



SP403 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD III
IES Abroad Salamanca

DESCRIPTION:

The main objective of these Spanish Language courses is to develop the students' communicative competence, taking advantage of the linguistic immersion they experience in Spain. These courses meet their needs from a holistic point of view, considering the language as a tool to communicate with other people in different communicative situations, to express themselves in various media and to develop as intercultural speakers.

Therefore, these courses focus not only on grammar, but also on the use of the Spanish language. Although students will reinforce, deepen and increase 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 are able to develop their skills (oral and written expression and interaction as well as oral and written comprehension), the necessary linguistic functions and conversational strategies to communicate in different spheres and situations, and their autonomy as learners and speakers of Spanish. All of this will be achieved by using the previous level and the needs of the students as a starting point to increase their communicative competence and improve their command of Spanish.

For this reason, the objective of these courses is to insist on the active use of the language, which is considered a tool and not a content to be memorized.

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

As students take these courses experiencing a linguistic immersion in Spain, it is their responsibility to be involved in the development of the course inside and outside the classroom. Therefore, both the process and the final product are evaluated, using different evaluation tools: active participation in class activities, written assignments, research project (cultural and/or linguistic) outside the classroom, etc.

Although the programs of these courses have been established in advance, they will be adapted as much as possible to the needs of the students, their characteristics and learning pace. On the other hand, as students usually stay one semester at IES Abroad Salamanca, some content could be covered in all language courses in order to meet the students' communicative needs and language level.

Research has shown that studying abroad can improve all aspects of language skills. However, one of the most important overall conclusions of this research is that studying abroad is most beneficial for the development of social interaction skills. Students who go abroad can learn to do things with words, such as request, apologize, or offer praise, and they can also learn to interpret situations that require such speech acts in the same way that native speakers do. In short and logically, study abroad has been shown to improve aspects of communicative competence that are the most difficult to foster in the classroom.

CREDITS: 5 credits

CONTACT HOURS:

	Credits	Contact hours	% Evaluation
ORIENTATION	1	15	20 %
SEMESTER	4	60	80 %
TOTALS	5	75	100%

ORIENTATION	4 days: 9.15-11:15 h. 11:15-11:30 h: break 11:30-12:40 h
SEMESTER	Tuesday to Friday: 9:15-10:15 h.

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Have achieved the learning results of the IES Abroad SP401 Emerging Competent, determined by the classification test.

METHOD OF PRESENTATION:

In accordance with the methodology of IES Abroad Salamanca, the classes will include different types of presentation of the contents, 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 method and the task-based approach will have special relevance.

Taking advantage of the students' linguistic immersion, these courses meet their real communication needs by creating communication situations as authentic as possible within the classroom. For this reason, these courses maximize group and pair work in order to give students the opportunity to practice and try out all language in a safe context. However, this communicative practice is carried out in an organized and orderly manner so that it substantially benefits students' language learning progress. First, students will be provided with linguistic input so that they can begin practicing through a gradual sequence of controlled, semi-controlled and free activities with an increasing level of difficulty. The aim of these activities is to prevent students from being plunged into overly difficult communicative situations without real linguistic and communicative motivations. Moreover, as another essential element for communicative practice in the classroom, students receive explicit linguistic instruction (grammatical, lexical, functional, pragmatic content), which is carried out in an inductive or deductive manner, as the case may be. In this sense, some advances of the cognitive approach are included, using a cognitive grammar whose content is also put into practice through input process activities, grammatical awareness tasks and output activities.

Another essential aspect of IES Abroad Salamanca's Spanish language courses is the promotion of intercultural competence as an effective link between the classroom and the reality outside the classroom. To this end, students will have to carry out a research project that brings them into direct contact with the city of Salamanca. They will freely choose the topic of the research project, it must be related to Spanish culture, society or lifestyle. The research will consist of choosing a linguistic topic in order to investigate certain lexical and grammatical aspects, as well as conversational resources, using bibliographic and web sources, interviews with native speakers and information about the city.

IES Abroad Salamanca's Moodle platform will be used to complement the classroom sessions throughout the course:

<https://moodle.iesabroad.org/login/index.php>. 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, teachers will use Moodle in the way they consider most appropriate for the course.

ATTENDANCE POLICY:

Attendance to the course is MANDATORY, and will be checked daily. Any unexcused absence will have a negative impact on the final grade. Punctuality: regular unpunctuality will also affect the final grade.

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.

ABSENCES ALLOWED:

ORIENTATION	1 hour
SEMESTER	3 hours

SP403 Spanish Language in Context: Emerging Competent Abroad IES Abroad Salamanca ORIENTATION

DESCRIPTION: This course is a complement to the corresponding semester course in language and culture. This course aims, on the one hand, to update the students' communicative and intercultural competence to help them in the resolution of the most immediate linguistic needs in the immersion context; and on the other hand, to guide students in the acquisition of attitudes, behaviors, values and beliefs necessary to relate adequately in the local culture.

LEARNING OUTCOMES: In this complementary course students will acquire the necessary competencies for the adequate adaptation to the immersion context. Specifically, at the end of the course, students will be able to:

- Take responsibility for their own learning and independently explore the host culture.
- Recognize, analyze and compare their own culture with the host culture.
- Speak confidently and participate in most social interactions, using complex language, including idiomatic expressions and humor.
- Present and defend their own opinions, in relation to any topic of interest.
- Read and understand, sometimes with some assistance, authentic materials such as newspapers, brochures, advertisements.
- Take surveys, take notes and write with clarity and appropriateness for a wide range of native speakers.
- Know the city and its main social, cultural, etc. attractions.

REQUIRED WORK AND FORM OF ASSESSMENT:

Course participation, reading comprehension, homework and practical exercises related to vocabulary and cultural content - 15%

Oral expositions - 10%

Written expression - 30%

Course-Related Trips - 20%

Oral test - 25%

- **Course participation:** Active, participative and responsible attitude in the classroom will be valued.

- Homework and practical exercises related to vocabulary and cultural content

Lexical reinforcement activities. Available in Moodle.

Socio-cultural interaction with the environment. Direct teacher observation, according to rubric available in Moodle.

Reading comprehension:

"Hacer un nextazo," and 41 other expressions your child doesn't know," at

https://elpais.com/elpais/2015/06/01/icon/1433161650_187368.html Reading Comprehension Test available on Moodle.

"El arte de tapear", at <https://artsandculture.google.com/exhibit/XQJCYxo9U4OsKg?hl=es> Reading comprehension test available on Moodle.

- **Oral expositions:**

Oral presentation 1: Participation in pairs in class discussion on the topic of expressions related to food. (3 minutes per pair).

Oral presentation 2: Individual presentation on fieldwork III: Photo Rally in the city (2 minutes).

Written expression

- Individual Writing 1: With the information gathered during class, students will write an essay about "the similarities and differences between me and my classmate", using at least 6 words or expressions learned in class (150-200 words).
- Individual Writing 2: With the information gathered during class, at home you will write an email/letter to a friend inviting him/her to visit Salamanca and telling him/her about your first impressions. Make a brief reference to the outing 2.
- Individual Writing 3: Personal commentary on the outing outside the classroom III (150-200 words).

- Course-Related Trips

Outside the classroom, a series of activities will be carried out with the objective of implementing and activating the Spanish language, taking advantage of the initial practices developed in the immersion context (guided visits, first social activities in the city, etc.). They are also intended to promote group dynamics and to update the information students have about the city and the country. They will be distributed as follows:

Each fieldwork will consist of one or several activities of various kinds: research tasks, surveys, resolution of everyday communicative situations, reflection exercises, etc. It will be evaluated with the following tasks:

- Follow app: "Urban Gallery. Short tour". Talk (1-2 minutes) about your impressions of the neighborhood and what has caught your attention. Upload oral commentary to Moodle.
- Make a group photographic-cultural project through the most emblematic places of the city: geolocalized tour. Upload to Moodle.
- Complete the Glossary on gastronomy in Moodle.
- Salamanca desconocida: Visit to Pozo de Nieve

Oral test

The last day will be the oral test which will consist of a presentation on **popular festivals in Spain**. Rubric available in Moodle.

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

CONTENT:

Week	Content	Assignments
Session 1	Who am I? and Where am I? 1. Functions: Talk about oneself and the host city. Ask questions about others and the city. To answer questions about oneself and the city of origin and the host city. Encourage group dynamics. Act in special situations. Express personal tastes and feelings. Recognize youth lexicon. 2. Vocabulary: related to personal description. Youth lexicon. Colloquial expressions. Vocabulary related to character and personality, interpersonal relationships, tastes and feelings. 3. Culture: first impressions of Salamanca: yellow, university and literary city: architecture, urban art and graffiti. 4. Preparation for an outing outside the classroom 1:	Interview of classmates. Brief oral presentation on the common characteristics of the group. Vocabulary activities related to character and personality, interpersonal relationships, and youth lexicon. "Make a nextazo", and 41 other expressions of your child that you don't know", at https://elpais.com/elpais/2015/06/01/icon/1433161650_187368.html Reading comprehension test available on Moodle. Written expression (individual writing 1): With the information gathered during class, an essay will be written about "the similarities and differences

	- Debate on the different concepts of neighborhood. Course-Related Trips 1: Plaza del Oeste neighborhood in Salamanca. App: Urban Gallery 6. SDGS: Reflect on goal 11: more sustainable cities and communities.	between me and my partner", using at least 6 words or expressions learned in class (150-200 words). Course-Related Trips: Visit to the Barrio del Oeste. Available at: https://galeriaurbanasalamanca.es/ Oral assignment for Course-Related Trips 1: upload a 2-minute oral commentary to Moodle about the tour of the Barrio del Oeste. Positive and negative impressions. Preparation Final oral presentation: The holidays in Spain: assignment of the topic, search and selection of information. Reading for the preparation of the oral presentation: https://webdelmaestrocmf.com/portal/una-buena-exposicion-oral-clase/
Session 2	Salamanca: city and knowledge - Functions: Describe and value the city. Give and receive orders. Making suggestions, giving recommendations and advice in special situations. - Vocabulary: Vocabulary related to emblematic places and famous people of Salamanca. - Culture: Salamanca: city and knowledge. - Preparation of field work: - Video presentation about Salamanca. Course-Related Trips 2: Geolocated tour of the statues and squares of Salamanca. - SDG: sustainable cities and communities	Vocabulary activities: Related to hints and tips, available in Moodle. Brief review on how to give advice and suggestions in Spanish. Written expression (individual writing 2): Write an email/letter to a friend inviting him/her to visit Salamanca and tell first impressions. Make a brief reference of the outing 2. Group delivery in Moodle of the results of the geolocated tour of the statues and squares of Salamanca: "photographic rally".
Session 3	Tapas - Functions: ask for and give information about food. Getting around in restaurants. Expressing invitations and requests. - Vocabulary: Lexicon of gastronomy and different types of Spanish stores. - Culture: Gastronomy. Different types of stores: markets and street markets, department stores and traditional stores. - Preparation for Course-Related Trip 3: linguistic expressions related to food. Course-Related Trips 3: Visit Pozo de Nieve. - SDG: Reflection on goal 12: proximity trade, fair trade and responsible consumption.	Reading about Spanish gastronomy. Class activity. Commentary and sharing. Reading comprehension: summary and commentary in pairs on the web: "El arte de tapear", at https://artsandculture.google.com/exhibit/XQJCYxo9U4OsKg?hl=es. Vocabulary exercises related to Spanish gastronomy, available in Moodle. Students must complete the Moodle Glossary (according to instructions). Written expression about the Course-Related Trips 3 at home. Individual writing 3: "Personal commentary on the outing outside the classroom III" (150-200 words).

		Small survey on colloquial linguistic expressions related to food. Sharing of the results in a large group.
Session 4	Let's talk about Spain and Spaniards 1. Functions: Public speaking. Organizing information. Presenting cultural content. 2. Vocabulary: how to organize an oral presentation. 3. Culture: gestures.	Individual/in pairs oral presentation on the topic assigned on day 1. Duration 10-15 minutes per student. Self-assessment and P2P evaluation, according to rubric. Reading and review of some functions at: http://www3.uah.es/meleuah/diccionario_gestos/#. Creation of audiovisual dictionary of gestures.

COURSE-RELATED TRIPS:

BARRIO DEL OESTE: Urban art

Description:

Students will make a visit to Salamanca's Barrio del Oeste. During the tour they will be able to see the different cultural manifestations present in the neighborhood.

Pre-task: students will receive information beforehand, through brochures and videos about the western neighborhood.

Homework: students will make a short tour of the neighborhood, pay attention to the explanations and reflect on the different aspects raised during the visit.

Post-task: students will upload a 1-2 minute video with their impressions of what they learned in the neighborhood.

Salamanca: corners and statues

Description:

Students will take a geolocated tour of various downtown statues and monuments. The objective is to have contact with the city and to make them notice aspects different from those shown in a traditional touristic tour.

Pre-task: students will receive prior information through brochures about the downtown area of Salamanca.

Homework: students will go on a geolocated tour, pay attention to the explanations and answer the questions in the game.

Post-task: students will upload as a group, the creative photos requested in the game and their respective explanations.

Salamanca Desconocida: "El Pozo de Nieve" (The Snow Well).

Students will visit a spectacular well more than seven meters deep covered by a slate vault. But not only that, they will also be able to admire part of the ancient medieval wall of Salamanca, the stables and *tenadas* of the convent, part of the northeast tower of the complex... And above all, the mysterious subway galleries, of uncertain origin and function, which immerse the students in the unknown depths of the earth.

-Pre-task: Students will receive prior information about the contents of the visit. They will read it at home and synthesize the information to prepare for the visit.

-Homework: During the visit, students will follow attentively the explanations in Spanish of the tour guide and will solve any doubts by asking questions relevant to the activity.

-Post-task: Students will write a critical commentary on the visit using the information received previously and that provided by the guide.



SP403 Spanish Language in Context: Emerging Competent Abroad III
IES Abroad Salamanca
SEMESTER

COURSE DESCRIPTION:

In this language course, students will strengthen and expand their linguistic competencies through the analysis and application of communicative activities that focus on those linguistic aspects that are new or present difficulties. Students will deepen their understanding of cultural, social, and educational phenomena of the Spanish-speaking world, and improve their language and learning skills. The basic objective for students in this course is to achieve independent study and use of the language.

LEARNING OUTCOMES:

Students at this level should be able to achieve the objectives defined at the Independent Abroad level according to the IES Abroad MAP for Language and Intercultural Communication.

At the end of the course students will be able to achieve the objectives for the Emerging Competent 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 describe and analyze the key factors of host country cultures, subcultures, habits, norms and behaviors in different settings and recognize the risk of generalizations that can lead to stereotypes.
- B. Students will be able to analyze the validity of their own cultural beliefs, behaviors, and norms by contrasting and comparing with host country cultures.
- C. Students will demonstrate openness and acceptance of differences in beliefs and styles even when they disagree with them.
- D. Students will assume responsibility for their own learning by defining their language goals and demonstrate independence in exploring culture.

II. Listening Comprehension

- A. Students will be able to identify a wide variety of social and cultural dialects of spoken language.
- B. Students will be able to understand most expert native and non-native speakers, and comprehend a wide selection of moderately complex interactions.

III. Oral Expression

- A. Students will be able to participate fully in most academic and social interactions by using, when appropriate, complex language including slang, colloquial expressions, word play, and humor with increasing confidence.
- B. Students will be able to make arguments to support their hypotheses or opinions on topics of interest to them.
- C. Talks on abstract topics, but only if those topics have been studied previously or else the student is personally familiar with them.
- D. Students will be able to understand different levels of formality.

IV. Written Comprehension

- A. Students will be able to read and comprehend textbooks and academic articles for classes presented in the target language, as well as a variety of popular texts for entertainment.
- B. Students will be able to read and comprehend real materials including newspapers, advertisements, brochures, pamphlets, instruction manuals, etc. on abstract topics and with limited assistance.
- C. Students will be responsible for selecting their reading material based on their own interests.

V. Written Expression

- A. Students will be able to write, express themselves clearly and fairly effectively for a wide variety of native speaking audiences.
- B. Students will be able to write class papers incorporating aspects of academic style with limited assistance.
- C. Students will be able to use a variety of formal styles with accuracy.

SUSTAINABLE DEVELOPMENT OBJECTIVES: "Salamanca Sensible"

The methodology of the course is based on the realization of individual and team activities and tasks, both face-to-face and online. This allows students to: improve their self-esteem, increase emotional, communicative and social skills with the objective of participating and contributing to the well-being in the center, their foster home, and their environment. They participate in activities in which they analyze, reflect and collaborate in the prevention and denunciation of situations of discrimination (sexual, religious, etc.), environmental attacks, among others. Discussion forums and dramatizations are proposed in which attitudes of respect and tolerance are shown in everyday situations, analyzing possible social prejudices, especially sexist, homophobic, racist and against disability. Throughout the course, the responsible use of ICT and internet and social networks is promoted.

-Visit to the Tormes Foundation. This activity addresses 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 available in the city of Salamanca.

- Activity: Food Bank. SDG 2: Zero Hunger. According to data from the Spanish Government, 3.7% of the Spanish population suffers from material food shortages (they cannot afford to eat meat, chicken or fish at least every two days). The aim of this activity is for students to learn first-hand about the current situation in Spain and the movements that exist to achieve the 2030 Agenda: eradicate hunger.

REQUIRED WORK AND FORM OF ASSESSMENT:

Course participation - 15%
Midterm Exam - 20%
Final Exam - 20%
Research Paper - 20%
Weekly writing - 15%
Course-Related Trips: - 10%

Course Participation

Active participation interacting with the rest of the students and getting involved in classroom activities will be positively evaluated. The following aspects will be specifically evaluated:

- Attention and participation in the different communicative tasks carried out in class: debates, individual, group activities, etc.
- Weekly compulsory readings that will be evaluated through seminars, debates, etc.
- Moodle activities: quizzes, forums, glossaries, etc.

Midterm Exam: Throughout the course there will be two exams: a partial exam and a final exam. Each exam will include exercises in oral expression, oral comprehension, written expression, reading comprehension, as well as other possible exercises to evaluate other contents of the course. The date and timetable established for each exam cannot be modified.

Final Exam: Throughout the course there will be two exams: a partial exam and a final exam. Each exam will include exercises in oral expression, oral comprehension, written expression, reading comprehension, as well as other possible exercises to evaluate other contents of the course. The date and timetable established for each exam cannot be modified.

Research Paper:

This is an individual field project in which students will have to carry out a research project on a topic of language and sociocultural interest in Spain. The topic will be chosen and assigned by the teacher and will relate Spanish culture and language (dialectal varieties, social, pragmatics...). The teacher will guide the development of the project through the revision of drafts, bibliography, etc. The final written version of the project will be delivered on the dates established by IES Abroad Salamanca.

The evaluation of the research project will be as follows:

- Research process (draft version): 30%
- Written work (final version) (8-10 pages) 40%.
- Oral presentation (10-15 minutes): 30%.

The following aspects will be considered in the evaluation:

- Capacity of deepening and abstraction in the subject.
- Organization and presentation of the content
- Coherence and methodological validity: inclusion of reports, statistics, etc.
- Ability to transmit the findings and maintain the interest of the rest of the students in the oral presentation.

Weekly writing

There will be one submission per week. The submission will be uploaded to Moodle every Friday. The following week the teacher will return the text to the students with corrections and/or comments. The content will be varied in order to work on different types of texts and registers (narrative, descriptive, argumentative, etc...). The minimum length will be one page (350-400 words).

Evaluation criteria for written assignments: Written assignments will be evaluated by the teacher, as long as they are submitted on time, according to criteria of adequacy, discourse organization, lexical richness, grammatical correctness and thematic depth. Rubric available in Moodle.

Course-Related Trips

The teacher and students will carry out work outside the classroom related to the intercultural learning outcomes of the course. This type of activity aims to use the city as an incentive for the improvement of students' communicative competence by highlighting the importance of language learning in an immersive environment and taking advantage of the cultural and historical richness of Salamanca.

Students have to participate in the activity in the following way:

preparing beforehand readings or assignments indicated by the teacher

following up as homework after the activity

participating actively during the activity and even presenting part of the activity if the activity allows it.

CONTENT:

Week	Content	Assignments
Week 1	This is who I am 1. Functions: - To describe a person psychologically. - To talk about ourselves and others. - To become aware of learning strategies. - To become familiar with Moodle and its activities. 2. Grammar: - Review of fossilized errors ser and estar. - Review of the particle "se" (I) in pronominal contexts: Volverse, hacerse, convertirse, alegrarse, preocuparse.... - Semantic strategies for lexical expansion: synonyms, antonyms, derivation... 3. Vocabulary: - Adjectives related to the description of personality. - Adjectives coming from proper nouns: to be a ladies' man, to be a matchmaker.... - Abstract nouns related to the interpretation of personality. 4. Culture: - Stereotypes and clichés about the personality of Spaniards. - Expressing feelings and emotions in Spanish: culture shock.	-Grammar: Review, reinforcement and automation exercises on the contents related to ser and estar and the pronoun "se". -Vocabulary: The Emotionary. Making a dictionary of psychological terms in Moodle, complemented with personal experiences. - Reading comprehension: Choose a report from the Psychology section of País Semanal. - Written expression (Journal 1): This week the journal will consist of an essay in which you express your opinion about the chosen report and establish a comparison between Spaniards and Americans regarding the topic. - I Session of the research paper: topic. - Weekly reading (I): <i>Cartas a mamá</i> de Julio Cortázar.
Week 2	News 1. Functions: - To become familiar with journalistic discourse. - Expressing our opinion on current affairs. - Summarizing strategies: headlines. 2. Grammar: - Review of indicative tenses contextualized in news stories. 3. Vocabulary: - Lexicon related to journalistic discourse. - Vocabulary related to the political and social sphere. 4. Culture: - Be informed about current political and social issues in Spain and Salamanca.	- Grammar: Review of grammar content by analyzing news stories and creating a newspaper. - Reading comprehension and vocabulary: summary and comprehension of news. - Writing (Journal 2): This week's journal will be a news item and will be part of the class newspaper. Model: El mundo today. - II Session of the research paper: draft and work plan. - Weekly reading (II): <i>Funes el memorioso</i>, Borges.

	- Analyze the main problems that concern Spanish society and compare them with those in the U.S. Salamanca Sensible: Values: awareness of media content and networks. Interculturalism and promotion of critical thinking.	
Week 3	What do you like? 1. Functions: - Express preferences, desires and likes. - Conducting surveys about tastes and preferences. 2. Grammar: - Subjunctive (I): Expressing tastes and preferences. - Review of the morphology of the subjunctive related to the most problematic verbs. 3. Vocabulary: - Expressions related to the expression of taste and preferences. - Intensifying structures. 4. Culture: - Culture with lowercase letters: charro tastes. - Customs and behaviors in Spain and the USA. SDG: Values: respect, empathy and self-knowledge and interculturality.	- Grammar: Exercises from the textbook for the revision of the subjunctive. - Listening comprehension: Survey of salmantinos to obtain information about their literary, musical and cinematographic tastes. - Culture: "Estos españoles están mu locos": Participate in this forum and share the strangest cultural experiences you have had. -Written expression: (Journal 3): Film critique. - III Session of the research work: delivery of bibliography and tutoring to supervise the findings and possible difficulties. -Weekly reading (III): <i>Muerte al amor romántico</i> de Bárbara Ayuso.
Week 4	And what do you think? 1. Functions: - To express an opinion. - Evaluate and reflect on certain information. - Learning to attenuate speech. 2. Grammar - Subjunctive (II): Expressing an opinion. 3. Vocabulary - Attenuating expressions. - Tropicalizes of discourse. - Rephrasing markers. 4. Culture: - The history of Spanish. - The University of Salamanca and its contribution to the dissemination of Spanish.	- Grammar: Activities for overcoming frequent errors in the expression of opinion. - Vocabulary and written expression (Journal IV): Expository text. -Weekly reading (IV): "Biblioteca histórica general de la Universidad de Salamanca" at https://bibliotecahistorica.usal.es/ - IV Session of the research paper: after the first tutorial this week it is time to expand, simplify or modify some aspects of the project.

	Sensitive Salamanca: Values: respect, self-esteem, interculturality.	
Week 5	Instructions for survival 1. Functions: - Giving instructions. - Text analysis strategies (I): typology and macrostructure. 2. Grammar: - Subjunctive (III): relative clauses and temporal sentences. - Review of the particle "se" (II) as an impersonal and reflexive passive marker. 3. Vocabulary: - Temporal markers. - Lexicon related to instructive texts. 4. Culture: - Languages and dialects. - The languages of Spain: discussion. A video will be provided for students to record information on the linguistic distribution of Spain, languages in educational plans, etc. to later generate a debate on languages as cultural and political vehicles. Salamanca Sensible: Values: critical thinking and respect are encouraged.	Written expression (Journal V): Instructions for... Instructional text. -Weekly reading (V): <i>Instrucciones para subir una escalera, instrucciones para dar cuerda un reloj, instrucciones para llorar...</i> de Julio Cortázar. -V Session of the research work: Delivery of draft.
Week 6	Oral Midterm Exam Written Midterm Exam	During this week there are no classes. The teacher will be available for questions and consultations during the regular schedule.
Week 7	However, nevertheless... 1. Functions: - Familiarizing ourselves with academic discourse (I) 2. - Expressing condition and concession. - Text analysis strategies (II): coherence and cohesion mechanisms. 2. Grammar: - Adverbial sentences (I): expressing condition and concession. Vocabulary: - Lexical precision: hyponyms, hypernyms, synonyms.... - Discourse markers (I)	Grammar: Activities oriented to review the weekly grammar contents. - Vocabulary: Assignments related to lexical cohesion mechanisms. -Written expression (Journal VI): Reflective essay on a transcendental and decisive historical period in the history of the U.S. or Spain. -Weekly reading (VI): <i>La noche boca arriba</i>, Cortázar. - Research Paper Session VI: Review draft and develop final assessments and conclusions.

	4. Culture: - Spanish in Spain and Spanish in America. - A little bit of Spanish history. Salamanca Sensible: Values: interculturality, respect and the value of work.	
Week 8	Nearly academic. 1. Functions: - Becoming familiar with academic discourse (II). - Expressing cause and purpose. - Error analysis: Correction in pairs. 2. Grammar: - Adverbial sentences (II): expressing cause and consequence. - Review of por and para. 3. Vocabulary: Discourse markers (II) 4. Culture: Education in Spain. Teacher/student relationship, study techniques, academic culture, etc. Salamanca Sensible: Values: equal opportunities and empathy.	- Grammar: Activities oriented to review the weekly grammar contents. - Written expression: (Journal VII): This week your journal will be an essay about education in today's society. - Weekly reading (VII): Patas Arriba: La escuela del mundo al revés, Eduardo Galeano. - VII Session of the research paper: formal revision of the written work.
Week 9	So nothing... 1. Functions: - To familiarize ourselves with colloquial speech. - Adapt our speech to the register and the speaker. - To perceive and produce different registers. 2. Grammar: - Features of colloquial Spanish. - Tú and usted. 3. Vocabulary: - Colloquial vocabulary. - Sayings. - Tacos. 4. Culture: - The use of English in colloquial conversation. - Anglicisms in Spanish.	- Grammar: Reflect on the features that characterize colloquial Spanish. - Vocabulary: Make a glossary of colloquial terms that appear frequently in the film. - Oral and written expression (Journal VIII): Change the register of oral and written texts: The "transposer" of registers. - Weekly reading (VIII): Is it "cool" to use words from other languages? at <i>Cocodrilos en el diccionario</i> (Instituto Cervantes) - VIII Session of the research work: search for audiovisual materials to help in the oral presentation of the work.

	5. For the development of weekly content, the Spanish comedy "Ocho apellidos catalanes" will be shown in class. Salamanca Sensible: Values: interculturality, empathy and equality.	
Week 10	Let's go on vacation with a smile 1.Functions: - To become familiar with humorous discourse. - Engage in social interactions through humor, puns.... - Create a comedy club in class where monologues will be presented. 2.Grammar: - Impersonal forms of the verb: gerund, infinitive and participle. Fossilized errors. 3.Vocabulary: Lexicon related to the semantic field of humor through reading and viewing humorous texts: jokes, comic strips, monologues. 4. Culture: - Nonverbal communication resources: kinesics, proxemics and chronemics. - Cultural misunderstandings. Sensitive Salamanca: Values: collaborative work, respect, empathy and effort.	-Grammar exercises, vocabulary, oriented to the revision of contents. - Vocabulary: Through the reading of different types of humorous texts we will work on vocabulary. - Written and oral expression (Journal IX): Literary parody: humorous version of classic stories. -Weekly reading (IX): <i>Caperucita Roja</i>. Version by Laura Valenzuela and James Finn. - X Session of the research work: create the presentation of the work.
Week 11	In a place in La Mancha whose name... 1.Functions: - To become familiar with literary discourse. - To learn vocabulary and lexical resources to understand literary texts. - Text analysis strategies (III): style and aesthetics. Grammar: - The use of the article. - Literary figures: metaphor, metonymy, hyperbole? - Revision of style. 3. Vocabulary: - Descriptive vocabulary in literary texts referring to the five senses. 4. Culture:	Grammar: Automation exercises on the weekly grammar contents. - Reading comprehension: reading of fragments of works related to the city of Salamanca. - Oral and written expression (Daily X): literary and critical analysis of the different stories that have been read during the course. - Weekly reading (X): literary fragments of Martín Gaité, Jambrina or Unamuno. -XI Session of the research project: essay and time control. Research project session: oral presentation of the project. Self-assessment

	- Approach to Spanish and Latin American literature through the story: reflection on the readings of the course. - Salamanca and its literature. Sensitive Salamanca: Values: interculturality, self-esteem and empathy. ORAL PRESENTATIONS: The oral presentations of the research project will be done individually with an approximate duration of 10-15 min. per person.	P2P Assessment: Rubric
Week 12	Preparing for departure 1. Functions: Review of the contents seen so far. Acquiring vocabulary and lexical resources for the comprehension of descriptive and narrative texts. 2. Grammar: Stylistic resources for narrating and describing related to personal experiences and travel diaries. 3. Vocabulary: Descriptive and narrative vocabulary related to Salamanca and the experience of studying abroad. 4. Culture: Travelogues. Discussion of the most interesting aspects of studying abroad. Final conclusion of their experience in Spain.	Lexicon and grammar exercises of the unit: corrections of pending exercises and resolution of doubts. Weekly Journal 11: Write a composition about your personal experience in Salamanca and about studying abroad.
Week 13	FINAL EXAMS	

COURSE-RELATED TRIPS:

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

The students will participate in a visit in which they will carry out the following activities:

Itinerary through the riparian forest: A tour through the riparian forest will be carried out with the objective that the students 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 show the habits of the fauna of this ecosystem. All this interpreted by specialized guides. It is estimated to last about 1 hour. It is a circular route of about 900 meters long.

2. Ambush Art: Through large sculptural figures, we unite art and nature to create an augmented forest where the visitor can be transported to a fantastic world and create new experiences. With great visual interest, this is a short distance tour in the vicinity of the facilities and six interventions by different artists will be visited.

3. Visit to the permanent exhibition "Our river, the 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 in a multi-sensory way. This is an activity of about 1 hour where

in a dynamic and participatory way, the visitor feels immersed in the Tormes, knowing through the remains of fauna, all the ins and outs of its fauna.

Visit to the Tormes Foundation. This activity addresses 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.

-Pre-task: students will receive information prior to the visit and will answer a series of questions related to environmental care and the recovery of natural spaces.

-Homework: during the visit and the described tour, students will follow the explanations of the experts and ask any questions they wish.

-Post-task: they will write a commentary on the visit and on what they have learned during this excursion.

Topic 2: CONFERENCE: Food Bank of Salamanca.

Students will have the opportunity to learn firsthand, and through an educational and formative talk designed for this purpose, the operation and work of the Food Bank of Salamanca. In this way, they will come into contact with the reality of food wastage, as well as the options and possibilities that exist to make the most of it.

Activity: Food Bank. SDG 2 Goal 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). This activity aims to provide students with first-hand knowledge of the current situation in Spain and the movements that exist to achieve the 2030 Agenda: eradicate hunger.

-Pre-task: Students will carry out classroom activities related to the talk, which will serve 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 develop a series of questions to ask the speaker.

-Homework: students will follow the proposed talk attentively and will interact with the guest speaker during the question and answer session.

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

REQUIRED READINGS:

- *Cartas de mamá*, Julio Cortázar
- *Funes el memorioso*, Jorge Luis Borges
- *Muerte al amor romántico*, Bárbara Ayuso.
- "Biblioteca histórica general de la Universidad de Salamanca" at <https://bibliotecahistorica.usal.es/>
- *Instrucciones*, Julio Cortázar
- *La noche boca arriba*, Julio Cortázar
- *Patas Arriba: La escuela del mundo al revés*, Eduardo Galeano.
- "¿Es cool usar palabras de otras lenguas?", en *Cocodrilos en el diccionario* (Instituto Cervantes).
- *Caperucita Roja* Laura Valenzuela y James Finn.
- *El manuscrito de piedra* (fragmento): Luis García Jambrina

RECOMMENDED READINGS:

- **Grammars:**
- ARAGONÉS, L. & R. PALENCIA (2010): *Gramática de uso del español. Teoría y práctica. Nivel C1-C2*. Madrid, SM ELE.
- CERROLAZA, Ó. (2005) *Diccionario práctico de gramática. 800 fichas de uso correcto del Español*. Madrid, Ed. Edelsa.
- VV.AA.(2017) *C DE C1*. Barcelona: Difusión.

- VV.AA. (2006): *El ventilador. Curso de perfeccionamiento de español*. Barcelona, Difusión.
- VV.AA. (2013): *EspañolELElab. C1-C2*. Ediciones Universidad de Salamanca: Salamanca
- **Dictionaries:**
- REAL ACADEMIA ESPAÑOLA (2001): *Diccionario de la lengua española*. Madrid: Espasa Calpe, 22ª ed. [Disponible consulta *on-line*].
- REAL ACADEMIA ESPAÑOLA (2005): *Diccionario panhispánico de dudas*. [Disponible consulta *on-line*].
- SECO, M., O. ANDRÉS y G. RAMOS (1999): *Diccionario del español actual* (2 vols). Madrid: Aguilar. [Existe versión abreviada: *Diccionario abreviado del español actual*].
- **Culture:**
- BALEA, A. & P. RAMOS (2007): *¡Viva la cultura!* Madrid: En clave ELE.
- **Internet Resources:**
- CARLA: Spanish Resources. <http://www.carla.umn.edu/resources/teaching/spanish.html>.
- Instituto Cervantes. <https://www.cervantes.es/default.htm>
- <https://www.profedeele.es/>