



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: 3

CONTACT HOURS: 45

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:

- Mid-term exam: 15%
- Final exam: 20%
- Five compositions: 30%
- Intercultural Research Project: 25% (15% written project, 10% oral presentation)
Students must select a topic of Spanish culture of their interest, conduct active research (including personal interviews), and present it in written format and in an oral presentation.
- Class participation: 10%
Active participation will be evaluated positively if the student:
 - Is actively 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:

Intercultural Communication

- 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.
- Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- 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.

Listening

- 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.
- 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.

Speaking

- Students will be able to speak on and discuss concrete personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
- Students will be able to participate and respond actively in a variety of interactions.

Reading

- Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
- Students will begin to read and understand the main ideas of academic texts with assistance.

Writing

- Students will be able to meet many everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
- 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.
- 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 three 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	Contents (functional, grammatical, lexical and cultural)
Week 1 Gente en clase Gente y mensajes	1. 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. - 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 (texting, speaking) 2. Grammatical - Review evaluative statements. - Expressing cause and purpose: <i>por/porque, para</i>. - Uses of gerund. - Review of present tenses, including irregular verbs - Purpose verbs: Explicar, pedir, invitar, etc. - Possessive determiners and pronouns. - Modal verbs. 3. Vocabulary - General suggestions to learn vocabulary: glossaries, synonyms and antonyms, conceptual maps, etc - Useful expressions in classroom. - Description of physical appearance. - Social media and communication. 4. Culture - Introducing ourselves and saying goodbye. - Cultural rules in a Spanish classroom. - Informal language in young people.
Week 2 Gente que se conoce Gente con carácter	1. Functional - Talking about likes and preferences. - Talking about present habits. - Describing and valuing personality. - Talking about past experiences. - Identifying actions in time. - Describing relationships among different people. - Expressing feelings and moods. 2. Grammatical - Verbs and reflexive, direct object and indirect object pronouns - Verbs for giving evaluation: <i>encantar, interesar, preocupar, molestar</i>, etc - Conditional for hypotheses and requests - Direct and indirect interrogative questions. - Adverbs of quantity - <i>Empezar a, acabar de, terminar de, volver a, dejar de</i>. - Verbal periphrasis: <i>Seguir + gerundio, dejar de + infinitive</i>, etc. - Time markers: <i>desde, desde hace</i>. 3. Vocabulary - Adjectives for describing personality. - Abstract nouns--adjectives and suffixes: <i>-dad, -ía, -ez</i>, etc. - Stages and facts in a person's life. - Personality and moods. - Personal relationships. - Emotions and feelings. 4. Culture - Personal relationships in different cultures: Spain and the United States. - Love and relationships for young Spaniards.

Week 3 Gente que se lo pasa bien y que opina	1.Functional - Describing and evaluating leisure plans. - Planning and arranging appointments. - Expressing frequency. - Referring to future. - Expressing purpose. - Locating events in space and time - Expressing opinions and arguing. - Speculating about the future and expressing probability. 2. Grammatical - Superlative - Superlatives ending in <i>-ísimo</i> - Evaluative statements with the verbs <i>gustar</i>: <i>apetecer, apasionar, fascinar</i>. - Subjunctive with <i>cuando</i> to express future. - Subjunctive vs. Indicative to express different degrees of probability. - <i>Quedar vs quedarse</i>. - <i>Poner vs ponerse</i>. - Verbs: <i>ser, estar, haber</i>. 3. Vocabulary - Problems in the world and solutions. - Leisure time and plans. - Frequency adverbs and parts of the day. - Places, traditions and trips. 4. Culture - Social life and leisure time in Spain - Spanish personalities and youtubers - Tourism and travels. - Non-verbal communication: Gestures.
MID TERM EXAM	
Week 4 Gente de novela y Gente que sabe	1. Functional - Informing about events and circumstances in the past. - Narrating and relating past events in time. - Sequencing actions. - Expressing quantity of time and dates. - 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.). 2. Grammatical - Imperfect vs preterite: <i>describir vs. contar</i>. - Preterite vs present perfect - Past perfect: The past of the past - Preterite/perfecto of <i>estar</i>+ gerund. - Contrast between <i>pero</i> and <i>sino</i>. - Basic temporal markers: <i>una vez, entonces, después</i>. - More temporal markers: <i>hace, llevo, desde, desde hace, ya</i>. 3. Vocabulary - Police events and stories. - Vocabulary for telling and describing situations. 4. Culture

	- Current events section in online media. - Writing and new technologies. - Varieties of Spanish.
Week 5 Gente sana y todo lo bueno se acaba...	1. Functional - Talking about habits, physical condition and illness. - Expressing recommendations and obligations. - Expressing impersonality. - Asking questions and solving doubts. - Expressing desires and feelings. - Expressing likes and preferences. - Giving advice and recommendations. 2. Grammatical - Imperative. - Direct object and indirect object pronouns - Impersonal <i>tú</i> - Impersonal <i>se</i> - Impersonal constructions: <i>se, tú, uno</i>. - Reported speech. - Conditional and other resources to give advice and recommendations. 3. Vocabulary - Habits and traditions. - Health problems and solutions. - Body parts. - Adverbs ending in <i>-mente</i>. - Slogans. 4. Culture - Habits in Spain. - Mediterranean diet. - The concept of “work” and lifestyles in the United States and in Spain.
FINAL EXAM	

REQUIRED MATERIALS:

- *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 RESOURCES:

Grammar

- *Gramática básica del estudiante de español*. Barcelona: Difusión.
- MATTE BON, Francisco. *Gramática comunicativa el español*. Madrid: Edelsa.
- Grijelmo, Alex. *La gramática descomplicada*. Madrid: Taurus.

Phonetics and pronunciation:

- Siles Artés, José. *Ejercicios prácticos de pronunciación de español*. Madrid, SGEL.
- Romero, c. & Hermoso, A. *Tiempo para pronunciar*. Madrid: Edelsa.
- soundsofspeech.uiowa.edu



Dictionaries

Monolingual:

- *Diccionario de uso del español*. Madrid: Gredos.
- *Diccionario de la lengua española*. Real Academia Española. Also dle.rae.es
- *Diccionario Panhispánico de Dudas*. Madrid, Real Academia de la Lengua Española. Also www.rae.es/dpd
- *Redes*. Madrid: SM.
- *Clave: diccionario de uso del español actual*. Madrid: SM. Also with online subscription.

Bilingual:

- www.wordreference.com
- *Collins Spanish Dictionary* (Español-Inglés/ Inglés-Español)
- *Diccionario Larousse Moderno* (Español-Inglés/Inglés-Español)

Other online resources

- Fundación Español Urgente: www.fundeu.es
- RTVE: www.rtve.es
- Grammar exercises: www.profedelee.es/gramatica
- Instituto Cervantes: www.cervantes.es
- Youtubers: *Superholly* and *Linguriosa*.