



SP323 BUSINESS SPANISH: EMERGING INDEPENDENT ABROAD

IES Abroad Barcelona

DESCRIPTION:

The main objective of this course is to improve oral and written expression and experience the world of work in Spain and Latin America. In order to achieve this goal, students participate in group projects (performances, debates, and oral presentations) and other activities for to expand knowledge of Spanish language and culture. The course also delves into the vocabulary of the workplace and Spanish daily life. At the end of the course the student will have a better understanding of our everyday culture and the world of business and will speak more fluently and with greater security.

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).

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad's SP 201 Emerging Independent Abroad outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

ADDITIONAL COST: Textbook

METHOD OF PRESENTATION:

The course contents will be delivered by applying a communicative student-centered methodology. The first approximation to the contents will be through texts (written and oral).

- 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. Everything oriented to understand the business environment.
- 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. A student business book, articles and other materials will be provided about Business Spanish.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation - 10%
- Quizzes (3 assignments) - 10%
- Oral production (2 assignments to participate on group projects, class discussions and presentations) - 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 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 business Spanish 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 the Business Spanish culture. The learning objective in these activities is to get them to interact with locals and test their language skills in a real environment. Also, there will be visits oriented to learn how the stock market or the banking system works. Other activities related to gain knowledge about different kinds of Spanish business environments.

Business Spanish Lessons

Business Spanish 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.

Final Research Project

Students will be able to recreate their own business in Spain by developing a marketing and sales strategy.

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.

Debate and class discussion provides a lively forum to exchange points of views based on prepared topics, strengthen skills in the areas of leadership, group problem solving through oral presentations. By organizing arguments, students will be able to discover new information and put knowledge into action.

Presentations provide the student presenting with the opportunity to develop oral presentation skills and to receive constructive feedback from their peers and professor on their approach.

Role Plays consist of real-life business situations: job interview, sales pitch, etc.

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:

Students who are placed in this level should be capable of achieving the outcomes in the Novice 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 Emerging 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 solve some troublesome daily business situations and meet needs with limited help.
 - b. Students will be able to make some informed comparisons between the host culture and the students' home cultures within a business context.
 - c. Students will be able to distinguish between verbal and non-verbal communication that reflects politeness, formality, or informality within a business context.
 - d. Students will be able to recognize simple patterns of intonation and their meaning.
2. Listening
 - a. Students will be able to understand some interaction (media, speeches, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
 - b. Students will be able to understand direct requests, questions, and simple conversations on business topics covered in class.
3. Speaking
 - a. Students will be able to talk to a limited extent about persons and things in their immediate environment, as well as their plans and their experiences.
 - b. Students will be able to explain moderately complicated situations involving business subjects.
 - c. Students will be able to describe plans and business projects
 - d. Students will be able to describe companies and products.
 - e. Students will be able to participate and respond actively in a variety of business interactions: negotiations, presentations, business lunch, meetings.
4. Reading
 - a. Students will be able to comprehend critical business papers.
 - b. Students will be able to understand financial information and argumentation.
 - c. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.
5. Writing
 - a. Students will be able to communicate with limited effectiveness through notes, emails, and simple online discussions and chats.
 - b. Students will be able to write short essays on concrete topics of limited levels of complexity, although with reliance on the communicative patterns of their native language.

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 Session 2	(Unit 4, Emprendedores 2) Maneras de trabajar 1. Functional: Describing people and work relationships. 2. Grammatical: Present tense (regular/irregular), <i>estar + adjetivos</i> 3. Vocabulary: Vocabulary related to a work environment in Spain, describing people and the best candidate for a new job 4. Culture: Spanish companies vs EEUU companies -P. 36-45 -Describing companies and a professional daily routine	I.A., I.B, II.A, II.B, III.B, IV.C.,V.A. V.B.
Session 3 Session 4	(Unit 4, Emprendedores 2) Maneras de trabajar 1. Functional: Describing jobs and talking about experiences in the past 2. Grammatical: Past Tense: <i>estar + gerundio, por/para</i> 3. Vocabulary: Vocabulary related to positions and responsibilities 4. Culture: Working in Spain -P. 36-45 -Giving instructions in a Department	I.A., I.B, II.A, II.B, III.A., III.B, IV.C.,V.B.

Session	Content	Corresponding Learning Outcome(s)
Session 5 Session 6	(Unit 3, Emprendedores 2) El futuro en el trabajo 1. Functional: Express feelings, wishes, suggestions and preferences, expressing conditions. Talking about experiences in the past, future plans and expectations 2. Grammatical: Past tense: Present Perfect, Future, Conditional tense, quantifiers 3. Vocabulary: Vocabulary related to weather 4. Culture: City transportation in Spain -P. 26-35	I.A., I.B, II.A, II.B, III.A., III.B, III.C., IV.C.,V.B.
Session 7 Session 8	(Unit 5, Emprendedores 2) Conseguir un trabajo 1. Functional: Describing about diary routine in the past 2. Grammatical: Past tenses: <i>Indefinido/Imperfecto</i> (regular) 3. Vocabulary: Vocabulary related to past events and past experiences 4. Culture: Costumer assistant: How write letter -P. 46-55 -Comparing working organizations in the past and the present	I.A., I.B, II.A, II.B, III.A., III.B, III.E., IV.C.,V.B.
Session 9 Session 10	(Unit 5, Emprendedores 2) Conseguir un trabajo 1. Functional: Explaining the history of Spanish companies, describing great inventions 2. Grammatical: Past tenses: <i>Indefinido/Imperfecto</i> (regular/irregular) 3. Vocabulary: Products and inventions 4. Culture: Historical background and daily routine habits -P. 46-55 -Comparing different products. -Explaining the history of Spanish companies	I.A., I.B, II.A, II.B, III.A., III.B, III.E., IV.C.,V.B.

Session	Content	Corresponding Learning Outcome(s)
Session 11 Session 12	(Unit 6, Emprendedores 2) Derechos laborales 1. Functional: Talking about rules and talking about habits 2. Grammatical: <i>Imperativo afirmativo/negativo</i> , Impersonal <i>se</i> , Pronouns <i>OD/OI</i> 3. Vocabulary: Vocabulary related to description of the office, and health issues. 4. Culture: Working rules in Spain vs. US -P. 56-65	I.A., I.B, I.C., II.A, II.B, III.A., III.C., III.E., IV.C.,V.B.
Session 13 Session 14	(Unit 9, Emprendedores 2) El cliente siempre tiene razón 1. Functional: Talking about the future 2. Grammatical: <i>Future tense</i> , <i>Perífrasis verbales</i> 3. Vocabulary: Bank and finances 4. Culture: Bank form in Spain -P. 86-95 -Spanish banks	I.A., I.B, I.C., II.A, II.B, III.A., III.E., IV.A.,V.A.,V.B.
Session 15 Session 16	(Unit 9, Emprendedores 2) El cliente siempre tiene razón 1. Functional: Express possibility, need or convenience 2. Grammatical: <i>Presente de Subjuntive</i> 3. Vocabulary: Bank and finances 4. Culture: Bank negotiations -P. 86-95 -Giving recommendations for good intercultural negotiations	I.A., I.B, II.B, III.A., III.C., III.D., III.E., IV.A.,V.B.

Session	Content	Corresponding Learning Outcome(s)
Session 17 Session 18	(Unit 8, Emprendedores 2) Empresas sostenibles 1. Functional: Expressing wishes, intentions, advising and recommendations. Speaking about descriptions of time 2. Grammatical: <i>Presente de Subjuntivo</i> , Expressions of time: <i>hace, desde hace...</i> 3. Vocabulary: Internet 4. Culture: Social networks in Spain vs. US -P. 76-85	I.A., I.B, II.B, III.A., III.B., III.E.,IV.A.,IV.BV.A.
Session 19 Session 20	(Unit 8, Emprendedores 2) Empresas sostenibles 1. Functional: Expressing conditions, probability and opinion, agree and disagree 2. Grammatical: <i>Presente de Subjuntivo</i> , Expressions of agree and disagree 3. Vocabulary: Quantifiers: <i>alguien, nadie...</i> 4. Culture: Differences of oral presentations in Spain vs. US -P. 76-85	I.A., I.B, I.C., II.B, III.A., III.B., III.D., III.E., IV.A.,IV.B.,V.B.
Session 21 Session 22	(Unit 12, Emprendedores 2) Un nuevo producto 1. Functional: Creating and developing an oral presentation 2. Grammatical: Relative Pronouns, differences between <i>qué/cuál</i> 3. Vocabulary: All about advertising 4. Culture: Spanish commercials, advertising values... P. 116-125	I.A., I.B, I.C., II.B, III.A., III.C., III.D., IV.A.,IV.B.,V.B
Session 23 Session 24	1. Functional:Preparing the final oral presentation <i>Mi propio negocio</i> 2. Grammatical: Review 3. Vocabulary: Review 4. Culture: Review	I.A., I.B, II.B, III.A., III.E., IV.A.,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 COURSE MATERIALS:

- Moodle Class page.
- Alonso, G., González, M. (2020). *Emprendedores 2*. Madrid, SGEL. [ISBN: 978-84-16782-99-4].

RECOMMENDED MATERIALS:

- Interviews with business professionals' recordings.
- Business newspaper articles.
- Business news.