



**SP 342 SPANISH GRAMMAR THROUGH COMPOSITION: INDEPENDENT ABROAD**  
IES Abroad Barcelona

**DESCRIPTION:**

This course is designed for students with an advanced Spanish level in order to improve their writing, reading and oral expression, taking advantage of linguistic and cultural immersion.

In this course the student 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 conversation and will also be able to maintain a complex argumentation. In addition, this course emphasizes a language-in-use perspective. Students will develop their language skills and intercultural competence by means of research projects ('course-related trips'), written assignments, debates, oral presentations, and critical reading of articles and a novel.

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 includes a strong virtual guided element. Students will use Moodle to acquire knowledge and skills ahead of face-to-face participative classroom hours. In this way classroom contact hours can be used to maximize language production and linguistic interaction.

**CREDITS:** 4 credits

**CONTACT HOURS:** 60 hours

**LANGUAGE OF INSTRUCTION:** Spanish

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

**ADDITIONAL COST:** the students will be charged for the readers.

**METHOD OF PRESENTATION:**

This is a learner-centered course, and the method of presentation has been designed accordingly. It consists of 2 exams (midterm and final), written assignments, self-guided course-related trips and cultural activities (Independent Learning in Context), quizzes, one individual video or oral presentation and Self and Peer evaluation through rubrics. Class discussion, critical thinking, and collaborative work will be highly encouraged.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- Midterm: - 15%
- Final Exam: - 15%
- Compositions and Essays: - 25%
- Independent Learning in Context (3-4 assignments): - 20%
- Quizzes (listening, speaking, reading, writing, intercultural communication): - 10%
- Video/Oral presentation: - 5%
- Class participation: - 10%

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.

**Midterm Exam:**

Intended as a formative assessment, it provides feedback about students progress in the course and helps to identify areas that need to be improved in order to enhance students performance in the course.

**Final Exam:**

Students have the opportunity to show their overall understanding of the entire course material, and their ability to synthesize and apply knowledge acquired throughout the semester.

**Compositions and Essays**

Weekly one-page texts plus two 2-page essays, (outline, draft, and final version), written following lexical and grammatical steps reviewed in class. These essays will be uploaded to Moodle, so that they can be peer-reviewed and evaluated. Students will receive precise guidelines in advance for each assignment.

**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/or 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 encourage the students to experience local traditions and special holidays which are representative of the local culture.

**Quizzes**

A minimum of 4 tests, both oral and written, some of them pop, to help the student check the understanding of the material covered in class.

**Video / Oral Presentation**

Presentations of small research projects provide the student with the opportunity to develop oral presentation skills and to receive constructive feedback from their peers and professor on their approach. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics.

**Class Participation:**

In a student-centered course as this one, active participation in class is essential to practice the course contents and to show evidence of their assimilation.

**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:

1. Intercultural Communication

- a. Students will be able to identify and describe 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 be able to discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- c. Students will be able to interpret gestures and body language, and they will integrate some of those non-verbal

actions into their interactions with native speakers.

- d. Students will know how to conform to socio-cultural norms in almost any transactional event.

2. Listening

- a. Students will be able to understand most 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 be able 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.

3. Speaking

- a. Students will be able to speak on and discuss a wide range of concrete everyday 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, initiate, and respond actively in a wide variety of interactions. C. Students will be able to narrate sequences of events with some degree of accuracy.

4. Reading

- a. Students will be able to read and understand a wide variety of articles, stories, and online texts using background knowledge to aid their comprehension.
- b. Students will be able to read and understand academic texts with assistance.

5. Writing

- a. Students will be able to meet their 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.
- c. Students will be able to edit their own and their peers' writing.

**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 |                                   |
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| Session                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Corresponding Learning Outcome(s)                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Session 1<br>Session 2 | <ol style="list-style-type: none"> <li>Functional: Talking about books. expressing likes and dislikes about literature; explaining anecdotes and narrating stories in the past.</li> <li>Grammatical: Past tenses, time conjunctions and time adverbs to narrate in the past. Rules of accentuation. Narrative texts.</li> <li>Vocabulary: Literary genres, narrative discourse organizers for both oral and written stories.</li> <li>Culture: Spanish and Latin- American literature, short stories.</li> </ol> <ul style="list-style-type: none"> <li>Analyzing short stories and fairy tales.</li> <li>Reading: <i>La lengua de las mariposas</i>.</li> <li>Writing a modern fairy tale.</li> <li>Survey about reading habits.</li> <li>Review of irregular pasts; activities contrasting past tense uses.</li> </ul> | I.A, B<br>II.A, B<br>III.A, B, C<br>IV.A, B<br>V.A, B,C       |
| Session 3<br>Session 4 | <ol style="list-style-type: none"> <li>Functional: Expressing opinions and emotions.</li> <li>Grammatical: Indicative/subjunctive. Rules of accentuation. Descriptive texts.</li> <li>Vocabulary: Cinema.</li> <li>Culture: Spanish cinema.</li> </ol> <ul style="list-style-type: none"> <li>Cinema survey.</li> <li>Cinema vocabulary.</li> <li>Movies synopsis.</li> <li>Re-telling movies.</li> <li>Reading: <i>La lengua de las mariposas</i>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                            | I.B, C<br>II.A, B<br>III.A, B, C<br>IV.A, B<br>V.A, B,C       |
| Session 5<br>Session 6 | <ol style="list-style-type: none"> <li>Functional: Expressing opinions and emotions.</li> <li>Grammatical: Indicative/subjunctive. Rules of accentuation. Argumentative texts.</li> <li>Vocabulary: Cinema.</li> <li>Culture: Spanish Cinema.</li> </ol> <ul style="list-style-type: none"> <li>Film viewing and discussion.</li> <li>Movie critique: the best movie.</li> <li>Reading: <i>Las vistas</i>.</li> <li>Writing a synopsis.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        | I.A, B, C, D<br>II.A, B<br>III.A, B, C<br>IV.A, B<br>V.A, B,C |
| Session 7<br>Session 8 | <ol style="list-style-type: none"> <li>Functional: Expressing hypothesis, expressing different degrees of probability.</li> <li>Grammatical: Hypothesis with indicative and subjunctive. Uses of the future and <i>futuro compuesto</i> tenses. Rules of punctuation. Expository texts.</li> <li>Vocabulary: Jobs and working conditions.</li> <li>Culture: Jobs in Spain vs. USA.</li> </ol> <ul style="list-style-type: none"> <li>Making predictions about the future.</li> <li>Do you know or can you guess?</li> <li>Edward Hopper's paintings: hypothesis about them.</li> <li>Reading: The job market in Spain.</li> <li>Reading: <i>Las vistas</i>.</li> <li>Writing: Evolution of life in Spain.</li> </ul>                                                                                                      | I.A, D<br>II.A, B<br>III.A, B<br>IV.A, B<br>V.A, B,C          |

| Session                  | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Corresponding Learning Outcome(s)                         |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Session 9<br>Session 10  | <ol style="list-style-type: none"> <li>Functional: Talking about the future, related events in the future.</li> <li>Grammatical: Uses of future and present subjunctive tenses to talk about the future. Rules of punctuation. Instructive texts.</li> <li>Vocabulary: Tools and inventions, describing functions.</li> <li>Culture: Global problems and solutions, the Spanish perspective.</li> </ol> <ul style="list-style-type: none"> <li>Related events in the future: your future.</li> <li>Global problems and its solutions.</li> <li>Science: Inventions that have changed our lives.</li> <li>Your invention to change the world.</li> <li>Reading: <i>Una carencia íntima</i>.</li> </ul>                                | I.A, B<br>II.A, B<br>III. A, B<br>IV. A, B<br>V.A, B,C    |
| Session 11<br>Session 12 | <ol style="list-style-type: none"> <li>Functional: Constructing logical relations in a text, expressing cause and consequence.</li> <li>Grammatical: Cause and consequence conjunctions. Rules for “h”.</li> <li>Vocabulary: The environment.</li> <li>Culture: Environmental issues in Spain.</li> </ol> <ul style="list-style-type: none"> <li>Discussing what the future looks like in environmental terms.</li> <li>Do Spaniards care about the environment?</li> <li>Reading: <i>Una carencia íntima</i>.</li> <li>Writing: How can I help to protect the Environment?</li> <li>Linking facts according to logical relations of cause and consequence.</li> <li>Text on climate change and its effect on the planet.</li> </ul> | I. A, B<br>II. A, B<br>III. B, C<br>IV. A, B<br>V. A, B,C |
| Session 13<br>Session 14 | <ol style="list-style-type: none"> <li>Functional: Expressing condition.</li> <li>Grammatical: Verbal tense correlation in conditional sentences. Rules for “b” and “v”.</li> <li>Vocabulary: language and communication.</li> <li>Culture: Stereotypes about languages and linguistic abilities</li> </ol> <ul style="list-style-type: none"> <li>Expressing condition on a variety of hypothetical situations.</li> <li>Video / listening comprehension: How well/badly do Spaniards speak English?</li> <li>Survey on your linguistic background.</li> <li>Reading: <i>La casa feliz</i>.</li> <li>Writing: Is it important to protect the environment? To what extent can we help to protect it?</li> </ul>                      | I. A, B<br>II. A, B<br>III.A<br>IV.A, B<br>V. A, B,C      |
| Session 15<br>Session 16 | <ol style="list-style-type: none"> <li>Functional: Expressing knowledge of languages, debating about Linguistic Politics.</li> <li>Grammatical: pronouns. Rules for “g” and “j”.</li> <li>Vocabulary: Language and Communication</li> <li>Culture: Linguistic diversity in Spain.</li> </ol> <ul style="list-style-type: none"> <li>Research on linguistic diversity in Cataluña, Spain, and the E.U. versus U.S.A.</li> <li>Reading: <i>La casa feliz</i>.</li> <li>Pronouns: Understanding the role of the event/state participants.</li> </ul>                                                                                                                                                                                    | I. A, B<br>II. B, C<br>III.A, B                           |

| Session                  | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Corresponding Learning Outcome(s)                             |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Session 17<br>Session 18 | 1. Functional: Describing situations from different perspectives.<br>2. Grammatical: Indirect Speech, Rules for “s” and “x”; and “ll” and “y”.<br>3. Vocabulary: Language and Communication<br>4. Culture: Bilingualism in Cataluña<br><br>• Survey on your use of Mass Media, followed by a discussion.<br>• Reading: <i>La casa feliz</i> .                                                                                                                                                 | I. A, B<br>II. B<br>III. A, B<br>IV. A, C                     |
| Session 19<br>Session 20 | 1. Functional: Expressing opinion, denying events, debating.<br>2. Grammatical: Discourse makers to express concession and to deny information. Rules for “c”, “z”, and “s”; and “c”, “k”, and “qu”.<br>3. Vocabulary: Social issues.<br>4. Culture: “ <i>Los indignados</i> ”.<br><br>• Room-mate casting.<br>• Dealing with complaints.<br>• Reading: The 68’ Revolution and the Indignados Revolution.<br>• Reading: <i>Jamón en escabeche</i> .<br>• Writing: Important facts in History. | I. A, B<br>II. A, B, C<br>III. A, B                           |
| Session 21<br>Session 22 | 1. Functional: Expressing opinion, denying events, debating.<br>2. Grammatical: Past tense, subjunctive vs. indicative. Rules for “r” and “rr”.<br>3. Vocabulary: Expressions for debating.<br>4. Culture: Reverse culture shock.<br><br>• Home, sweet home<br>• The headlines: comparing Spanish and US current issues.<br>• Reading: <i>Jamón en escabeche</i> .                                                                                                                            | I. A, B, C<br>II. A, B<br>III. A, B<br>IV. A, B<br>V. A, B, C |
| Session 23<br>Session 24 | 1. Functional: Describing, expressing feelings and opinions about past experiences.<br>2. Grammatical: Review for final exam.<br>3. Vocabulary: Review for final exam.<br>4. Culture: Cultural conventions. Reflecting on experiential learning in a new culture.                                                                                                                                                                                                                             | I. A, B<br>II. A, B<br>III. A                                 |

## Final Exam

### REQUIRED READINGS:

- Moodle Class page.
- España M, Marc I. *Ortografía Esencial: Con El Español Que Se Habla Hoy En España y En América Latina*. Madrid. Ediciones SM. 2002.
- De la Flor, C. (ed.). *Relatos españoles contemporáneos*. Madrid. Habla con eñe. 2008.

### RECOMMENDED READINGS:

- Online bilingual and monolingual dictionaries.
- On-line dictionary of synonyms.
- Aragonés L, Palencia R. *Gramática de Uso Del Español: Teoría y Práctica ; Con Solucionario ; C1 - C2*. Madrid. Ediciones SM. 2010.

### INSTRUCTOR BIOGRAPHY:

**María Mejías** earned a degree in Spanish Philology at the University of Barcelona (UB). She studied postgraduate courses related to didactics and teaching foreign languages in Spain and the Czech Republic, and has a Master’s degree in Humanities (Universitat

Oberta de Catalunya) and a Master's degree in Applied Linguistics to Teaching Foreign Languages (Universidad Europea del Atlántico). And she also holds an ABD in Teaching Spanish as a Foreign Language (University of Barcelona). She has taught at University level in the Czech Republic (Southern Bohemian University), the US (UGA -University of Georgia) and Spain (ESADE, UB- Universitat de Barcelona); both Spanish for specific purposes and regular courses. She has also taken part in designing syllabi and curricula; and conducting official exams, such DELE. She has given lectures about topics related to didactics in congresses in the Czech Republic and in Spain, and workshops in the use of Moodle and ICT for Spanish courses at IES.