



SP 101 Spanish Language in Context: Novice 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).

STUDENT PROFILE:

This course is designed for students with little or no prior knowledge of Spanish.

CREDIT HOURS: 3

CONTACT HOURS: 45

LANGUAGE OF PRESENTATION: Spanish will be used in most instances, with emergency use of English for disambiguation.

PREREQUISITES: None

METHOD OF PRESENTATION:

The course contents will be delivered by applying a communicative student-centered methodology. The first approximation to the contents will be through texts (written and oral). Students will work individually and in groups in order to acquire and to practice (orally and in writing) the new structures and vocabulary. Also, homework will be assigned so that the students can systematize, practice, and clarify doubts.

There will be special assignments related to course-related trips. The city of Granada and its people are the perfect scenario for practicing the target language and learning about the ways people live. Therefore, we will draw on this setting to collect pieces of information for our class discussions and to develop a firsthand appreciation of Spanish language and culture. Information and communication technology will be very present in the classroom. Some assignments will involve Internet research; others will involve blog posts, a podcast or twitter. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve some of the outcomes for the Novice 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 meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
- B. Students can recognize basic appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between basic representations of formality and informality in the language.
- D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

II. Listening

- A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).



B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

III. Speaking

A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the community).

B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.

IV. Reading

A. Students will be able to identify and understand basic sentences.

B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

V. Writing

A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.

B. Students will be able to send basic emails, text messages, and fill out some basic forms.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm Exam: 15%.
- Final Exam: 20%.
- Quizzes: 15%.
- Video presentation: 5%.
- Oral presentation: 5%
- Compositions: 15%.
- Field study (self-guided): 15%.
- 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.

BRIEF DESCRIPTION OF FORM OF ASSESSMENT:

Midterm & Final exams:

The midterm and the final have the same structure. As in class we ask the students to use different skills, we want to assess them in all those skills too. Each exam will consist of 1. Listening 2. Grammar and vocabulary 3. Reading and 4. Writing.

Quizzes:

The quizzes are designed to establish the progress that students are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test the abilities in different areas of language competency. There will be between four and five quizzes during the course.

Oral assessment:



Oral assessment will be carried out regularly in class, but there will be two specific activities which intend to assess the improvement and development of communicative skills. These activities give an opportunity to practice the oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term.

Video: consists in a group project about a given topic previously approved by the professor; for example: «This is what Spaniards mean by “paseo” ».

Oral Presentation: students will work individually to develop a final oral activity about a subject related to both their experience in Granada and the topic of their video. The instructor will give information about the method of presentation.

Compositions:

During the term students will have to submit three compositions (150-250 words in length). Students will be given a hand-out on which there will have the guidelines to each individual assignment. The composition topics will also require interaction with Spanish speakers in the form of interviews, informal conversations, or onsite research. The criteria for evaluating compositions will be accuracy of expression, integration of new vocabulary, and creative content.

Course-related visits (self-guided):

Students will participate in three activities outside of class where they will interact with Spanish speakers, to test language skills in a real environment. Also, these activities intend for the students to familiarize themselves with traditions and holidays which are representative of the local culture.

Students will have to fulfill different tasks for every Field study:

1. Pre activity (individual research about the topic: reading, on-line search, interviews, etc.)
2. Field Activity (consists in the gathering of data and/or information about the current topic).
3. Final Activity: Students will have to produce an oral or written text with the conclusions about the previous activities.

These are some of the summer traditions in Granada in the early summer:

- La Tarasca
- Festival de Música y Danza de Granada.
- Las Carocas.

Also, there are other possible visits not linked to seasonal celebrations:

- Soccer in Spain.
- My neighborhood in Granada.
- Tapas tours in different areas of the city.
- Museum visits: Parque de las Ciencias, Museo de Bellas Artes, Museo San Juan de Dios, Museo Casa de los Tiros, etc

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	Content	Assignments
Week 1 (Unit 1 and 2)	1. Functional: Useful class language. Greetings and farewells. Talking about personal identity. Expressing intentions and giving reasons. Talking about our interests. 2. Grammatical: Sounds and letters. The three conjugations: <i>-ar, -er, -ir</i>. Present tense: <i>ser, tener, llamarse</i>. Gender in nouns and adjectives. Present tense: regular verbs. Reasons and finalities: <i>Porque</i> vs. <i>para</i> vs. <i>por</i>. Intentions: <i>querer</i> + Infinitive. Definite article: <i>el, la, los, las</i>. Grading: <i>bien, bastante bien, regular, mal</i>. 3. Vocabulary: The alphabet. Numbers (0-100). Days of the week and parts of the day. Nationalities. Jobs. Hobbies. Classroom items.	Getting to know each other. Getting to know each other's interests. Completing a poster with information related to a class member and introducing him/her to the rest of the class. Oral presentation:

	Vocabulary: Leisure and hobbies. Languages. Activities in the language classroom. 4. Culture: Names and last names in Spanish. Addressing forms: <i>Sr., Sra.</i> Spanish in the world.	Expectations and plans of the semester ahead. Internet research and oral presentation: The impact of Spanish language in the world.
Week 2 (Unit 5)	1. Functional: Talking about personal relationships and family. Describing people's appearance and personality. Asking and talking about likes and dislikes. Talking about abilities and skills. Describing people (qualities and defects). 2. Grammatical: Verb <i>gustar</i>. Possessive adjectives. Verbs: <i>tener, ser, llevar. También/tampoco.</i> 3. Vocabulary: Personal and familiar relationships. Appearance and personality adjectives. Personality adjectives. Music genres. 4. Culture: Music Festivals. The Spanish music scene.	Presenting your family to the class. Describing a celebrity. Composition 1: My favourite person. Finding out the perfect travel companion Course-related visit 1: Music and cultural festivals in Granada. (Self-guided).
Week 3 (Unit 6 and 9)	1. Functional: Talking about daily activities and frequency. The time. Talking about schedules. Expressing agreement and disagreement. Talking about past experiences. 2. Grammatical: Present tense (I): regular and irregular verbs. Present tense (II): regular and irregular verbs. Reflexive verbs. <i>También/tampoco.</i> Connectors of sequence: <i>primero, luego...</i> Present Perfect. <i>Saber + infinitive; poder + infinitive. Ya/todavía no.</i> 3. Vocabulary: Daily activities. Frequency: <i>siempre, a veces, todos los días...</i> 4. Culture: El Corpus and other Spanish celebrations. Spanish schedules.	Interviewing Spanish speakers about their daily routines. Speaking about our calendars. Asking about life habits and personality traits. Interviewing a classmate about his/her life experiences. Composition 2: The daily life of an American student in Granada. Comparing Spanish and American schedules. Course-related visit 2: Traditions in Granada. (Self-guided).
	MIDTERM EXAM	
Week 4 (Unit 7 and 4)	1. Functional: Talking about food and eating habits. Asking about products and ingredients. Ordering in bars and restaurants. Identifying objects. Expressing needs. Shopping (asking for products and prices). Talking about preferences. 2. Grammatical: Verbs <i>poner</i> and <i>traer</i>. Direct Object pronouns: <i>lo, la, los, las.</i> Grammatical: Demonstratives: <i>este, ese, aquel.... El, la, los, las + adjective. Qué + noun vs. cuál/es. Tener que + infinitive. Verb <i>ir</i>. Verb <i>preferir</i>.</i> 3. Vocabulary: Daily meals. Food. Ways of cooking. Healthy living. 4. Culture: Spanish food habits, typical dishes and products. Mediterranean diet.	Role-play: A dialogue in a restaurant or in a bar. Class awards: "Finding the most athletic/healthy... student" Deciding if a student follows a healthy diet. Tapas contest: creating your own tapa.
Week 5 (Unit 8 and 3)	1. Functional: Describing places and countries. Talking about existence. Locating things. Talking about the weather. Describing neighborhoods, towns and cities. Asking and giving instructions. Locating things in space. 2. Grammatical: <i>Hay</i> vs. <i>está</i>. <i>Mucho/a/s + noun, muy + adjective, verb + mucho.</i> Superlative. Indefinite articles: <i>un, una, unos, unas.</i> Agreement in articles (definite and indefinite) and adjectives. Interrogatives: <i>Qué, cuál/cuáles,</i>	Designing a question-answer game: A Trivial of Granada. Describing your neighborhood and your favorite places and buildings in Granada.

	<i>quién, cómo, dónde, cuántos/cuántas</i>). Prepositions and adverbs of place: <i>a, en, al lado de, cerca, lejos...</i> 3. Vocabulary: The weather. City services and places. Adjectives to describe cities and neighborhoods. 4. Culture: Spanish-speaking countries. Remarkable Spanish cities.	Designing a travel guide to a neighborhood in Granada. Composition 3: Comparing your city in the US and your neighborhood in Granada. Internet research and oral presentation about a Spanish Speaking country. Course-related visit 3: Art in Granada. (Self-guided)
	ORAL PRESENTATION FINAL EXAM	

REQUIRED COURSE MATERIALS:

Corpas, J., García, E., Garmendia, A. *Aula 1, nueva edición*. Barcelona, Difusión 2013. [ISBN: 978-84-1564-006-6]

PHONETICS AND PRONUNCIATION:

- Romero, c. & Hermoso, A. *Tiempo para pronunciar*. Madrid: Edelsa.
- soundsofspeech.uiowa.edu/spanish

RECOMMENDED ENGLISH/SPANISH DICTIONARIES:

- Cambridge Dictionary online: <https://dictionary.cambridge.org/es/diccionario/ingles-espanol>
- Harper Collins Spanish College Dictionary: www.collinsdictionary.com/es/diccionario/ingles-espanol
- www.wordreference.com