



SP 303 SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD III
IES Abroad Granada

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 on 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: 6 credits

CONTACT HOURS: 90 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES:

Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of specific, everyday topics and meet their basic needs in the language. Students who enter this level may be more proficient in reading and writing skills than oral communication, especially if they have never traveled or studied abroad. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move towards mastery of these competencies.

METHOD OF PRESENTATION:

The course will have a task-based approach in which the language in use activates a series of grammatical and lexical resources in a functional manner. Pair and work group will also be mandatory, as well as a final research paper that will stimulate the students' linguistic and socio-cultural immersion.

REQUIRED WORK AND FORM OF ASSESMENT:

- Daily participation in class and attitude – 25%
- Weekly essays – 25%
- Midterm exam – 10%
- Final exam – 20%
- Research project – 20%

Active participation will be evaluated positively if the student:

- Is really present in class.
- Shows a real willingness and a positive attitude to learn.
- Is attentive to the instructor's explanations.
- Participates in the class' activities.
- Hands in the assignments within the expected deadlines.
- Interacts with the instructor and with the other students.
- Shows respect towards the instructor and the other students.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Novice Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.



By the end of the course, students will be able to achieve some of the outcomes for the Emerging Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

- I. Intercultural Communication
 - A. Students will be able to solve most daily troublesome situations and meet needs with limited help.
 - B. Students will be able to make informed comparisons between the host culture and the students' home cultures.
 - C. Students will be able to distinguish and to imitate verbal and non-verbal communication that reflect politeness, formality, or informality.
 - D. Students will be able to recognize patterns of intonation, their meaning, and cultural implications.
- II. Listening
 - A. Students will be able to understand some interactions of moderate complexity (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
 - B. Students will be able to understand direct requests, questions, and basic conversations on familiar and concrete topics.
 - C. Students sometimes will understand commonly used slang expressions and popular phrases.
- III. Speaking
 - A. Students will be able to talk about persons and things in their immediate environment, as well as their plans and their experiences, and they can provide a limited amount of supporting details.
 - B. Students will be able to resolve moderately complicated situations involving familiar subjects.
 - C. Students will respond to some questions that ask for an opinion or a belief on a topic with assistance and practice.
- IV. Reading
 - A. Students will be able to read passages and short texts (newspapers, lyrics, letters, short stories, etc.) and understand overall meaning.
 - B. Students will be able to support their understanding of texts through the use of context, dictionaries, or with the assistance of others at times.
 - C. Students will be able to read and understand most text messages on everyday topics.
- V. Writing
 - A. Students will be able to communicate with increasing effectiveness through notes, emails, and simple online discussions and chats.
 - B. Students will be able to write short essays on concrete topics of limited levels of complexity and with less reliance on the communicative patterns of their native language.
 - C. Students will be able to describe things, relate ideas, and express simple opinions in concrete language.

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including course-related trips. For this course, if a student misses more than four classes, one third of a letter grade will be deducted from the final grade for every additional absence. Missed exams, presentations, or any other assignments can only be rescheduled in case of documented medical or family emergencies.

CONTENT:

Week	Content	Readings/Assignments
Week 1	Me siento así y así estoy • Presentation of the course: syllabus, structure and resources • Giving personal information. • Expressing duration. • Asking and answering about motivations. • Talking about difficulties and intentions. • Recommending. • Reflexive verbs. • <i>Porque / para.</i> • <i>Sentirse</i> + adjective. • <i>Tener que</i> + infinitive / <i>hay que</i> + infinitive / <i>lo mejor es</i> + infinitive. • <i>Pensar</i> + infinitive. • Talking about states of mind. • Describe pain, discomfort and symptoms. • Uses of <i>ser</i> and <i>estar</i> verbs. • Body parts.	• Aula 2 (unit 1 and 9) • Initial expectations • Weekly essay • Exercises • Research paper I: proposals (topics and structure)
Week 2	Complicidades • Identifying and describe the physical appearance of people. • Talking about relationships and similarities between people. • Irregular presents: <i>c-zc / ei.</i> • <i>Llevarse bien/mal.</i> • <i>Este/esta/estos/estas, ese/esa/esos/esas.</i> • <i>El/la/los/las</i> + adjective, <i>el/la/los/las</i> + <i>de</i> + noun. • Clothing. • Research project I: proposals (topics and structure)	• Aula 2 (unit 3) • Weekly essay • Exercises • Observation in the city
Week 3	Mi rincón • Expressing likes and preferences. • Describing a house. • Comparing. • Locating objects in space. • Expressing coincidence. • Describing objects: shapes, styles, materials...	• Aula 2 (unit 4) • Weekly essay • Exercises • Observation in the city

Week	Content	Readings/Assignments
Week 4	Animales sociales - Functioning in very coded situations: invitations, introductions, greetings and farewells. - Catching someone's attention. - Some expressions with imperative. - Uses of <i>tú</i> and <i>usted</i>. <i>Estar</i> + gerund. - Talking about free time activities. - Taking about schedules. - Narrating past experiences. - Describing places. - Talking about intentions and projects. - Perfect tense. <i>Ir a</i> + infinitive.	- Aula 2 (unit 5 and 6) - Weekly essay - Exercises
Week 5	Ollas y marmitas - Talking about food tastes and habits. - Direct object personal pronouns (introduction). - Impersonal forms with <i>se</i>. - Weight and measures. <i>Y/pero/y además</i>	- Aula 2 (unit 7) - Weekly essay - Exercises - Observation in the city
Week 6	Mi vida en cinemascopio - Narrating and relating past events. - Talking about duration. - Some uses of perfect tense and its form. - Time markers for the past. <i>Empezar a</i> + infinitive. <i>Ir/irse</i>.	- Aula 2 (unit 2 and 8) - Weekly essay - Exercises - Observation in the city
	MID TERM EXAM	
Week 7	Sin rodeos - Talking about the beginning and the duration of an action. - Locating an action in time. - Some periphrasis: <i>acabar de</i> + infinitive, <i>volver a</i> + infinitive, <i>dejar de</i> + infinitive, <i>llevar</i> + gerund, <i>seguir</i> + gerund.	- Aula 3 (unit 1) - Exercises - Observation in the city
Week 8	Libertades - Expressing prohibition. - Expressing obligation. - Expressing impersonality. - Talking about habits: <i>normal/habitual/frecuente/raro</i> + infinitive, <i>soler</i> + infinitive. <i>Todo el mundo/la mayoría (de...) /muchos/algunos</i>. - Research project II: hypothesis and sources	- Aula 3 (unit 3) - Weekly essay - Exercises - Observation in the city

Week	Content	Readings/Assignments
Week 9	Consumidores y consumistas • Recommending. • Giving instructions. • Describing a scene (past and present). • Some uses of imperative and its form. • Direct and indirect object pronouns.	• Aula 3 (unit 4) • Weekly essay • Exercises • Observation in the city
Week 10	Herencias del pasado • Place actions in the past and present. • Arguing and debating. • Some other uses of imperfect preterit. • Sequencing actions. • Some uses of the undefined preterit. • Past forms of <i>estar</i> + gerund. • Some time markers.	• Aula 3 (unit 2 and 5) • Exercises • Observation in the city
Week 11	Futuros inciertos • Talking about future actions and situations. • Expressing condition: <i>si</i> + present, future / <i>depende (de)</i> + noun / <i>si</i> + present of the indicative. • Future time markers. • Hypothesizing: <i>seguramente/probablemente/posiblemente/seguro que/supongo que</i> + future. • Some uses of imperfect future and its form.	• Aula 3 (unit 7) • Weekly essay • Exercises • Observation in the city
Week 12	Deseos y sueños • Expressing wishes, claims and needs. • Valuing situations and facts: <i>me parece muy bien/mal...</i> <i>que</i> + present of the subjunctive. • <i>Querer/pedir/exigir/necesitar</i> + infinitive, <i>querer/pedir/exigir/necesitar que</i> + present of the subjunctive, <i>que</i> + present of the subjunctive. • Proposing solutions: <i>deberíamos/deberían/se debería/habría que</i>. • <i>Cuando</i> + subjunctive. • Research project III: proposals (draft)	• Aula 4 (unit 3) • Weekly essay • Exercises • Observation in the city
Week 13	• Presentations of the research project • Final exam review	
Week 14	FINAL EXAM	

REQUIRED MATERIALS:

- Corpas Jaime, Garmendia Agustín, Soriano Carmen. Aula 2. Barcelona: Difusión, 2015.
- Corpas Jaime, Garmendia Agustín, Soriano Carmen. Aula 3. Barcelona: Difusión, 2016.
- Corpas Jaime, Garmendia Agustín, Soriano Carmen. Aula 4. Barcelona: Difusión, 2014.
- Dossier with exercises and readings.



RECOMMENDED MATERIALS:

Grammar

- Gramática básica del estudiante de español, Barcelona, Difusión, 2012.
- Castro, Francisca, Uso de la gramática española. Nivel Elemental. Madrid: Edelsa, 2004.

Bilingual Dictionaries

- *Collins Spanish Dictionary* (Español-Inglés/ Inglés-Español), Harper Collins Publishers: Londres y Grijalbo Mondadori: Barcelona, 2000.
- *Diccionario Larousse Moderno* (Español-Inglés/Inglés-Español), Madrid: Ediciones Larousse, 2000.

Online Sources

- <http://dicesp.com/paginas>
- www.rae.es
- www.cvc.es