



SP 351 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I

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: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES:

Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress. By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will start to become creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang and are starting to understand a wider variety of native speakers from different backgrounds.

METHOD OF PRESENTATION:

This course will be developed through a balanced combination of the instructor's explanations on grammar and vocabulary in a functional manner and the students' participation. They will do readings, debates, activities and weekly essays to practice the new contents and also oral presentations of their research papers, either in pairs or in groups. Materials and activities will be available in Moodle.

REQUIRED WORK AND FORM OF ASSESMENT:

- Attitude and Participation in class – 20%
- Midterm exam – 15%
- Final exam – 25%
- Essays – 20%
- Intercultural 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 will be able to achieve some of the outcomes for the Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

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- I. Intercultural Communication
 - A. Students will begin to identify at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
 - B. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
 - C. Students will be able to identify some gestures and body language, and they may be able to integrate some of those non-verbal actions into their interactions with native speakers.
- II. Listening
 - A. Students will be able to understand some spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
 - B. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.
- III. Speaking
 - A. Students will be able to speak on and discuss concrete every day and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
 - B. Students will be able to participate and respond actively in a variety of interactions.
- IV. Reading
 - A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
 - B. Students will begin to read and understand the main ideas of academic texts with assistance.
- V. Writing
 - A. Students will be able to meet many everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
 - B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with developing degrees of grammatical and lexical accuracy.
 - C. Students will be able to edit their own and their peers' writing for common errors covered in class.

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	Assignments
Week 1	Gente en clase Functional • Understanding the syllabus and how it works. • Introducing themselves and knowing their partners. • Giving personal information. • Valuing and expressing difficulties and interests. • Acquiring strategies to learn vocabulary. • Identifying and reflecting upon different learning styles. Grammatical • Review: evaluative statements. • Expressing cause and purpose: <i>por/porque, para</i>. • Uses of gerund. • Review of “Presente Irregular” and “Presente de Indicativo”. Vocabulary • General suggestions to learn vocabulary: glossaries, synonyms and antonyms, conceptual maps. • Useful expressions in classroom. • Description of physical appearance. Culture • Ways of introducing ourselves and saying goodbye. • Rules in a Spanish classroom.	• Grammar, listening, reading, and writing exercises every week • One essay per week
Week 2	Gente que se conoce Functional • Talking about likes and preferences. • Talking about present habits. • Describing and valuing personality. • Talk about past experiences. • Identifying actions in time. Grammatical • Verbs and reflexive, direct object and indirect object pronouns • Verbs for giving evaluation: <i>encantar, interesar, preocupar, molestar</i>. • Conditional for hypothesis and requests • Direct and indirect interrogative questions. • Quantity adverbs. • <i>Empezar a, acabar de, terminar de, volver a, dejar de</i>. • Time markers: <i>desde, desde hace</i>. • Review of <i>por/para</i>. Vocabulary • Adjectives for describing personality. • Abstract nouns: adjectives+ suffixes: <i>-dad, -ía, -ez</i>, etc. • Stages and facts in a person’s life. Culture • Awarded famous people in the Hispanic world.	

Week	Content	Assignments
Week 3	Gente que se lo pasa bien Functional - Describing and evaluating leisure plans. - Planning and arranging appointments. - Expressing frequency. - Locating events in space and time Grammatical “Superlativo”. - Evaluative statements with the verbs gustar: apetecer, apasionar, fascinar. - Quedar vs quedarse. - Verbs: ser, estar, haber. Vocabulary - Films and television. - Leisure time and plans. - Frequency adverbs and parts of the day. Culture - Social life and leisure time in Spain. - Television and films in Spain - Tourism and travels.	
Week 4	Gente de novela Functional - Informing about events and circumstances in the past. - Narrating and relating past events in time. - Sequencing actions. - Expressing quantity of time and dates. Grammatical “Imperfecto” vs “indefinido”: <i>describir</i> vs. <i>Contar</i>. “Indefinido” vs. “perfecto”. “Pluscuamperfecto”: the past of the past “Indefinido” / “perfecto” de <i>estar</i>+ gerund. - Contrast between <i>pero</i> and <i>sino</i>. - Basic temporal markers: una vez, entonces, después. - More temporal markers: hace, llevo, desde, desde hace, ya. Vocabulary - Police events and stories. - Vocabulary for telling and describing situations. Culture - Current events section in newspapers. - Carvalho de Vázquez Montalbán.	

Week	Content	Assignments
Week 5	Gente sana Functional - Talking about habits, physical condition and illness. - Expressing recommendations and obligations. - Expressing impersonality. - Understanding institutional campaigns. Grammatical - Imperative. - Direct object and indirect object pronouns "Tú impersonal". - Conditional and other resources to give advice and recommendations. Vocabulary - Habits and traditions. - Health problems and solutions. - Body parts. - Adverbs ending in <i>-mente</i>. - Slogans. Culture - Habits in Spain. - Mediterranean diet. - Advertising campaigns of the government. - The concept of "work" and lifestyles in the United States and in Spain.	
Week 6	Gente y cosas Functional - Define everyday objects: forms, materials, parts and uses. - Expressing impersonality and unintentionality. Grammatical - Review: distinction among subject, direct object and indirect object. - Reflexive verbs. - Relative sentences with prepositions. "Indicativo" vs. "subjuntivo" in relative sentences. "Sé impersonal". Vocabulary - Materials and objects. - Riddles and <i>gregería</i> Culture - Spanish inventions and typical objects of Spain. - Greguerías de Gómez de la Serna.	

Week	Content	Assignments
Week 7	Gente con ideas Functional • Expressing advantages and disadvantages. • Talking about quantity and percentages. • Referring to the future. • Familiarize with the Spanish advertising campaigns in written press. • Giving advice and recommendations. • Develop strategies to understand TV commercials. • Design an advertising campaign of a new product. Grammatical • Different forms of expressing the future. • <i>Subjuntivo</i> to express desires. • Llevar/traer vs. Llevarse/traerse. • Indefinite quantity adjectives: <i>cualquier/a, todo/a/s</i>. • Impersonal constructions: <i>se, tú, uno</i>. Vocabulary • Products and services. • Types of businesses and the business world. • Professions and their characteristics. • Domestic problems and solutions. Culture • Spanish advertising. • Art business in Latin America. • Social changes through advertising -controversial advertising.	
	MIDTERM EXAM	

Week	Content	Assignments
Week 8	Gente que opina Functional - Expressing opinions and arguing. - Speculating about the future and expressing probability. - Referring to future. - Expressing purpose. - Understand a documentary about any current event or topic. Grammatical “Subjuntivo” with <i>cuando</i> to express future. - Subjuntivo” vs. “indicativo” to express different degrees of probability. “Infinitivo” or “subjuntivo”: <i>para</i> vs <i>para que</i>. - Perífrasis verbales: <i>seguir</i> + “gerundio”, <i>dejar de</i> + “infinitivo”, etc. Vocabulary - Problems in the world and solutions. - Innovation and the future. - Resources for discussion. Culture - Eduardo Galeano y Joan Manuel Serrat: voces para un mundo mejor. - Evaluating their experience in Morocco and contrasting cultures.	
Week 9	Gente con carácter Functional - Describing and valuing personality. - Describing relationships among different people. - Expressing feelings and moods. - Giving advice and expressing evaluation. Grammatical - Poner vs ponerse “Superlativos” ending in <i>-ísimo</i> - Uses of <i>así</i>. - Evaluative statements with “indicative” or “subjuntivo”. - Un poco vs poco. Vocabulary - Personality and moods. - Personal relationships. - Change verbs: <i>volverse</i>, <i>ponerse</i>. - Emotions and feelings. Culture - Personal relationships in different cultures: Spain and the United States. - Mario Benedetti and other authors who wrote about love. - Love uses and traditions of the youth in Spain.	

Week	Content	Assignments
Week 10	Gente y mensajes Functional • Leaving notes and messages in different situations. • Transmitting messages from others: information, petitions, pieces of advice. • Asking for and giving things/permission/favors. • Communicating through the phone. Grammatical • Reported speech. • Purpose verbs: explicar, pedir, invitar, etc. • Possessive determiners and pronouns. • Modal verbs. Vocabulary • Different forms in written correspondence. • Social media and communication. Culture • Writing and new technologies. • Tongue-twisters in Spanish. • Informal language in young people. • Non-verbal communication: gestures.	
Week 11	Gente que sabe Functional • Asking for and giving information with different degrees of certainty. • Looking for information and reacting to new information. • Showing agreement and disagreement in a formal context (debate, essay, etc.). Grammatical • Non-personal forms. • Review of tenses. • Review of personal pronouns. Vocabulary • Places, traditions and trips. Culture • Characteristic elements of Latin American countries. • Varieties of Spanish.	

Week	Content	Assignments
Weeks 12 and 13	Todo lo bueno se acaba Functional - Asking questions and solving doubts. - Expressing desires and feelings. - Expressing likes and preferences. Grammatical - Review. Vocabulary - Review. Culture - Research projects: In the presentation of their research projects, the students must show some aspect of the Spanish culture that they have been interested in. Previously, they must have researched on the topic and interviewed some Spanish people about it.	
	FINAL EXAM	

REQUIRED READINGS:

- Gente Hoy 2*. Libro del alumno; Barcelona: Difusión.
- Other required materials used in the course will be provided by the instructor and will be available in Moodle, as well as audiovisual resources and links that foster the students' autonomous learning.

RECOMMENDED READINGS:

Grammar

- Gramática básica del estudiante de español, Barcelona: Difusión. (Edición revisada)
- MATTE BON, Francisco (1992), Gramática comunicativa el español, Edelsa: Madrid.

Dictionaries

Monolingual

- Diccionario Panhispánico de Dudas*. Madrid, Real Academia de la Lengua Española, 1998
- Diccionario de uso del español*. María Moliner. Madrid: Gredos, 1991.
- Diccionario de la lengua española*. Real Academia de Española. Madrid: Espasa Calpe, 2001
- Diccionario ideológico de la lengua española: desde la idea a la palabra, desde la palabra a la idea. Julio Casares. Barcelona: Gustavo Gili, 1994.
- Redes*. Madrid: SM, 2004: el primer gran (y buen) diccionario de colocaciones en español. Muy útil para mejorar la precisión y la riqueza léxica.
- Clave: diccionario de uso del español actual*. Madrid: SM, 1997: muy actualizado, incluye muchas entradas no recogidas todavía en el DRAE. Tiene versión CD-ROM y el registro lingüístico es muy asequible.

Bilingual

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

Online Resources

- Fundación español urgente: www.fundeu.es > Para consultas y recomendaciones
- www.wordreference.com > Diccionario bilingüe
- www.rtve.es > Aquí podéis encontrar las noticias de TV, series, programas y documentales