



SP 353 SPANISH LANGUAGE IN CONTEXT: 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: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES:

Students who enter this course are able to communicate effectively in the daily life situations of a new culture. By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will be 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 much more likely to resolve these on their own. Students will understand a variety of colloquial expressions and slang and will be able to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

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:

- Active participation and attitude – 25%
- Midterm exam – 10%
- Final Exam – 20%
- Essays – 25%
- 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 Emerging Independent 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 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 identify and describe 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 be able to discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
 - C. Students will be able to interpret gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.
 - D. Students will know how to conform to socio-cultural norms in almost any transactional event.
- II. Listening
 - A. Students will be able to understand most 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 be able 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 a wide range of concrete everyday 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, initiate, and respond actively in a wide variety of interactions.
 - C. Students will be able to narrate sequences of events with some degree of accuracy.
- IV. Reading
 - A. Students will be able to read and understand a wide variety of articles, stories, and online texts using background knowledge to aid their comprehension.
 - B. Students will be able to read and understand academic texts with assistance.
- V. Writing
 - A. Students will be able to meet their 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.
 - C. Students will be able to edit their own and their peers' writing.

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:

Topic	Content	Assignments
Week 1	Aprender viajando Functional - Becoming familiar with the syllabus and knowing each other: formal and informal introductions. - Asking and giving information about if you know something/someone or not. - Asking and denying the existence of something/someone. - Reflecting on styles, techniques, challenges and expectations in our learning process. Grammatical - Review: verb tenses and terminology. - Defining and non-defining relative clauses. - Pronouns and relative adverbs. - Review: “presente de subjuntivo”. Vocabulary - Lexicon related to the process of learning, education and educational systems. Culture - Educational systems and language learning	Introduction letter.
Topic 2	Vidas anónimas Functional - Talking about some people’s lives, referring to their expectations, feelings, goals... - Expressing wishes. - Expressing hypothesis and probability. - Giving opinion and evaluating. - Writing a biography. Grammatical - Use of past tenses indicative: “pretérito perfecto”, “indefinido”, “imperfecto” and “pluscuamperfecto”. - Wishes, hypothesis, probability, opinions, assessments: “indicativo” vs. “subjuntivo”. Vocabulary - Lexicon about a person’s life cycle. - Lexicon about social problems and activism. Culture - Social problems in Spain. - Social activism in Spain.	- Essay 1. - Biography about somebody you admire.

Topic	Content	Assignments
Topic 3	Si yo fuera tú... Functional - Giving advice, orders, instructions and suggestions. - Talking about habits. - Expressing wishes and intentions. - Making value judgements and verifying a reality. Grammatical - Coherence between main sentence and subordinate. “Imperfecto de subjuntivo” forms. - Evaluative constructions with <i>ser y estar</i>. - Evaluative constructions and verification of reality (“indicativo” vs. “subjuntivo”). Vocabulary - Healthy life and sport activities. - Medical improvements. - Nutrition. Culture - Health system in Spain. - Spanish habits.	
Topic 4	Textos argumentativos Functional - Improving writing skills. - Identifying, analyzing and correcting mistakes. - Argumentation resources: rhetorical questions, exemplification, quotes... - Convincing and discussing. Grammatical - Frequent connectors and expressions. - Figures of speech used to introduce information in a paragraph. - Identifying false friends. <i>Por/para</i> review Vocabulary - Substitutes for common verbs: <i>hacer, haber, tener, poner, dar, decir...</i> - False friends. Culture - Discussion in daily life. - Talking about music.	Essay 2.

Topic	Content	Assignments
Topic 5	Cambios Functional - Talking about memories. - Talking about changes in life. - Debating about how social media has changed our lives. - Expressing if you remember something or not. - Reflecting on how the experience of traveling can impact our life. Grammatical “Perífrasis modales”. “Perífrasis aspectuales”. - Uses of <i>recordar</i>, <i>acordarse</i>, <i>olvidar</i>, <i>olvidarse</i>, <i>sonar</i>. Vocabulary - Internet and social media. - Family. Culture - Changes in current society: Internet, social media, Instagram... - Changes in family models.	
Topic 6	El arte de escucharte Functional - Defining and describing. - Valuing people, actions, states and things (positively or negatively). - Judging situations. - Talking about different artistic expressions. - Producing a conversation. - Transmitting information or a conversation. - Expressing surprise, indifference or disbelief. - Writing a film review. Grammatical - Uses of <i>ser/estar</i> and adjectives that change depending on the use of one or the other. - Reported speech: direct and indirect. - Other transformations in reported speech: pronouns, determinatives, time markers... - Passive sentences of process and result. - Passive voice with reflexive verbs and with direct object + pronoun. - Impersonal reflexive sentences. Vocabulary - Artistic expressions and lexicon. - Cinema. Culture - Painting, photography, comic, graffiti, recycled art, tattoo. - Hispanic cinema.	- Essay 3. - Synopsis and opinion about a film in Spanish.

Topic	Content	Assignments
Topic 7	Ni punto de comparación Functional - Comparing and talking about resemblances. - Describing people physically. - Talking about other people softening criticism, de-emphasizing your own opinion, talking negatively about others using positive adjectives (<i>hacerse el/ir de...</i>) Grammatical - Verbs with preposition. - Uses of <i>como/como si/ni que</i>. - Comparative and superlative sentences. - Review: making comparisons. - Collocations. - Time clauses and connectors. Vocabulary - Physical description. - Housing, cities and neighborhoods. Culture - Housing system in Spain.	Creating a proverb or a riddle.
Topic 8	Con una condición Functional - Expressing present, past and future condition. Grammatical - Conditional clauses: real and unreal (past, present and future). “Pluscuamperfecto de subjuntivo”. Vocabulary - Life experiences. - Review: writing dates in Spanish. Culture - Sayings and proverbs. - Historical events in Spain.	Essay 4.
Topic 9	Recuerdos con sentido Functional - Expressing feelings, likes and emotions in the past. - Talking about travel experiences. - Talking about smells and flavors, such as memories associated to them. - Expressing purpose and result. Grammatical - Verbs of feeling. - Clauses and connectors of purpose. Vocabulary - Gastronomy. - Idioms related to food. Culture - Famous restaurants in Spain. - Spanish gastronomy.	

REQUIRED READINGS:

- Nuevo Prisma B2. Libro del alumno, Madrid: Edinumen, 2015.
- Extra materials by the instructor

RECOMMENDED READINGS:

- AAVV. *Gramática básica del estudiante de español*. Barcelona: Editorial Difusión. (edición revisada).
- BON, Francisco (1992), *Gramática comunicativa el español*, Edelsa: Madrid.
- Muñoz, J., Pérez, Y. y David, M. (2012), *Developing Writing Skills in Spanish*, Oxford: Routledge.
- Aragonés, L. y Palencia, R. (2003) *Gramática de uso del español: teoría y práctica (C1-C2)*, Madrid: SM Ele.
- Gómez-Torrego, L. (2010) *Gramática didáctica del español*, Madrid: SM.

Monolingual Dictionaries

- 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 de partículas discursivas: <http://www.dpde.es>
- Diccionario de colocaciones del español: <http://www.dicesp.com/paginas>

Bilingual Dictionaries

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