



SP 351 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I

IES Abroad Barcelona

DESCRIPTION:

In this course students will gain proficiency in the skillful use of the language and will be able to refine the necessary tools to engage native speakers in fluid and spontaneous conversation. Students will also be able to maintain a complex argumentation and produce detailed texts on a wide range of subjects. In addition, this course emphasizes a language-in-use perspective. Students will develop their language skills and intercultural competence by means of research projects ('field studies'), written assignments, oral projects, and critical reading and viewing of advanced materials.

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).

This course engages in depth with the IES Abroad Sustainable Living and Human Wellbeing Pillars. Through periodic discussions and activities in class, students will be able to reflect on different aspects of Diversity in Hispanic countries, Climate Change, and Responsible Journalism. Writing assignments and oral presentations throughout the course will also aim to develop a better understanding of these issues, having students research about sustainable ideas and inclusive traditions taking place in Spain. Finally, Sp351 also engages with the IES Abroad Equitable Living Pillar. Students will participate in field studies where they will be asked to observe and analyze aspects of social integration in different neighborhoods of Barcelona.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad's SP 302 Emerging Independent Abroad II outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

ADDITIONAL COST: Textbook + Digital License

METHOD OF PRESENTATION:

The course content will be delivered through a communicative student-centered methodology. Students will work individually and in groups in order to acquire and practice the new concepts studied in the course.

- Students will be required to work on written and oral assignments such as compositions, oral presentations, videos, interviews, group discussions, role-play activities, etc., which will provide students with the opportunity to put new vocabulary, grammar, and cultural contents into practice.
- The city of Barcelona and its people are the perfect scenario for practicing the target language and learning about the ways people live. To that aim, students will be encouraged to analyze the new cultural context and share their observations in class discussions and assignments.
- Information and communication technology will be very present in the learning process. Some assignments will involve interacting on social media. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.
- In addition, daily homework will be assigned so that the students can systematize, practice, and clarify doubts about the course material.



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 (2 assignments) - 20%

The evaluation criteria will be explained to students at the beginning of the course, along with a Key Due Dates document that clarifies when prior 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.

Language Lessons

Language lessons activities will present new grammar, vocabulary as well as practice contents studied in class. These activities will be connected to the students' experiences in the local culture.

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, etc.

Written production:

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

Class Participation

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:

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

Intercultural Communication

- A. Students will begin to identify at a basic level 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 start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C. Students will be able to identify some gestures and body language, and they may be able to integrate some of those non-verbal actions into their interactions with native speakers.

Listening

- A. Students will be able to understand some spoken communications 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 begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

Speaking

- A. Students will be able to speak on and discuss concrete every day and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
- B. Students will be able to participate and respond actively in a variety of interactions.

Reading

- A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
- B. Students will begin to read and understand the main ideas of academic texts with assistance.

Writing

- A. Students will be able to meet many everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
- B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with developing degrees of grammatical and lexical accuracy.
- C. Students will be able to edit their own and their peers' writing for common errors covered in class.

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	
Add-Drop	On-site placement and review of Spanish background	
Session 1 Unit 1 Session 2 Unit 1	1. Functional: Talking about emotions and feelings, describing personalities and behaviors, expressing unlikely hypothesis 2. Grammatical: Verbal periphrases, pronouns with periphrases, <i>imperfecto de subjuntivo</i> , unlikely conditional sentences: <i>si + imperfecto de subjuntivo</i> 3. Vocabulary: Character and personality, sentimental relationships 4. Culture: Personal relationships in different generations -Reading II: <i>Buscando a tu media naranja</i> (questionnaire) -Narrate a friendship or love story. -Discuss about imaginary situations. -Reading I: <i>Ligar desde el sofá</i> (article)	I. A, B II. A, B III. A, B IV. A V. A, B
Session 3 Unit 1 Session 4 Unit 1	1. Functional: Describing personalities and behaviors, commenting on past events, interpreting literary texts 2. Grammatical: Gradable words: <i>bastante, algo, un poco...</i> , relative phrases with indicative/subjunctive. 3. Vocabulary: Relationships, literature. 4. Culture: Spanish literature. -Reading II: <i>Despedida</i> (short story) -Short film viewing and discussion: <i>El reencuentro</i> . -Describe a person's identity in detail. -Writing: Analyze characters in short stories. -Reading I: <i>El reencuentro</i> (short story)	I. A, B, C II. A, B III. A, B IV. A, B V. A, B, C
Session 5 Unit 2 Session 6 Unit 2	1. Functional: Talking about ways of stay informed, expressing agreement and disagreement, debating 2. Grammatical: Agreement with indicative/subjunctive, adverbs ending in <i>-mente</i> 3. Vocabulary: Media and communication channels. 4. Culture: Media in Spain and Latin America -Reading: <i>Pásalo: El 11-M</i> (report and article) -Write opinions about current news. -Interview viewing: <i>¿Estamos bien informados?</i>	I. A, B II. A, B III. A IV. A, B V. A, B, C

Session	Content	Corresponding Learning Outcome(s)
Session 7 Unit 2 Session 8 Unit 2	1. Functional: Expressing opinion, interpreting and writing news articles, denying and expressing feelings about information 2. Grammatical: Opinion with indicative/subjunctive, <i>pretérito perfecto de subjuntivo</i>, denying and expressing feelings about information with indicative/subjunctive 3. Vocabulary: Journalistic language, reporting verbs 4. Culture: Current news in Spain, Climate change -Reading: <i>El imperio de la falsedad</i> (article) -Writing: How to stay well informed. -Summarize a current piece of information. -Debate about media in the US and Spain.	I. A, B, C II. A III. A, B IV. A, B V. A, B, C
Session 9 Unit 3 Session 10 Unit 3	1. Functional: Talking about places, describing locations. 2. Grammatical: Relative clauses with prepositions, passive voice, impersonal structures. 3. Vocabulary: Travels, environment, climate 4. Culture: Natural places in Spain and Latin America. -Reading: <i>La columna vertebral de Sudamérica</i> (travel blog) -Writing: A formal text about Islas Galápagos. -Short documentary viewing and discussion: <i>Un paseo por la sierra de Guadarrama</i>.	I. A, B II. A, B III. A, B IV. A V. B, C
Session 11 Unit 3 Session 12 Unit 3	1. Functional: Expressing lack of awareness, talking about one's identity, describing moods and physical conditions. 2. Grammatical: Concessive clauses with indicative/subjunctive, <i>no sabía que</i> with indicative/subjunctive 3. Vocabulary: Landscapes, moods, identity. 4. Culture: Second generation immigrants in Spain, and Hispanics in the US. -Reading I: <i>Un mar de identidades</i> (interviews) -Write about a trip. -Reading II: <i>Latinos en EE.UU.</i> (article) -An important place for us.	I. A, B, C II. A, B III. A, B IV. A, B V. A, B
Session 13 Unit 5 Session 14 Unit 5	1. Functional: Telling and reacting to anecdotes, expressing emotions, speculating on the past. 2. Grammatical: Past tenses contrast, present tense in a story, exclamative sentences. 3. Vocabulary: Hospitality services, feelings and emotions. 4. Culture: Casual conversation and Tourism in Spain. -Review of irregular pasts; activities contrasting past tense uses. -Writing: A personal anecdote. -Reading: <i>Tierra trágame</i> (anecdotes) -Video viewing: <i>El cliente siempre tiene la razón</i>	I. A, B, C III. A, B IV. A V. A, B

Session	Content	Corresponding Learning Outcome(s)
Session 15 Unit 5 Session 16 Unit 5	1. Functional: Referring to a conversation, making complaints and protests, making requests, apologizing. 2. Grammatical: Reported Speech, complaints with subjunctive 3. Vocabulary: Verb <i>pasar</i> , evaluating a situation. 4. Culture: Casual Conversation and Tourism in Spain -Listen to and retell classmates' anecdotes. -Reading: <i>Camping la cucaracha feliz</i> (comic) -Write a script explaining a bad experience in a restaurant, hotel...	I. A, B, C II. A, B III. A, B IV. A, B V. A, C
Session 17 Unit 6 Session 18 Unit 6	1. Functional: Making conversations more cohesive, expressing wishes. 2. Grammatical: <i>Infinitivo compuesto, me gustaría (que)</i> with infinitive/subjunctive, <i>como si</i> with <i>imperfecto de subjuntivo</i> 3. Vocabulary: Stages of life 4. Culture: Adolescence and being 30 in Spain and Latino America -Reading: <i>La edad del pavo</i> . (article) -Interviews viewing: <i>Tres adolescents</i> . -Our adolescence.	I. A, B II. A, B III. A, B IV. A, B V. A
Session 19 Unit 6 Session 20 Unit 6	1. Functional: Expressing unfulfilled conditions in the past, reproaching and regretting, making suggestions. 2. Grammatical: <i>Si + pretérito pluscuamperfecto de subjuntivo, condicional compuesto</i> , verbs <i>debería, tendría que...</i> with <i>infinitivo compuesto</i> . 3. Vocabulary: Verbs <i>volverse, quedarse, hacerse...</i> Making decisions. 4. Culture: The Elderly in Spain and the US. -Reading II: <i>Soy mayor...¿Y qué?</i> (article) -Reading I: <i>Treintañeros latinoamericanos</i> (interviews) -Prepare an interview for a Spanish person. -Design and present a campaign against prejudices and stereotypes.	I. A, B, C II. A, B III. A, B IV. A, B V. A, B, C
Session 21 Unit 9 Session 22 Unit 9	1. Functional: Making predictions in the future, understanding scientific and technical texts, expressing probability. 2. Grammatical: Discourse markers, probability phrases with indicative/subjunctive, <i>futuro perfecto</i> , cause and consequence clauses with indicative/subjunctive 3. Vocabulary: Science and technology, verbs to express evolution, future time markers. 4. Culture: Science and technology, work related values. -Video script about main functions of the brain. -Reading II: <i>La cocina de mañana</i> (article) -Writing: Social and technological changes in the future. -A youtuber video viewing and discussing. -Reading I: <i>Los trabajos del futuro</i> (article)	I. A, B, C II. A, B III. A, B IV. A, B V. A, B, C

Session	Content	Corresponding Learning Outcome(s)
Session 23 Unit 9 Session 24 Unit 9	1. Functional: Making a speech, expressing cause and consequence, quoting. 2. Grammatical: Temporal clauses with subjunctive, review for final exam. 3. Vocabulary: Tools and inventions, synonyms of <i>decir</i> . 4. Culture: Inventions.	I. A, B II. A, B III. A, B IV. A, B V. A, B

Final Exam

COURSE-RELATED TRIPS:

- Becoming familiar with downtown Barcelona”
- “Squares of Gracia neighborhood: a social meeting point.”

REQUIRED COURSE MATERIALS:

VV.AA. (2018). *Bitácora 4. Nueva edición. Edición Premium*. Barcelona, Difusión. [ISBN: 978-84-1724-959-5].

VV.AA. (2014). *Relatos españoles contemporáneos*, SGEL, Madrid.

Aroa Moreno (2012). *Frida Kahlo. Viva la vida*, Difusión, Barcelona.

Moodle site designed for the course.

RECOMMENDED MATERIALS:

Online bilingual and monolingual dictionaries.

On-line dictionary of synonyms.

Alonso Raya, Rosario et alii (2ª edición 2006): *Gramática básica del estudiante de español*. Barcelona: Difusión.

Aragónés, L. y Palencia, R. (2006): *Gramática de uso del español A1-B2*. Madrid: Ediciones SM.