



SP 403 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD
IES Abroad Barcelona

DESCRIPTION:

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling 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, Appendix I).

STUDENT PROFILE:

Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation.

They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang and are able to understand a wider variety of native speakers from different backgrounds.

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

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of the Independent Abroad outcomes in the *MAP for Language & Intercultural Communication*, as determined by placement test.

ADDITIONAL COST: Students will be charged for a digital license and reader.

METHOD OF PRESENTATION:

Instructor directed tasks, group and pair work, individual and group oral presentations, intensive and extensive reading in class, listening activities, class discussion, role plays, and cultural activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation: 10%;
- Quizzes (3 assignments): 10%;
- Oral production (2 assignments): 15%;
- Written production (2 assignments): 15%;
- Midterm: 15%;
- Final Exam: 15%;
- Independent Learning in Context, ILC (3 assignments; journal 10%): 20%.

BRIEF DESCRIPTION OF FORM OF ASSESSMENT:



The evaluation criteria will be explained to students at the beginning of the course, along with a Key Due Dates document that clarifies when principal assessment items of 15% and more will take place during the semester or Summer term. Feedback will be provided by the instructor (using rubrics, checklists, and both oral and written comments), as well as by fellow students (peer evaluation), to support students in achieving the learning outcomes.

Independent Learning in Context (ILC)

Being able to learn independently is a central aspect of the experience abroad. In order to complete the corresponding credit hours to the Independent Learning in Context (ILC) component, students will undertake assignments and projects outside the classroom that will be monitored and assessed by the instructor. These may include course-related trips and language lessons. All of them will be linked to cultural and linguistic components designed for this level.

Course-related Trips

Students will participate in activities outside class where they will interact with Spanish speakers. The learning objective in these activities is to get them to interact with locals and test their language skills in a real environment. Also, these activities intend to get the students to get in contact with local traditions and special holidays which are representative of the local culture.

Readings

Readings of the textual models will be worked in class; presentation of a story assigned based on the Hispanic cultural and linguistic affinity of the student. Review and practice of Spanish Grammar and vocabulary connecting with the course reading.

Journal

Testimonial “logbook” that gathers the students’ experience in relation to their main events in the city during the semester. By writing, students connect their experience abroad with the course readings. Keeping a diary gives the feel of a class without having to be in one. You can take a look at what you've learned with a date for each item, so you can feel like you're making progress.

Midterm & Final exams

The midterm and the final have the same structure. As in class we ask the students to use different skills, we want to assess them in all those skills too. So each exam will consist in: 1. Listening 2. Grammar and vocabulary 3. Reading and 4. Writing 5. Intercultural communication.

Quizzes

Quizzes will help the student to guide their learning progress. They include a variety of questions and exercises to test the student skills in different areas of their language competency.

Oral Production and Assignments

Oral production and assignments are oriented to developing and improving communicative skills. They will be linked to cultural and linguistic components designed for this level. These may include oral presentations, role-playing, debates, interactive and situational linguistic exchanges, video projects, interviews and oral tests.

Written production

Throughout the course students will have to complete two compositions. Students will be given precise guidelines to each assignment.

Class Participation



The Class Participation involves making a consistent effort to speak Spanish during class, regardless of accuracy, giving full attention to class activities, demonstrating a positive and supportive attitude to instructor and classmates, coming to class with the required materials and ready to learn when class begins. Also, an adequate use of electronic devices will be expected for learning purposes only.

LEARNING OUTCOMES:

By the end of the course students will be able to achieve the outcomes for the *Emerging Competent Abroad* level as defined by the *IES Abroad 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 describe and analyze key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
 - B. Students will be able to reflect on and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
 - C. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
 - D. Students will accept responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.
- II. Listening
 - A. Students will be able to identify a fairly wide range of social and cultural dialects of the spoken language.
 - B. Students will be able to understand most native speakers and non-native experts and comprehend a wide range of moderately complex interactions.
- III. Speaking
 - A. Students will be able to participate fully in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
 - B. Students will be able to make arguments to support hypotheses and opinions on almost any topic of their interest.
- IV. Reading
 - A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment.
 - B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals etc. on abstract topics with some assistance at times.
- V. Writing
 - A. Students will be able to write for a wide range of native audiences and express themselves clearly and effectively.
 - B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with some assistance at times.

ATTENDANCE POLICY: As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. In the Spring and Fall semesters, seven unjustified absences in any Spanish language course will result in a failing grade. In the Summer LAS program, six unjustified absences in any Spanish language course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Corresponding Learning Outcome(s)
Add-Drop	On-site placement and review of Spanish background	

Session	Content	Corresponding Learning Outcome(s)
Add-Drop	On-site <u>placement</u> and review of Spanish background	
Session 1 Session 2	Presentation of the course - Functional: Speaking about personal experiences in the past. Comparing activities and things. - Grammatical: Contrast between Ser and estar (uses and misuses). Past Tenses (Pretérito Perfecto, Indefinido, Imperfecto and Pluscuamperfecto). - Vocabulary: Expressions using ser and estar. Expresiones de tiempo. - Culture: Spanish newspapers and magazines. Looking for articles in Spanish newspapers.	I.A, II.A, III. A, IV. B, V. A
Session 3 Session 4	- Functional: Speaking emotions, likes, dislikes and doubts. - Grammatical: Present of Subjunctive. - Vocabulary: Places descriptions and emotions. - Culture: Discovering Spanish style of life. - First impressions about Barcelona and our culture.	I.D, II.B, III. B, IV. B, V. A
Session 5 Session 6	- Functional: Speaking about personal opinions and making arguments to support hypotheses. - Grammatical: More uses of Present of Subjunctive. Prepositions. - Vocabulary: Expressions about emotions and hypotheses. Human body and health. - Culture: Differences about traditions and local history: Past and present (I).	I.B, II.B, III. B, IV. B, V. A
Session 7 Session 8	- Functional: Speaking about personal opinions and making arguments to support hypotheses about reading material. - Grammatical: Present of Subjunctive. Present Perfect of Subjunctive. Prepositions: <i>por</i> and <i>para</i>. - Vocabulary: Expressions about emotions and hypotheses. Human body and health. - Culture: Differences about traditions and local history: Past and present (II). Spanish traditions.	I.B, II.B, III. B, IV. B, V. A
Session 9 Session 10	- Functional: Speaking about the future and conditions. Opinions based in different texts. - Grammatical: Future and Conditional. - Vocabulary: Shopping and leisure. - Culture: Catalan and Spanish traditions. - One aspect of Spanish traditions or your favourite writer/film director. - Groups discussion about grammar and course readings.	I.B, II.B, III. B, IV. B, V. A

Session	Content	Corresponding Learning Outcome(s)
Session 11 Session 12	1. Functional: Making hypothetic conditions and speaking about emotions in the past. 2. Grammatical: Imperfect of Subjunctive. 3. Vocabulary: Speech connectors. Home and work. 4. Culture: Districts of Barcelona: Different places to describe. • Course Reading.	I.B, II.B, III. B, IV. B, V. A
Session 13 Session 14	1. Functional: Making hypothetic conditions in the future and in the past. 2. Grammatical: More uses of Imperfect of Subjunctive: Phrases with “si” conditional. 3. Vocabulary: Transports: Differences between Spain and Latino America. 4. Culture: Spanish newspapers and magazines. • Course Reading. • Review activities.	I.B, II.B, III. B, IV. B, V. B
Session 15 Session 16	1. Functional: Expressing argumentations with different points of view. 2. Grammatical: Conditional structures (review). Pronouns: Different meanings. 3. Vocabulary: Forming words: Nouns and adjectives. 4. Culture: Hispanic culture in film: Guillermo del Toro, Pedro Almodóvar... • Course Reading.	I.B, II.B, III. B, IV. B, V. B
Session 17 Session 18	1. Functional: Expressing argumentations with different points of view. Talking about abstract topics. 2. Grammatical: Contrast between Indicative and Subjunctive Mode. 3. Vocabulary: Forming words: Verbs with preposition. 4. Culture: Places of the city: Creating a story. • Course Reading. • Groups discussion about grammar and course readings.	I.B, II.B, III. B, IV. B, V. A
Session 19 Session 20	1. Functional: Analyzing and stressing one’s point. Using written styles with accuracy. 2. Grammatical: Orthographic rules. 3. Vocabulary: Words structure: Different expressions and different meanings. Colloquial expressions. 4. Culture: Rhythm of senses: Creating experiences. • If I was a journalist/photographer/painter. • Course Reading. • Reading articles about Hispanic traditions.	I.D, II.B, III. B, IV. B, V. B

Session	Content	Corresponding Learning Outcome(s)
Session 21 Session 22	- Functional: Expressing agreement and disagreement about people opinions. - Grammatical: <i>Estilo Indirecto</i>. Orthographic rules: Accents. - Vocabulary: Expressions about opinions. - Culture: Rites, superstitions and traditions. - Forum about the experience abroad: living and studying in Barcelona. - Course Reading.	I.D, II.B, III. B, IV. B, V. B
Session 23 Session 24	- Functional: Speaking about people opinions. Expressing relief, surprise, needs and preferences about people opinions. Making a speech about topics of the readings. - Grammatical: <i>Estilo Indirecto</i>. More orthographic rules: Punctuation. Review of topics and speech connectors. - Vocabulary: Colloquial expressions. Review of expressions. - Culture: Impressions about Spanish traditions and different lifestyles between Spain and Latino-America. - Grammar review. - Debate: Feedback about aspects of course reading: Marina.	I.D, II.B, III. B, IV. B, V. B

Final Exam

COURSE-RELATED TRIPS:

Depending on the semester (spring, summer, or fall), the offer of Course Related Trips may vary:

- *Discovery Barcelona (legends and traditions)*.
- Visit to different places with History.
- *Els Encants* de Barcelona (a special market).
- A Spanish film viewing.
- Visit to a temporal exhibition

REQUIRED MATERIALS: SP 403 IES Abroad Barcelona Moodle page.

REQUIRED READING:

The faculty will use two of these options:

- Ruiz Zafón, Carlos. *Marina*. (Copies available at IES and on-line)
- España, M. y Marc, I. (2002). *Ortografía esencial. Con el español que se habla hoy en España y en América Latina*. SM.
- Articles and breaking news about different topics related to Spanish culture.
- López, S., Martínez, A., Pastor, A., Soler, C., Soriano, C., Urbá, J.F. (2023). *Aula Plus C1* (digital license). Difusión. NP12218224935

RECOMMENDED MATERIALS:

- Gómez Torrego, L. (1992). *Manual del español correcto*. Madrid, Arco libros.
- Matte Bon, F. (1992). *Gramática comunicativa del español*. Madrid, Edelsa.
- Ortega, G. (1995). *Dificultades del español*. Barcelona, Ariel.
- Seco, Manuel. (1986). *Diccionario de dudas y dificultades de la lengua española*. Madrid, Espasa Calpe.
- Steel, Brian. (1990). *Diccionario de americanismos. ABC of Latin American Spanish*. Madrid, SGEL.