



SP 321 SPANISH FOR PROFESSIONS: INDEPENDENT ABROAD
IES Abroad Santiago

DESCRIPTION:

In this course is designed for students interested in developing their Spanish abilities towards professional and business contexts. The emphasis of this course is placed both on the improvement of linguistic skills and also on the development of students' intercultural competence within the frame of professional working environments.

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: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Direct tasks
- Group and pair work
- Listening and audiovisual activities
- Class discussions
- Intensive and extensive readings
- Individual and group presentations
- Debates
- Role plays

REQUIRED WORK AND FORM OF ASSESSMENT:

- Individual/Group Presentations and Debate - 20%
- Written Essays and Quizzes/Glossaries - 20%
- Midterm Exam - 20%
- Final Oral Exam - 20%
- Final Written Exam - 20%

Individual/Group Presentations and Debate

Students make oral presentations related to the topics discussed in class. Students must use grammar, vocabulary and sociocultural contents studies in class. Debate: Students prepare and participate on a debate about the legalization of euthanasia.

Written Essays and Quizzes/Glossaries

Students write essays about topics discussed in class. Students must use grammar, vocabulary and sociocultural contents studies in class. Some essays may be related to field studies done along the course. Glossaries: in Moodle, students work on a glossary the includes vocabulary from all different sessions.

Midterm Exam



Midterm exam assesses all contents studied in the first part of the semester. Test includes an audio comprehension exercise, grammar and vocabulary exercises, reading comprehension exercise and a short writing exercise.

Final Oral Exam

Oral final presentation on topics discussed during the course. Students do some research to develop a project to be presented in class. . Students must use grammar, vocabulary and sociocultural contents studies in class. Some essays may be related to field studies done along the course.

Final Written Exam

Final exam assesses all contents studies during the semester. Exam includes an audio comprehension exercise, grammar and vocabulary exercises, reading comprehension exercise and a short writing exercise.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve key outcomes for the *Emerging Independent/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 identify key host cultures in a professional context as well as 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 and discuss their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host culture.
- C. Understand and respond to exchanges related to workplace interactions following local sociocultural and pragmatic conventions.
- D. Understand the vision, mission and values of some Chilean companies.
- E. Students will identify the importance of understanding local culture (workforce, women's professional development, efficiency, etc.) to fit in different workplaces.

II. Listening

- A. Students will be able to understand most spoken communication of moderate complexity on a wide range of concrete business topics covered in classes.
- B. Students will begin to understand native speakers from a variety of backgrounds and limited experience with nonnative speakers, and they will comprehend common colloquial expressions and slang as they relate to professional communication.

III. Speaking

- A. Students will be able to speak on and discuss concrete business/professions topics covered in classes, as well as other business topics of particular interest to them.
- B. Students will be able to describe and compare companies, products and services. Students will be able to participate and respond actively in a variety of professional interactions: negotiations, presentations, business lunch, meetings.
- C. Students will be able to express self in a specific business presentation.
- D. Students will be able to make a solid argument for a particular strategy.
- E. Students will be able to negotiate meaning when encountered in an unexpected business/professional communicative situation.

IV. Reading

- A. Students will be able to read and understand articles, reports, professional documents, and online texts using background knowledge to aid their comprehension.
- B. Students will be able to read and understand the main ideas of business texts using reading strategies developed during the course.
- C. Students will be able to understand some data, strategy and graphs related to simple business situations: reports, financial information, notes, text messages, letters, emails.

V. Writing

- A. Students will be able to write essays for class that narrate, describe, report, compare, contrast, and summarize on

a wide range of business topics with developing degrees of grammatical and lexical accuracy.

B. Students will be able to write short messages and emails on a wide range of social and work topics adapting language vocabulary and structure to different degrees of formality.

C. Students will be able to edit their own and their peers' writing for common errors covered in class.

ATTENDANCE POLICY:

CONTENT:

Unit	Content	Assignments	Corresponding Learning Outcome(s)
Unit 1	- Functional: Asking for/Giving information; describing oneself. Resume and cover letter; talking about the past/present. - Grammatical: Indefinite/perfect and contrast; time expressions. Expressing activities with relation to time. - Vocabulary: Adjectives to describe personality. Information about oneself: Address, house, likes and dislikes; interests/hobbies. - Culture: University life; working daily routine; Curriculum vitae and letters; Chileans at work	- Description of people/students using adjectives to describe character - Past tenses and time expressions/markers - Reading: Professions and profiles - Talking about own experiences using expressions to talk about actions in relation to time - The making of our Spanish curriculum vitae and cover letter - Cover Letter due	I. A, B II. A III. A, C, D IV. A V. A, B, E
Unit 2	- Functional: Describing a job: Locations, characteristics, duties and requirements. Asking for information and clarification. - Grammatical: Uses of SER / ESTAR and contrast. Relative clauses with indicative and subjunctive; prepositions. - Vocabulary: Adjectives to describe people, places and objects; discourse markers. - Culture: Chilean women at work	- Description of places and people - Description of what people want from work - job interview - Course-related excursion - Oral presentation 1	I. A, B, C II. A, B III. A, D, F IV. A, B, C V. A, B, C

Unit	Content	Assignments	Corresponding Learning Outcome(s)
Unit 3	- Functional: Talking about jobs, expressing likes and dislikes about work and activities performed at work. Asking for information; offering help; formulating and expressing opinion. Complaining. - Grammatical: subordinate clauses with subjunctive - Vocabulary: Surveys; talking on the phone. Language resources to express - Culture: difference in telephone conversations; perception of time in different cultures.	- Talking about problems at work and how to offer solutions. - Expressing likes and dislikes in relation with work activities and duties work - Talking on the phone Quiz 1 - Essay 1 due	I. A, B, C, D, E, F II. A, B III. A, B, E, F IV. A, B, C V. A, B
Unit 4	- Functional: Talking about the past. Explaining anecdotes and narrating stories in the past. - Grammatical: Past tenses, textual connectors with a temporal meaning. Past tenses, textual connectors with a temporal meaning. - Vocabulary: language resources for expressing likes and dislikes, and narrating anecdotes - Culture: Newspapers, magazines and news in Chile.	- Prior Experiences - Telling stories about the past - Telling anecdotes - Evaluating personal experiences Midterm Exam	I. A, B, C, D, E, F II. A, B III. A, B, C, D, F IV. A, B, C V. A, B, C
Unit 5	- Functional: Expressing preferences about product and services, reacting to opinions. Expressing recommendations. Affirmative and negative commands, direct and indirect object pronouns with commands. - Grammatical: Subordinate clauses with subjunctive to express recommendation and suggestion. Use of imperatives - Vocabulary: Vocabulary to describe product and services and their quality. - Culture: Successful products and companies.	- Your preferences about product and services - Talking about advertising - Giving directions - Giving recommendations for purchasing a product - Giving recommendations using pronouns - Oral Presentation 2	I. A, B, C, D, E II. A, B III. A, B, C, D, E, F IV. A, B, C V. A, B, C

Unit	Content	Assignments	Corresponding Learning Outcome(s)
Unit 6	- Functional: Expressing and answering an opinion; Denying actions, evaluating events. Expressing feelings. Writing emails. - Grammatical: Indicative/subjunctive with opinion. Structures of evaluation. Subordinate clauses with subjunctive to express emotions and opinions. - Vocabulary: Workplace, Leading teams. - Culture: Business culture, workplace culture and ethics.	- Company vocabulary and Culture (positions, responsibilities and duties) - Workplace synopsis - Talking about companies Quiz 2 - Essay 2 due	I. A, B, C, D, E II. A, B III. A, B, C, D, E IV. A, B, C V. A, B, C
Unit 7	- Functional: Making prediction about personal future; making hypothesis. Expressing opinion, describing sensible issues (immigration). - Grammatical: Hypothesis (indicative / subjunctive), future. Temporary sentences (indicative /subjunctive), consecutive sentences, causal sentences. - Vocabulary: Objects and tools. Labor market. - Culture: Expats and immigrants in Chile	- El socio/economic and cultural impact of immigrants. - Essay 3 due	I. A, B, C, D, E II. A, B III. A, B, C, D, E, F IV. A, B, C V. A, B, C
Unit 8	- Functional: Review - Grammatical: Review - Vocabulary: Labor market. - Culture: Working life, environmental issues. World problems (economy, health, etc.)	- Economic predictions and labor market - The planet's future - Debate	I. A, B, C, D, E II. A, B III. A, B, C, D, E, F IV. A, B, C V. A, B, C
Unit 9	- Functional: Review - Grammatical: Review - Vocabulary: Review - Culture: Local culture/ own American culture	- Presentations in Spanish Final exam	I. A, B, C, D, E II. A, B III. A, B, C, D, E, F IV. A, B, C V. A, B, C

REQUIRED READINGS:

Course dossier designed by the Spanish coordinator (Prof. Claudia Flores) which includes Spanish reading and audio/visual material taken from magazines, journals, academic and other current pedagogical and relevant sources.

- Aragonés, L., R., Palencia 2005. Gramática de uso del español. Teoría y práctica. Nueva Edición. Ed smele.
- Borobio, V. y R. Palencia 2003. Curso de Español para extranjeros. Avanzado. Ed smele.
- Dozier, E., Z. Iguina. 1999. Manual de gramática. Grammar reference for students of Spanish. Heinle and Heinle Publishers. 2nd Edition.
- Florián, L. y A. M. Ruiz (2005) Ciencias de la salud. Manual de español profesional. Universidad de Alcalá. UAH
- García, N. y J. Sánchez. 1981. Español 2000. Nivel Elemental. Coloquio editorial. Madrid. Undécima edición 1990.
- González, A., C. Romero. 1998. Curso de puesta a punto en español. Edelsa. Grupo didascalía. Madrid. 3ra edición.
- Martín, R., M., y M. Ellis 2000. Aventura 4. Hodder & Stoughton. Grupo Hodder Headline Group
- Milner, M. 2006. English for health sciences. Thomson
- Peris, M., E. y N. Baulenas. 1998. Gente 2. Difusión. Barcelona. 4ta edición 2000.
- Millares, S. 1999. Método de español para extranjeros. Nivel Superior. Edinumen. (2da edición 2002)
- Samaniego, F., F. Alarcón, N. Rojas. 1995. Mundo 21. Heath. D.C. Heath and Company.
- Terrel, T., M., Andrade, J. Egasse., E. Muñoz., 1996. Dos Mundos. Third Edition. McGraw Hill, Inc.
- Turk, P. y M. Zollo. 1990. ¡Ahora mismo!. Hodder & Stoughton. Grupo Hodder Headline Group. (6ta edición 2000)
- Punto de Vista. Texte und Aufgaben für die Oberstufe. 2006. Cornelsen.
- Diario El Mercurio. (distintas ediciones entre 2010-2016)
- Diario La Tercera. Abril 2013
- www.clínicaalemana.cl
- www.icarito.cl
- www.indiana.edu
- www.hts.cl
- www.minsal.cl (Ministerio de Salud de Chile)
- Revista ICARITO. Publicación semanal del diario LA TERCERA. (diversas ediciones 2016)
- Revista Mujer. Publicación semanal del diario LA TERCERA. (diversas ediciones entre 2004-2016)
- Revista YA. Publicación semanal del diario EL MERCURIO. (diversas ediciones entre 2004-2016)
- materiales extraídos de diversas páginas de internet
- materiales inéditos preparados por la profesora.