
SP450 SPANISH FOR PROFESSIONS
(IES Language Map: Emerging Independent/Independent abroad)
IES Santiago Syllabus

DESCRIPTION:

This course is designed for students interested in developing their Spanish abilities to practice and use it in profession related contexts. The emphasis of this course is placed both on the improvement of linguistic skills and also on the development of students' intercultural competence within the frame of professional working environments.

At the end of this course students will be able to:

- Communicate fluently in Spanish with native (a non-native) speakers on wide variety of social/work topics and situations.
- Have fluent professional interactions in Spanish in different workplaces, developing and supporting argumentation at a complex level.
- Identify linguistic accents and different degrees of formality

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).

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Competent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve the outcomes for the Competent 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 express their own ideas, perspectives, and arguments thoroughly and yet tactfully, using language proficiency, sociolinguistic skills, and cultural knowledge.
- B. Students will be able to perform any activity (social, academic, professional) a local student of their age, skills, and background would do with a reasonable degree of success.

II. Listening

- A. Students will be able to recognize and appreciate the beauty of language when they hear it.
- B. Students will be able to understand native speakers on a wide range of complex topics, including their digressions, side comments, and humor.

III. **Speaking**

- A. Students will be able to talk about abstract ideas and concepts, engage in agreement or disagreement, and defend their opinions with supporting evidence.
- B. Students will be able to use the language for a wide range of creative purposes.
- C. Students will be able to use an extensive variety of colloquial expressions and humor effectively.
- D. Students will be capable of varying their language to make subtle and complex distinctions (e.g. formality and informality) with a wide array of native speakers

IV. **Reading**

- A. Students will be able to read and understand a wide range of popular texts from the local community (print or online).
- B. Students will be able to understand the main ideas and supporting details when reading many works of literature and nonfiction with some assistance at times.
- C. Students will be able to recognize and appreciate the beauty of the written word.

V. **Writing**

- A. Students will be able to write academic texts that describe, relate, report, compare and contrast, analyze, and summarize with a high degree of precision and accuracy on a wide range of topics.
- B. Students will be able to distinguish between the written style and the spoken style and will be able to use the written style effectively with some support.

STUDENT PROFILE:

Students who enter this course will already be capable of achieving the outcomes of the Emerging Competent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication. Students who take this level should already be familiar with most of the complex structures and linguistic functions that will be covered. They should not be surprised, however, to find that they will need to review these aspects of the language to develop greater fluency and more sensitivity to subtle and underlying linguistic and cultural meanings

Students entering this level can succeed in a wide range of university courses designed for native speakers, provided they have met any prerequisites. Before registering, they should consult with the appropriate IES Abroad academic adviser on course selection.

By the end of this course, students will be fully able to meet the demands of living and working in the host culture. They will be able to communicate accurately, vividly, and expressively with their hosts on most topics. Students who succeed in this course will be able to function in a professional setting and to undertake further personal or professional projects in the host culture. Students will be able to understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make informed choices about which cultural features he or she would like to adopt or needs to adopt in order to live harmoniously in the local culture.

INSTRUCTOR: TBD

CONTACT HOURS: 45 HOURS, 3 credits

ATTENDANCE REQUIRED: 90%

METHOD OF PRESENTATION: Language instructor's direct tasks, group and pair work, listening and audiovisual activities, class discussions, intensive and extensive readings, individual and group

presentations, debates and role plays to develop and improve students' language skills in social and work settings.

LANGUAGE OF PRESENTATION: Spanish

REQUIRED WORK AND FORM OF ASSESSMENT:

ORAL 15%

- Individual/group presentations: Student make oral presentations related to the topics discussed in class. Students must use grammar, vocabulary, and sociocultural contents studies in class.
- Videos and podcasts. Students prepare short videos or podcasts on topics assigned by the course instructor. Students must use grammar, vocabulary, and sociocultural contents studies in class.
- Class participation

WRITTEN 20%

- Essays: students write essays about topics discussed in class. Students must use grammar, vocabulary and sociocultural contents studies in class. Some essays may be related to field studies done along the course.
- Extensive reading: Mi Pais inventado Book test.

CLASS ACTIVITIES 15%

- Short activities via Moodle (video watching and answering questions, forum participation, etc.)

FINAL ORAL EXAM 25%

- Oral final presentation on topics discussed during the course. Students do some research on some current topic that is relevant for the country and its citizens while in Chile. They present the topic along with interviews and solid evidence that proves the importance of the topic selected and their understanding of it. Students must use grammar, vocabulary and sociocultural contents studies in class. Some essays may be related to field studies done along the course.

FINAL WRITTEN EXAM 25%.

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

COURSE CONTENTS: grammatical, vocabulary, cultural contents described below presented in thematic units that will discuss relevant topics and situations to develop communicative skills through language functions.

REQUIRED READING:

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

PLANIFICACIÓN SEMESTRAL

UNIT	Content	Assignments	Corresponding Learning Outcome(s)
Unit 1	1. Functional: describing people and groups one belongs to, expressing opinions on people, groups, and stereotypes. 2. Grammatical: expressions with ser, estar and parecer and subjunctive. 3. Vocabulary: Adjectives to describe personality. Information about oneself nationality, interest, groups one feels affiliated to. 4. Culture: stereotypes and diversity. Popular music and local bands.	- Description of people/students using nouns and adjectives to describe identity, nationality, culture, interculturality - Subjunctive practice - Reading: Latin American stereotypes - Watching videos to reflect on and compare different views of Latin America through songs and music. - Reading and analysis of lyrics - Engage in a Forum discussion on songs' lyrics	I. A, B II. A III. A, B, C, D IV. A V. A, B
Unit 2	1. Functional: describing people professions, careers, and professional development. 2. Grammatical: use of past tense: preterit, imperfect and past participle. 3. Vocabulary: adverbs and time expressions to describe sequence and temporality. Adjectives to describe achievement and failures. 4. Culture: Chilean entrepreneurs and millionaires	- Describe achievements and failures of successful people. - Talk about entrepreneurship and investment. - Assess dreams, achievements and ambitions and the path the leads to them. - Write a biography. - Use of past tenses in Spanish - Visit Sky Costanera the highest and most develop skyscraper in Latin America. - Discuss economic projection and country image through shopping centers and business districts.	I. A, B II. A III. A, B, C, D IV. A V. A, B
UNIT 3	1. Functional: Talking and compare cost and styles of living and welfare. Making hypothesis and predictions. 2. Grammatical: use of subjunctive in nouns and adjective clauses. 3. Vocabulary: words related to money and the way people get it: costs, income, expenses, investment, domestic economy. 4. Culture: causes and consequences of Chile's outbreak in 2019	- Comparing the income and cost of living in Chile and in the US. - Expressing opinions and arguing - Assess reasons and causes of the Chilean social outbreak and people's demands. - Visit the government house and report on how people perceive these symbols of the power. - Forum participation due	I. A, B II. A III. A, B, C, D IV. A V. A, B
UNIT 4	1. Functional: Talking about past and present events that	- Discussing the relevance of past and present events that	I. A, B II. A

	shape a nation. 2. Grammatical: use of imperfect subjunctive in nouns and adjective clauses. 3. Vocabulary: words related to money and the way people get it: costs, income, expenses, investment, domestic economy. 4. Culture: distinctive aspects of Chilean culture though language, historic sites and books.	shape a nation and a country - Visit the National Cemetery - Identifying important aspects of Chile's past and present in the presence of symbols and rites. - Past tense - Identifying Chilean accent and the use of slang. - Compare fictional description of Chile with the actual country students are immersed in. - Extensive reading of the book "Mi país inventado" by Isabel Allende	III. A, B, C, D IV. A, B, C V. A, B
Unit 5	1. Functional: Talking and compare the role of women in different countries and cultures. Discuss and compare the 2. Grammatical: use of subjunctive in nouns and adverbial clauses. Future tense. 3. Vocabulary: words related to professions and environments in which women usually work. Salary, income, health insurance and work benefit. 4. Culture: maternity leave and women advantages and disadvantages in pregnancy. Feminist groups in Chile.	- Expressing advantages and disadvantages - Giving opinion and supporting arguments. - Interviewing Chilean women in different working situations - Talking about feminist movements and the changing role of women in our society - National cemetery essay due	VI.
Unit 6	Functional: Talking about immigration in Chile and the US, challenges and problems. 2. Grammatical: use of subjunctive in nouns and adverbial clauses. Future and conditional tense. 3. Vocabulary: words related to professions and environments in which women usually work. Salary, income, health insurance and work benefit. 4. Culture: immigrants in Chile, racism and xenofobia	- Discussing the impact of migration in developing countries. - Assessing people reactions towards migration and its cultural consequences. - Expressing ideas to develop intercultural communication - The role of languages and communication in understanding migration - The changing role of women essay due	VII.
Final sessions	1.Functional: REVIEW 2.Grammatical: review 3.Vocabulary: REVIEW 4. Culture: Local culture/ own American culture	- Presentations in Spanish - Final exam	I. A, B, C, D II. A, B III. A, B, C, D IV. A, B VIII. A, B

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- **Revista ICARITO**. Publicación semanal del diario LA TERCERA. (diversas ediciones 2022)
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- materiales extraídos de diversas páginas de internet
- materiales inéditos preparados por la profesora.