
SP353 Spanish Language in Context: *Independent Abroad III*
IES Abroad Salamanca Syllabus

GENERAL DESCRIPTION OF THE SPANISH LANGUAGE COURSES AT IES ABROAD SALAMANCA

The main objective of these Spanish Language courses is to develop learners' communication skills, taking advantage of the language immersion they experience in Spain. These courses address their needs from a holistic point of view, considering language as a tool for communicating with others in different communication situations, for expressing themselves through various means of communication and for developing as intercultural speakers.

As a result, these courses not only focus on grammar but also on the use of the Spanish language. Although students will reinforce, deepen and broaden their grammatical knowledge of Spanish (from a cognitive point of view), the aim of these courses is to put into practice all their knowledge of Spanish in communication situations where students will be able to develop their skills (speaking, writing, listening and reading), the necessary language functions and conversational strategies to communicate in different domains and situations, and their autonomy as learners and speakers of Spanish. All of this will be achieved by employing the previous level and the needs of students as a starting point to broaden their communication skills and improve their command of Spanish.

The objective of these courses is to therefore encourage the active use of the language, which is considered a tool as opposed to content to be memorized.

The working method, inside and outside the classroom, will focus on the active use of language, working in pairs and in groups, although there will also be time for students to work individually on certain topics.

Given that students take these courses while experiencing language immersion in Spain, it is their responsibility to participate in the course inside and outside the classroom. Therefore, both the learning process itself and the final product are assessed by using different assessment tools: active participation in class activities, written assignments, research projects (cultural and/or linguistic) outside the classroom, etc.

Although the syllabi of these courses have been established in advance, they will be tailored as much as possible to the needs of students, their characteristics and pace of learning. Furthermore, as students typically only spend one semester at IES Abroad Salamanca, some content may be covered in all language courses in order to meet students' communication needs and language level.

Certain studies have shown that studying abroad can improve all aspects of language skills. Nevertheless, one of the most important general conclusions of such research is that studying abroad is most beneficial for the development of social interaction skills. Students who spend time abroad can learn to do things with words, such as request, apologize, or give compliments, and they can also learn to interpret situations calling such speech acts in the same way as locals. In short, and not surprisingly, studying abroad has been found to improve the aspects of communication skills that are most difficult to foster in classroom settings.

STUDENT PROFILE:

Independent Abroad learners can function on their own to accomplish most everyday needs required to live in a new culture. In this course, students will develop independence and autonomy so that, when it comes to breakdowns in communication, they have enough tools at their disposal to deal with these challenges on their own. Students should welcome correction and guidance from their instructors, host families, and others in the community as they progress. They will also begin to recognize their own mistakes and those of their peers.

By the end of this course, students will begin to converse at a pace 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 mistakes and experience breakdowns in communication, they will be much more likely to deal with 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 meeting the learning outcomes outlined below.

TOTAL CONTACT HOURS:

	Number of credits	Number of Contact Hours	Assessment %
ORIENTATION	1	15	20 %
SEMESTER	4	60	80 %
TOTALS	5	75	100 %

CLASS SCHEDULE:

ORIENTATION	4 DAYS: 9:15 am - 11:15 am, 11:30 am-12:40 am.
SEMESTER	Monday to Thursday: 9:15 am-10:15 am.

PREREQUISITES: Students must have met the IES Abroad *SP352 Independent Abroad II* learning outcomes, as determined by the placement test.

METHOD OF PRESENTATION:

In accordance with the methodology of IES Abroad Salamanca, the classes will include different types of content presentation, since the aim is to offer a **holistic approach**, where there is room for different types of learning. Within this methodological plurality, the latest contributions of cognitivism in the teaching of foreign languages, the communicative approach and the task-based approach will be of particular importance.

By taking advantage of students' language immersion, these courses meet their real communication needs by creating the most authentic communication situations possible in the classroom. For this reason, these courses encourage working in groups or in pairs in order to offer students the opportunity to practice and try out the language in a safe environment. Nevertheless, this communication practice is carried out in an organized and orderly manner so that it greatly benefits students' language learning progress.

To start with, students will be provided with a language input so that they can start practicing through a gradual sequence of controlled, semi-controlled and independent activities with an increasing level of difficulty. The aim of these activities is to prevent students from being plunged into overly difficult communication situations without any real language and communication motivations. In addition, as another essential element for communication practice in the classroom, students will receive an explicit language teaching (grammatical, lexical, functional, pragmatic content) which is carried out in an inductive or deductive manner, depending on the case. In this regard, some advances of the cognitive approach are included, using a cognitive grammar, the content of which is also put into practice through input-processing activities, grammatical-awareness tasks and output activities.

Another essential aspect of Spanish courses at IES Abroad Salamanca is the promotion of intercultural competence as an effective bridge between the classroom and the real world. For this purpose, students will have to carry out a research project that brings them into direct contact with the city of Salamanca. They will be free to choose the topic of the research project but it must be related to Spanish culture, society or lifestyle. The research will consist of choosing a language topic in order to research certain lexical and grammatical aspects as well as conversational resources, using bibliographical and online sources, interviews with native speakers and information about the city.

The IES Abroad Salamanca **Moodle** platform will be used as a complement to the classroom sessions throughout the course: <https://moodle.iesabroad.org>. The course syllabus, PowerPoint presentations and any other material or information students may need will be posted on this platform. All IES Abroad Salamanca courses require the use of Moodle as an additional learning tool. However, since Moodle can be adapted to any type of teaching style and methodology, instructors will use Moodle as they see fit for the course.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Academic Coordinator (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

UNEXCUSED ABSENCES:

ORIENTATION	1 block
SEMESTER	3 classes

LANGUAGE OF INSTRUCTION: Spanish

SP353 Spanish Language in Context: *Independent Abroad III*
ORIENTATION

DESCRIPTION:

The main objective of this orientation course is to improve learners' communication skills and intercultural competence in order to help them deal with everyday issues in the immersion environment. Additionally, the course will serve to confirm that their level for the semester course is adequate.

Students at this level will be able to deal with everyday demands of living in a new culture. In orientation, students will develop independence and autonomy so that when it comes to breakdowns in communication, they have sufficient linguistic and intercultural tools to deal with these challenges on their own.

To achieve this, students will strengthen and expand their skills through the practical use of language, pragmatic and strategic-cultural resources, offered on topics linked to the most immediate communication situations: social relations, stereotypes, education, health, gastronomy and the city of Salamanca. Course-related trips/activities will therefore play a leading role in promoting integration into the local community and thus put into practice these communication strategies with both semi-controlled and independent activities related to the contents of the course.

LEARNING OUTCOMES:

Individual, pair, or group work during classes as well as oral presentations, assignments in the form of readings and written work, course-related trips/activities and the oral exam will help the instructor to assess students' academic progress.

By the end of the course and in line with the *IES Abroad MAP for Language and Intercultural Communication* guidelines, students will:

- Have acquired an appropriate and correct use of the linguistic and intercultural competences necessary for an adequate adaptation to the immersion environment.
- Be able to function adequately and autonomously in everyday communication situations as well as in the city.
- Be able to talk about and discuss personal and everyday topics, as well as other topics of particular interest to them.
- Be able to interact correctly with native speakers, understand them and obtain information from them.
- Be able to identify and describe the key factors of the host country at a basic level and recognize the risk of generalizations to which stereotypes can lead.

GRADING:

▪ **Course participation (15 %)**

The assessment process will be continuous, assessing not only the academic performance of students but also their active, participative and responsible attitude in the classroom and their interaction with other students.

• **Oral presentations (10 %)**

- o El Telediario (Breaking News): In order to learn about Spanish current affairs through national media, students will represent a micro Telediario in groups. Its content will have been planned and prepared outside the classroom and students will be able to use the props they require (costumes, computer, projector, accessories...). The presentation will be recorded and will last approximately five minutes.
- o Group oral presentation of the results of the course-related trip/activity of day 1.
- o Oral presentation on the visit to the market, reflections, assessment.

▪ **Assignments (30 %)**

- Writing (10%): Two written exercises will be set: the drafting of an e-mail to a professor (or a comparison between Spanish and American university life) and a reflection on urban art, cities and neighborhoods.
- Reading (10%): Reading of the Salamanca legend, 'La Cueva de Salamanca' and another text on the art of tapas.
- Practical exercises (10%)

▪ **Course-related trips/activities (20 %)**

Each course-related trip/activity will consist of several activities designed to familiarize students with the city, its customs, its spaces and some everyday communication situations. For this purpose, various tasks will be set (research, surveys, seminars, presentations...) in which students will have to work individually, in pairs or in groups, and actively participate.

▪ **Oral assessment (25 %)**

The final grade will confirm the students' level for the semester language course.

***Students who attend for the entire academic year are not required to participate in the spring semester orientation sessions.**

Day	Content	Assignments
Day 1	Romper el hielo 1. Group formation. 2. Functions: Group formation. Discovering the host city and university life in Salamanca. 3. Vocabulary: academic and university. False friends (Spanish-English). The Spanish education system. 4. Culture: Greetings in Spain. Tú and usted. Getting to know Salamanca: places, people, customs, festivities, etc. 5. Course-related trip / activity: Route and scavenger hunt through the University of Salamanca.	-Assignment: Prepare a comparison between Spanish and American university life or draft a formal email to a university professor. (To be submitted on Moodle by 11:55 pm on Wednesday) -Assignment: preparation of "El Telediario". -Assignment: Prepare a Power Point with the results of the scavenger hunt.

Day 2	Salamanca mola 1. Functions: Discover the cultural highlights of the city. 2. Vocabulary: Urban vocabulary. Cultural vocabulary. Youth vocabulary. 3. Culture: El Barrio del Oeste and urban art. -Course-related trip/activity: Visit to the Barrio del Oeste.	-Assignment: preparation of "El Telediario". -Assignment: Option a) Write a reflection (essay) of approximately 200 words on "art, cities, neighborhoods", based on the visit to the Urban Gallery of the Barrio del Oeste, as well as the class discussion. You may draw on examples you are familiar with, your inspiration from the visit, your opinion about urban art... Option B) Select one of the works seen in the visit, research it and write an essay giving your opinion on it and the type of art it represents. (To be submitted by 11:55 pm on Thursday)
Day 3	Zampárselo todo TELEDIARIO: classroom presentations. 1. Functions: socializing in bars. 2. Vocabulary: gastronomic vocabulary. Expressions related to food. 3. Culture: Bars in Spain. Social behavior in bars and restaurants. -Course-related trip/activity: Visit to the <i>Pozo de la Nieve</i>.	-Assignment: reading comprehension on the concept of Spanish tapas. -Assignment: creation of a glossary on food, measurements, establishments, etc.

Day 4	¿Quién da la vez? 1. ORAL ASSESSMENT. 2. Functions: Learning about the main establishments where food products are purchased and to differentiate the commercial protocol of each store. Discovering the concept of market, flea market, department stores and traditional stores. Sales. Store opening hours (24-hour system). 3. Vocabulary: Shopping for food products: food, measurements, establishments, etc. 4. Culture: Protocols of each food store. When is negotiating allowed? 5. Discussion on the visit to the Market. -COURSE-RELATED TRIP / ACTIVITY: Market Visit	
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SP353 Spanish Language in Context: *Independent Abroad III*
SEMESTER

COURSE DESCRIPTION:

Students at this level will be able to deal with everyday demands of living in a new culture. In this course, students will develop independence and autonomy so that when it comes to breakdowns in communication, they have the sufficient tools at their disposal to deal with these challenges on their own.

In this course, students will expand their language and communication skills through the effective use of language resources (grammatical, lexical, and communicative) that are provided throughout the course (see Contents). The objective is threefold: to consolidate previous knowledge and facilitate its practical use; to enable students to succeed in more advanced discursive environments (for example, communicating at a more abstract and complex level to develop their skills in more challenging communication situations) and to promote students' oral and written fluency.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes defined by 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 capable of meeting the objectives for the *Independent Abroad* level as defined in the *MAP for Language and Intercultural Communication*. The key learning outcomes of the *MAP* are summarized below:

I. Intercultural Communication

- A. Students will be able to identify and describe at a basic level key factors of host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and recognize the risk of generalizations to which stereotypes can lead.
- 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.

II. Listening

- A. Students will be able to understand most spoken communication 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 will also understand common colloquial expressions and slang.

III. Speaking

- A. Students will be able to talk about and discuss a wide range of concrete everyday and personal topics, abstract topics covered in class as well as other topics of particular interest to them.
- B. Students will be able to participate, initiate and respond actively in a wide range of interactions.

IV. Reading

- A. Students will be able to read and understand blogs, articles and stories using their knowledge to aid their understanding.

- B. Students will be able to read and understand more complex academic texts with assistance.

V. Writing

- A. Students will be capable of meeting their everyday writing needs (notes, text messages, emails, letters, and forums).
B. Students will be able to write short essays for class in which they 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.

SUSTAINABLE DEVELOPMENT GOALS (SDGs):

This course is framed within the **IES Abroad Global Pillars** which seek to bring the UN Sustainable Development Goals (SDGs) closer to IES Abroad students (Proyecto Salamanca Sensible).

In 2015, the UN approved the 2030 Agenda for Sustainable Development, an opportunity for countries and their societies to embark on a new path to improve the lives of all, leaving no one behind. The Agenda has 17 Sustainable Development Goals, ranging from the elimination of poverty to combating climate change, education, women's equality, environmental protection and the design of our cities. Since everyone has to do their part in order to achieve these goals, in our IES Abroad Salamanca course we have proposed to carry out some course-related trips/activities that will allow us to develop these goals with our students.

- Visit to the Fundación Tormes. Through this activity we will work on SDG 1, Target 2.4 Sustainable and Resilient Agricultural Practices as well as SDG 12: Responsible Production and Consumption and SDG 13: Climate Action. Students will discover the different sustainable development initiatives that the city of Salamanca has to offer.

- Activity with the Food Bank of Salamanca. Through this activity we will work on SDG 2: Zero Hunger. According to data from the Spanish Government, 3.7% of the Spanish population suffers from material deprivation (they cannot afford to eat meat, chicken or fish at least every two days); as well as SDG 12: Responsible production and consumption. Each year, an estimated one third of all food produced ends up rotting in consumer and retailer garbage cans or spoiling due to poor transport and collection practices. This activity aims to give students first-hand knowledge of the current situation in Spain and the movements that exist to achieve the 2030 Agenda: to eradicate hunger. In addition, we will be able to improve energy consumption associated with food and reduce the waste generated.

MANDATORY ASSIGNMENTS AND ASSESSMENT CRITERIA:

■ **Course participation (10 %)**

In order to obtain the maximum grade, active participation, positive attitude, involvement in interactive activities, interaction with other students, punctual submission of assignments as well as their completion (see in more detail "Rubrics for the assessment of oral presentation") uploaded to Moodle will be assessed. The use of electronic devices in class will detract points in this section.

■ **Written work: Language journal (10 %)**

Each week there will be a Language Journal submission, the length of which should be approximately 300 words. This piece will be uploaded to Moodle on Mondays. In addition to working with different registers in writing, the set task each week will be related to functional, grammatical, lexical and/or intercultural contents studied previously, so that students have the opportunity to put into practice the topics worked on in class.

The following week, students will receive a grade according to criteria of relevance, discourse organization, lexical richness, grammatical correctness and thematic depth. In addition, students will receive feedback that will include comments, suggestions for improving writing, as well as relevant corrections with the objective of incorporating them in future work.

In order to avoid making the same mistakes and to encourage reflection on their own writing, students will be asked to revise their own work based on the indications given by the instructor and then submit a second and final draft. In addition to the above criteria, the self-correction learning curve of students will be taken into account for this grade. In order for students to learn not only from their own mistakes but also from the mistakes of their classmates, the most common mistakes of the week will be reviewed and explained on a weekly basis.

■ **Exams (40 %)**

Throughout the course there will be two exams: a midterm exam and a final exam. Each exam will include **speaking, listening, writing, and reading**, as well as other possible exercises to assess other contents of the course such as specific **vocabulary** or **intercultural content**. The date and timetable set for each exam cannot be modified.

Midterm exam: Halfway through the course -----**20 %**

Final exam: At the end of the course -----**20 %**

(The final exam will include all the material covered during the course.)

■ **Research project (20 %)**

A research project with a choice between two branches (which can also be combined): literary-cultural and language:

- **Literary-cultural project:** an essay on a topic of intercultural or literary interest, agreed upon by the student and the instructor. In addition to the practice of the academic register and the expansion of vocabulary, it seeks to encourage research and curiosity, improve global understanding through reflection on literature and the culture that surrounds them.
- **Language project:** an individual research project on a language topic of the student's interest. The topic can be phonetic, morphological, syntactic, semantic, discursive or of language use; both in its diachronic and synchronic variant. In any case, it will be necessary to reach an agreement with the instructor. Together with the practice of the academic register and lexical expansion, the aim is to encourage research and curiosity as well as to deepen the knowledge of the Spanish language, linguistic reflection and, above all, its practical application. Therefore, the work process and the in-depth study of the topic as well as the degree of adaptation to the academic register (adequacy, organization, lexicon, correctness...) will be assessed.

The essay is to be submitted via Moodle on the official IES Abroad Salamanca dates (Thursday, March 16 at 11:55 pm) and should consist of a maximum of eight pages. After the *feedback*, a brief presentation (10 minutes) will be given during week 10-11, in order to share knowledge with the rest of the class and establish a seminar that allows reflection and debate. The work process and the degree of adaptation to the academic register will be assessed according to criteria of adequacy, discourse organization, lexical richness, grammatical correctness and thematic depth.

Research process and written assignment: 15 %.

Oral presentation: 5 %

■ Readings (10 %):

During the course, students will be asked to complete an anthology of narratives on a weekly or biweekly basis. Each story will be accompanied by various writing activities that will guide and facilitate global and specific understanding, as well as reinforce functional, lexical and cultural content. Each piece must be uploaded to Moodle for the degree of comprehension of the text to be corrected and checked.

In the corresponding literary seminar, cultural aspects will be discussed, possible doubts will be resolved, functional aspects of interest will be reinforced and the group will hold a seminar on the reading.

Consequently, grades will depend on the degree of understanding of the reading, the completion of written work as well as participation and involvement in the literary seminar.

■ Course-related trips/activities (10 %)

During the course, there will be two course-related trips/activities related to the course contents that boost integration into the local community. These activities aim to use the city as a text, highlighting the importance of language learning in an immersive environment and taking advantage of the cultural and historical richness of Salamanca.

To obtain the maximum grade, students are expected to participate as follows:

- Prepare themselves in advance through readings, audiovisual material, online searches or activities.
- Actively participate during the activity and even present part of the activity if the activity so permits.

- Topic 1: VISIT TO THE FUNDACIÓN TORMES-EB. Center for Environmental Initiatives

Students will take part in a visit in which they will engage in the following activities:

1. Itinerary through the riparian woodland: A tour of the riparian woodland will be given with the objective of allowing students to discover the vegetation and its traditional uses. In addition, they will be provided with binoculars to observe the birds found in the wetland and in the Tormes. Depending on the time of year, it is important to learn to distinguish traces such as tracks, nests or burrows, where they will see the habits of the fauna of this ecosystem. All of this will be interpreted by expert guides. It is estimated to last approximately 1 hour. It is a circular route approximately 900 meters long.

2. Woodland art: Through large sculptural figures, we combine art and nature to create an augmented woodland where visitors can be transported to a fantasy world and create new experiences. With great visual appeal, this is a short distance tour in the vicinity of the facilities where six works of different artists will be covered.

3. Visit to the permanent exhibition "Nuestro río, el Tormes" Visitors will learn about the different characteristics of the fauna, flora, landscape and uses of the Tormes River from its source to its mouth through a multi-sensory experience. This activity will last approximately 1 hour, during which time visitors will be immersed in the Tormes in a dynamic and participative way, learning about all the ins and outs of its fauna through their remains.

-Pre-activity assignment: students will receive information prior to the visit and will answer a series of questions related to caring for the environment and restoring natural spaces.

- During activity: during the visit and the described tour, students will follow the explanations of the experts and will have the opportunity to ask any questions they wish.
- Post-activity assignment: students will write a commentary on the visit and on what they learned during this trip.

Topic 2: TALK: Food Bank of Salamanca.

Students will have the opportunity to learn firsthand, through an educational and formative talk designed for this purpose, how the **Food Bank of Salamanca** works and what it does. This will bring students into contact with the reality of food waste, as well as the options and possibilities that exist for the use of food.

-Pre-activity assignment: Students will carry out classroom activities related to the talk, which will serve as a way to activate and learn vocabulary related to food and sustainability, as well as to put into practice certain structures studied in class. In addition, they will be introduced to the work carried out by food banks or similar associations. They will also prepare a series of questions to ask the guest speaker.

-During activity: students will pay close attention to the talk and interact with the guest speaker during the question and answer session.

-Post-activity assignment: students will hand in a written assignment reflecting on the activity and will actively participate (if they wish) in a food collection campaign prepared by IES.

Week	Content	Assignments	Learning objectives
Week 1	Desmontando a Caperucita Presentation of the subject: objectives, expectations and strategies. 1. Functions: Telling stories using the past tense. Temporal relationships between actions. Expressing surprise and disbelief. 2. Grammar: Review of the differences between past tenses. Past tense markers. Story organizers. 3. Vocabulary: vocabulary related to stories, fairytales and legends. 4. Culture: Spanish and Latin American literature: short stories.	-READING and WRITING: selection of "Manual de instrucciones" short stories, by Julio Cortázar (10 pages). -PROJECT: presentation. -Exercises and vocabulary of the unit.	I. A, B II. A III. A, B, C IV. A V. A, B

	5. Pragmatics: Spanish body language, gestures. 6. Cinema in the classroom: Paperman. Past tense review.		
Week 2	Vente 1. Functions: Giving orders. Expressing wishes, responding to wishes. 2. Grammar: Review of the imperative (vosotros). Review of the subjunctive. Particles with the subjunctive ("quizá", "ojalá"...). 3. Vocabulary: Vocabulary related to advertising. 4. Culture: Julio Cortázar. Advertising in Spain. Social events in Spain. Spanish customs: similarities and differences with American customs. 5. Literary seminar: seminar on <i>Manual de instrucciones</i>. 6. Cinema in the classroom: viewing of the short films "Los padres" and "Todo es mentira". Class discussion on aspects of pragmatics. 7. Pronunciation: /R/ and /RR/.	- READING AND WRITING: <i>La sombra del viento</i>, by Carlos Ruiz Zafón (10 pages). - LANGUAGE JOURNAL (300 words): rewriting of a traditional tale "Desmontando a Caperucita". -PROJECT: Tutorial: selection of topic and work plan. -LITERARY SEMINAR: Comprehension review and seminar preparation. -Presentation preparation in pairs. -Unit exercises and vocabulary.	I. A, B, C II. A, B III. A, B IV. A V. A, B, C
Week 3	Mariposas en el estómago 1. Functions: Asking for and giving advice. Giving formal requests or demands. Refusing proposals or invitations. Attempting to influence the interlocutor. Expressing wishes, likes and feelings. 2. Grammar: noun phrases: verbs of emotion and feeling. Use of the	-READING AND WRITING: <i>El amor, Con el corazón en la mano and San Valentín</i>, by Quim Monzó (10 pages). - LANGUAGE JOURNAL (300 words): micro-fiction: Instructions for life (instructive-literary)	I. A, B, C II. A, B III. A, B, IV. A, V. A, B, C

	subjunctive and indicative. Verbs with preposition. 3. Vocabulary: vocabulary related to affective and romantic relationships. 4. Culture: Affective relationships in Spain. Valentine's Day. 5. Literary seminar: seminar on La sombra del viento. 6. Pragmatics: Positive and negative face (linguistics). Main speech acts.	-LANGUAGE JOURNAL REVIEW -DRAFT: submission of the outline of contents and bibliography. -LITERARY SEMINAR: review of comprehension and preparation of the seminar. -READING AND GRAMMAR: Is Spain a strange country? Expressions of opinion in the indicative and subjunctive. -Exercises and vocabulary of the unit.	
Week 4	Palabras más, palabras menos 1. Functions: Identifying and describing objects, places and people. Giving secondary information. 2. Grammar: Relative clauses. Specified/unspecified antecedent. Relative pronouns and adverbs (with preposition). 3. Vocabulary: Defining words. Expressions referring to languages. 4. Culture: Affective relationships in Spain. 5. Pragmatics: Second part of positive and negative face. Main speech acts.	- READING and WRITING: <i>Casa tomada</i>, by Julio Cortázar (9 pages). - LANGUAGE JOURNAL: News for the newspaper <i>Nuestro Mundo IES</i>. -PREVIOUS LANGUAGE JOURNAL REVIEW. -DRAFT: revision of the outline of contents. -Unit exercises and vocabulary.	I. A, B, C II. A, B III. A, C IV. A, V. A, B
Week 5	El Spanish por el world 1.Functions: Organizing discourse. Expressing cause. Giving excuses.	- LANGUAGE JOURNAL (300 words): summary of a chapter of a Spanish series	I. A, B, C II. A, B III. A, B, IV. A,

	Expressing purpose or the purpose of something. Discourse organizers Formal expression in writing. Argument and counter-argument. 2. Grammar: nouns II: verbs of opinion and perception. 3. Vocabulary: Americanisms/speech connectors. 4. Culture: Onomatopoeias in Spanish. 5. Literary seminar: seminar on reading.	(list and links available on Moodle). -PREVIOUS LANGUAGE JOURNAL REVIEW. -LITERARY SEMINAR: review of comprehension and preparation of the seminar. -<u>DRAFT</u>: Revision of the outline of contents. -LISTENING: Listening to "Casa tomada". -Exercises and vocabulary of the unit.	V. A, B, C
Week 6	Mitad y mitad MIDTERM EXAM (2 hours) 1st HOUR: ORAL (Wednesday 8) 2nd HOUR: WRITTEN (Thursday 9)	-PREVIOUS LANGUAGE JOURNAL REVIEW.	I. A, B, C II. A, B III. A, B IV. A V. A, C
Week 7	No creo, colega 1. Functions: Giving and asking for an opinion. Argument and counter-argument. 2. Grammar: Causative and final constructions. Markers to express cause and purpose. <i>Por</i> vs. <i>para</i>. Academic discourse organizers. 3. Vocabulary: colloquial expressions. Youth slang. Cyberlanguage. 4. Culture: WhatsApp and text messages: How do young Spaniards write?	- READING: <i>La lengua de las mariposas</i>, by Manuel Rivas (10 pages). -Unit exercises and vocabulary. -Listening: ¡Qué difícil es hablar el español! -Anecdotes Forum: my experience in Spain. -RESEARCH PROJECT: Submission.	I. A, B II. A, B III. A, B IV. A, B V. A, B, C

	5. Cinema in the classroom: viewing of the short film "Doble check". Class discussion on pragmatic and cultural aspects.		
Week 8	No es lo mismo ser que estar 1. Functions: Describe, qualify, classify, identify, define. Judging. Making comparisons. 2. Grammar: Ser/estar review. Expressions with ser and estar. 3. Vocabulary: Lexicon for describing, criticizing and evaluating. Expressions with ser/estar. Young people's Spanish. 4. Culture: La generación mileurista: How do young Spaniards compare to Americans? 5. Cinema in the classroom: viewing of an excerpt from "La vieja del visillo" from José Mota's Hora to understand Spanish humor and analyze the main differences with American humor. Class discussion on aspects of pragmatics.	- READING AND WRITING: <i>La lengua de las mariposas</i>, by Manuel Rivas (9 pages). - LANGUAGE JOURNAL (300 words): news article from El Mundo Today -Exercises and vocabulary of the unit.	I. A, C II. A, B III. A, B, IV. A, B V. A, B, C
Week 9	Si el hombre pudiera decir... 1. Functions: Developing hypotheses. Expressing likely, unlikely and impossible conditions. Threatening. 2. Grammar: Structures and conditional markers. 3. Vocabulary: historical lexicon. Expressions that come from history. 4. Culture: Typically Spanish.	- READING and WRITING: <i>El último café</i>, by Luis García Jambrina (9 pages). - LANGUAGE JOURNAL (300 words): Describing a character using as many uses of ser and estar as possible. -PREVIOUS LANGUAGE JOURNAL REVIEW. -PROJECT: preparation of oral presentation.	I. A, B, C II. A, B III. A, B IV. A, B

	5. Pragmatics: How is a Spaniard expected to act in these situations? Why?	-LITERARY SEMINAR: comprehensions review and seminar preparation.	
Week 10	Cuando sea rico... 1. Functions: Talking about the course of actions. Relating two moments in time. Expressing the moment in which an action occurs. Determining the future moment. 2. Grammar: temporal subordinates. Temporary markers. 3. Culture: Unamuno and Salamanca. Gabriel García Márquez and magical realism. 4. Cinema in the classroom: viewing of a selection of Christmas Lottery commercials. Debate on the crisis in Spain as a result of the 2015 lottery advertisement. 5. Pragmatics: The secret of expressing disagreement with a Spaniard. Comparison of emotional expressiveness between an American and a Spaniard.	- READING AND WRITING: <i>El rastro de tu sangre en la nieve</i>, by Gabriel García Márquez (12 pages). - LANGUAGE JOURNAL (300 words): Fictional autobiographical story to express probabilities and improbabilities "What would have happened if...?" -PREVIOUS LANGUAGE JOURNAL REVIEW. -PROJECT: presentations. -LISTENING: video about Unamuno and Salamanca. -LITERARY SEMINAR: review of reading and preparation of the seminar. -Unit exercises and vocabulary.	I. A, B, C II. A, B III. A, B, C IV. A V. A, B
Week 11	Como un tomate 1. Functions: Valuing something by quantifying it. Talking about appearances and similarities. Valuing an opinion and giving opinions. Talking about the course of actions. 2. Grammar: Verbs of change: <i>ponerse, volverse, convertirse, hacerse, llegar a ser, quedarse, acabar, terminar</i>. Periphrasis of	- READING and WRITING: <i>El rastro de tu sangre en la nieve</i>, by Gabriel García Márquez (11 pages). - LANGUAGE JOURNAL (300 words): Our experience abroad, Spain-USA comparison "Lecciones vitales". -PREVIOUS LANGUAGE JOURNAL REVIEW.	I. A, B, C II. A, B III. A, B IV. A, B V. A, B, C

	the infinitive, gerund and participle. 3. Vocabulary: Adjectivization. Expressions with colors. 4. Culture: Spanish stereotypes, true or false?	-PROJECT: presentations	
Week 12	Nuestra Salamanca -Review for the final exam: review of grammatical, functional, lexical and cultural contents. -Literary seminar: seminar on <i>El rastro de tu sangre en la nieve</i>. -Systematized error review	-LITERARY SEMINAR: review of writing assignment and seminar. -Exercises and vocabulary review.	I. A, B II. A, B III. A, B, C IV. A V. A, B, C
FINAL EXAMS	FINAL EXAM (2 HOURS) May 4: ORAL May 5: WRITTEN		

MANDATORY MATERIALS:

- AA.VVV., *Abanico. Nueva edición* (student's book), Madrid: Difusión, 2010.
- AAVV. *Abanico. Libro de ejercicios*, Madrid: Difusión, 2010.
- AA.VV., *Spanish ELELab B2*, Salamanca: USAL, 2013.
- AA.VV., *Tema a tema B2*, Madrid: Edelsa, 2011.
- Literary reading: anthology of short stories
 - o "Amor", "Historia de amor" and "San Valentín", by Quim Monzó.
 - o Chapters I and II of *La sombra del viento*, by Carlos Ruiz Zafón.
 - o "Casa tomada", by Julio Cortázar
 - o "La lengua de las mariposas", by Manuel Rivas
 - o "Manual de instrucciones", by Julio Cortázar.
 - o "El último café", by Luis García Jambrina

RECOMMENDED MATERIALS:

Dictionaries:

- AA.VVV., *Diccionario Salamanca de la lengua española*, Madrid: Santillana, 2006.
- Real Academia Española, *Diccionario de la lengua española*, Madrid: Espasa Calpe, 22nd ed, 2001. [available online at www.rae.es]
- Real Academia Española, *Diccionario panhispánico de dudas*, Madrid: Espasa Calpe, 2005. [available online at www.rae.es]
- AA.VVV., *Diccionario del español actual*, Madrid: Aguilar, 1999.

Culture:

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- AA.VV., *Todas las voces. Curso de cultura y civilización*, Barcelona: Difusión, 2010.
 - Quesada Marco, S, *España siglo XXI: Curso monográfico sobre la España contemporánea*, Madrid: Edelsa, 2012.
 - Soler-Espiauba, D., *Contenidos culturales en la enseñanza de español como 2/L*, Madrid: Arco Libros, 2006.

Grammar:

- AAVV, *Aspectos de sintaxis del español*, Madrid: Santillana/Universidad de Salamanca, 2000.
- AAVV, *Gramática básica del estudiante de español*, Barcelona: Difusión, 2005.
- AA.VV, *Gramática de referencia para la enseñanza del español. La combinación de oraciones*, Salamanca: USAL, 2013.
- Cerrolaza, Ó., *Diccionario práctico de gramática. 800 tokens of correct Spanish usage*, Madrid: Edelsa, 2005.
- García Santos, Juan Felipe, *Sintaxis del español. Nivel de perfeccionamiento*, Madrid: Santillana y Ediciones USAL, 2007.
- Gómez Torrego, L, *Manual del español correcto*, Madrid: Arco Libros, 1993.