another person's behavior. - Grammatical: Uses of Subjunctive. Subjunctive vs. Indicative. - Vocabulary: phrases expressing opinion: <i>es importante / lógico/probable/injusto...</i> - Culture: Cafés notables de Buenos Aires. ORAL PRESENTATION	Give your opinion about an issue you are worried about. Use some of the following structures: Es absurdo que... es molesto que... es importante que... Es peligroso que... Es injusto que... Es terrible que...	I. A, B, C, D, E II. A, B III. A, B IV. A, B V. A, B
Session 11	REVIEW FOR FINAL EXAM FINAL EXAM		

REQUIRED COURSE MATERIALS: Class book *Español IES 201*. Materials related to local news and Argentine and/or Latin American culture, selected by the teacher.