



SP 302 SPANISH LANGUAGE & CULTURES: EMERGING INDEPENDENT ABROAD II

IES Abroad Barcelona

DESCRIPTION: Throughout this course, students will further develop their communicative competence towards the advanced level, aiming at a balance between fluency and accuracy in all the language skills: intercultural communication, reading, writing, listening, and speaking to perform a variety of tasks in the host culture as described in the learning outcomes below.

Namely, students will be able to describe and talk about present, past and future events with detail. Students will also be able to describe abilities and emotions as well as expressing opinion, probability, building an argument, and recognizing a wide range of common interactions. This course emphasizes a language-in-use-perspective. Students will develop their intercultural competence and language skills by means of field studies, written assignments, oral projects, and critical reading and viewing of high-intermediate 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).

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad's SP 301 Emerging Independent I 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 technologies 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 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.

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 being ready to learn when class begins. Also, an adequate use of electronic devices will be expected for learning purposes only.

Quizzes

Quizzes will help students to guide their learning progress. They will 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.

Midterm & Final exams

The midterm and the final have the same structure. Students will be assessed in all the different skills they are using in class so each exam will consist of: 1. Listening; 2. Grammar and vocabulary; 3. Reading; 4. Writing; 5. Intercultural communication.

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 field-study 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.

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.

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:

- **Intercultural Communication**
 - Students will be able to solve many daily troublesome situations and meet needs with limited help.
 - Increasingly, students will be able to make informed comparisons between the host culture and the students' home cultures.
 - Students will be able to distinguish and begin to imitate verbal and nonverbal communication that reflects politeness, formality, or informality.
 - Students will be able to recognize some patterns of intonation, their meaning, and cultural implications.
- **Listening**
 - A. Students will be able to understand some interactions of increasing complexity (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
 - B. Students will be able to understand many direct requests, questions, and basic conversations on familiar and concrete topics.
- **Speaking**
 - A. Increasingly, students will be able to talk about persons and things in their immediate environment, as well as their plans and their experiences, and they can provide a limited amount of supporting details.
 - B. Students will be able to address and attempt to resolve moderately complicated situations involving familiar subjects.
- **Reading**
 - A. Students will be able to read passages and short texts (advertisements, schedules, menus, recipes, etc.) and understand the overall meaning.
 - B. Students will be able to support their understanding of texts through the use of context, dictionaries, or with the assistance of others at times.
- **Writing**
 - A. Students will be able to communicate with some 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 with some 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	
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Session 1 Unit 1 Session 2 Unit 1	1. Functional: Expressing abilities and emotions. 2. Grammatical: “Dar vergüenza/miedo, costar, resultar, dar(se) bien/mal...” + infinitive or noun. 3. Vocabulary: Adjectives to describe personality. 4. Culture: Bilingualism in Catalonia.	I.A., II.A, III.B, IV.A, V.A
Session 3 Unit 1 Session 4 Unit 1	1. Functional: Expressing abilities and emotions 2. Grammatical: “Dar vergüenza/miedo, costar, resultar, dar(se) bien/mal...” + Infinitive or noun. 3. Vocabulary: Adjectives to describe personality. 4. Culture: Bilingualism in Catalonia. -Thinking about learning languages. -Reading about the experience of learning languages. - Editing a course dictionary. -Getting to know each other’s abilities.	I.A., II.A, III.B, IV.A, V.A
Session 5 Unit 2 Session 6 Unit 2	1. Functional: Expressing wishes, needs and demands. Giving opinions and suggesting solutions. Addressing different problems. 2. Grammatical: “Querer/pedir/exigir/necesitar” + Infinitive/Subjunctive “Ser/estar/parecer” + adjective + Infinitive/Subjunctive “(No) creo que”+ Indicative/Subjunctive. 3. Vocabulary: Social problems. Different relationships in Spain. 4. Culture: Most common social problems in Spain. Controversial topics in Spain. - Writing in a forum about social problems in Spain.	I.A., II.B, III.B., IV.A., V.B. I.A.C, II.B., III.B., IV.B., V.A.

Session	Content	Corresponding Learning Outcome(s)
Session 7 Unit 2 Session 8 Unit 2	1.Functional: Expressing wishes, needs and demands. Giving opinions and suggesting solutions. Addressing different problems. 2.Grammatical: “Querer/pedir/exigir/necesitar” + Infinitive/Subjunctive “Ser/estar/parecer” + adjective + Infinitive/Subjunctive “(No) creo que”+ Indicative/Subjunctive. 3.Vocabulary: Social problems. Different relationships in Spain. 4.Culture: Most common social problems in Spain. Controversial topics in Spain 4.Culture: Most common social problems in Spain. Controversial topics in Spain. - Reporting problems related to neighbourhoods in Barcelona - <i>Una carta abierta</i>	I.A., II.B, III.B., IV.A., V.B.
Session 9 Unit 3 Session 10 Unit 3	1.Functional: Talking about past events: Anecdotes. Narrating stories in the past. Interacting in a conversation. 2.Grammatical: Conjugation and use of the Preterit, Imperfect and Past perfect tenses. 3.Vocabulary: Travel and holidays. Colloquial expressions of emotions. 4.Culture: Interesting places to visit in Spain. -Una anécdota	I.A., II.B, III.B., IV.A., V.B. I.A.C, II.B., III.B., IV.B., V.A.
Session 11 Unit 3 Session 12 Unit 3	1.Functional: Talking about past events: Anecdotes. Narrating stories in the past. Interacting in a conversation. 2.Grammatical: Conjugation and use of the Preterit, Imperfect and Past perfect tenses. 3.Vocabulary: Travel and holidays. Colloquial expressions of emotions. 4.Culture: Interesting places to visit in Spain. - Becoming familiar with the history of a Barcelona neighborhood	I.D., II.A., III.A., IV.B., V.B.

Session	Content	Corresponding Learning Outcome(s)
Session 13 Unit 4 Session 14 Unit 4	1. Functional: Expressing interest and emotions, showing agreement and disagreement. 2. Grammatical: Structures to express feelings (“me horroriza/me apasiona/me encanta...” + Infinitive/Subjunctive) 3. Vocabulary: Adjectives to express emotions, opinion & disagreement. 4. Culture: exchanging opinions in Spanish. Cultural differences to consider when debating in Spain. Reading: 15-M movement: Yes We Camp! -Looking for common interests in the class.	I.D., II.A., III.A., IV.B., V.B.
Session 15 Unit 4 Session 16 Unit 4	1. Functional: Expressing interest and emotions, showing agreement and disagreement. 2. Grammatical: Structures to express feelings (“me horroriza/me apasiona/me encanta...” + Infinitive/Subjunctive) 3. Vocabulary: Adjectives to express emotions, opinion & disagreement. 4. Culture: exchanging opinions in Spanish. Cultural differences to consider when debating in Spain. Reading: 15-M movement: Yes We Camp! - Role play: “Tenemos que hablar”	I.A.C, II.B., III.B., IV.B., V.A.
Session 17 Unit 5 Session 18 Unit 5	1. Functional: Describing features of objects, places and persons. 2. Grammatical: Relative structures with prepositions to describe objects. Indicative vs. Subjunctive in relative clauses. 3. Vocabulary: Main prepositions. Shops and shopping. 4. Culture: Shopping areas in Barcelona. -Un invento genial	I.A.C, II.B., III.B., IV.B., V.A.

Session	Content	Corresponding Learning Outcome(s)
Session 19 Unit 5 Session 20 Unit 5	1. Functional: Describing features of objects, places and persons. 2. Grammatical: Relative structures with prepositions to describe objects. Indicative vs. Subjunctive in relative clauses. 3. Vocabulary: Main prepositions. Shops and shopping. 4. Culture: Shopping areas in Barcelona. -Un invento genial	I.A, II.A, III.A, IV.A, V.B.
Session 21 Unit 6 Session 22 Unit 6	1. Functional: Assessing a given situation. Expressing your opinion about events and behavior. 2. Grammatical: Indicative vs. Subjunctive when expressing opinion and evaluation: me parece bien/mal/injusto + infinitive / que+ Subjunctive. Conditional tense. 3. Vocabulary: Environmental issues and solidarity. 4. Culture: Food revolution, Slow Food movement, sustainability. - Un restaurante Km.0 y los valores detrás de dicho establecimiento.	I.A, II.A, III.A, IV.A, V.B.
Session 23 Unit 6 Session 24 Unit 6	1. Functional: Assessing a given situation. Expressing your opinion about events and behavior. 2. Grammatical: Indicative vs. Subjunctive when expressing opinion and evaluation: me parece bien/mal/injusto + infinitive / que+ Subjunctive. Conditional tense. 3. Vocabulary: Environmental issues and solidarity. 4. Culture: Food revolution, Slow Food movement, sustainability. -REVIEW - Un restaurante Km.0 y los valores detrás de dicho establecimiento.	I.B, II.A, III.B, IV.B, V.B

Final Exam

COURSE-RELATED TRIPS:

Students may participate in three 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 in the local culture.

Students may have to fulfill different tasks for every Course-related Trip:

1. Pre activity (individual research about the topic: reading, on-line search, interviews, etc.)
2. Activity (consists in the gathering of data and/or information about the current topic).
3. Post Activity: Students will have to produce an oral or written text with the conclusions about the previous activities.

Depending on the semester (spring, summer, or fall), the offer of Course Related Excursions may vary according to seasonal celebrations and traditions:

- Spring: Santa Eulàlia, Sant Antoni, Sant Jordi.
- Summer: Sant Joan.
- Fall: La Mercè, La Diada, La castanyada, Mercat de Santa Eulàlia.

Also, there are other course-related trips not linked to seasonal celebrations:

- El fútbol en España.
- Mi barrio en Barcelona.
- El Mecat dels Encants.
- Visitas a Museos (MIBA, MACBA, CCCB)

(Students will be informed beforehand of the specific day, time, and outcome-related activity).

REQUIRED COURSE MATERIALS:

- VV.AA. (2021). *Aula Plus 4-Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1862-501-5].
- 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.
- Aragonés, L. y Palencia, R. (2006): *Gramática de uso del español A1-B2*. Madrid: Ediciones SM.