



SP 301 SPANISH LANGUAGE & CULTURES: EMERGING INDEPENDENT ABROAD I
IES Abroad Barcelona

DESCRIPTION: Throughout the course, students will further develop a precision and with a large degree of understanding in these five 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. Students will also be able to express prohibition, emotion, opinion and recognize a wide range of common interactions.

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 Novice III 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.
- 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 FORMS 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%

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

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.

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.

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.

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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:

- I. Intercultural Communication
 - A. Students will be able to solve some daily troublesome 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.
 - C. Students will be able to distinguish between verbal and non-verbal communication that reflects politeness, formality, or informality.
 - D. Students will be able to recognize simple patterns of intonation and their meaning.
- II. Listening
 - A. Students will be able to understand some interactions (media, speeches, music, 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 familiar and concrete topics.
- III. 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 address moderately complicated situations involving familiar subjects.
- IV. Reading
 - A. Students will be able to read passages and short texts (notes, detailed instructions, etc.) on familiar topics and understand the general meaning.
 - B. 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.
- V. 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.

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CONTENT:

Session	Content	Corresponding Learning Outcome(s)
Add-Drop	On-site placement and review of Spanish background	
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Session 1 Session 2	Unit 1 - Functional: Biography of the ideal candidate for a job position; Talking about habits in the present. - Grammatical: Preterit Perfect - Vocabulary: Working in Spain and USA - Culture: Working contracts, Vacations - Activity: Choosing a job position and inventing an ideal candidate for the job. With Aula 3, pages 10-21 and 108-113 + MOODLE + photocopies	I.D,E II.A III.A,B IV.A V.A
Session 3 Session 4	Unit 1 - Functional: Talking about experiences in the past; beginning, duration, and location of an action at any specific time - Grammatical: Periphrasis and Gerund - Vocabulary: Professions - Culture: Changes when living abroad - Moments that have changed your life: From high school to studying abroad... With Aula 3, pages 10-21 and 108-113 + MOODLE + photocopies - Writing a script for a video. - Recording the video with performance in Spanish to be presented during week 11.	I.D,E II.A III.A,B IV.A V.A,B
Session 5 Session 6	Unit 2 - Functional: Talking about the most important moments in recent past times - Grammatical: Preterit Imperfect; time markers for past and present; then and now comparisons - Vocabulary: Habitual situations in the past; great inventions - Culture: History and facts about Spain - Activity: What were you like in your childhood and how are you now? With Aula 3, pages 22-33 and 114-119 + MOODLE + photocopies Reading: La historia de España.	I. C,D,E II.A III.A,B IV.A,B V.A,B,C

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Session	Content	Corresponding Learning Outcome(s)
Session 7 Session 8	Unit 2 - Functional: Talking about the most important moments in recent past times - Grammatical: Preterit Imperfect; time markers for past and present; then and now comparisons - Vocabulary: Habitual situations in the past; great inventions - Culture: History and facts about Spain - Activity: What were you like in your childhood and how are you now? - With Aula 3, pages 22-33 and 114-119 + MOODLE + photocopies-Reading: La historia de España.	I. C,D,E II.A III.A,B IV.A,B V.A,B,C
Session 9 Session 10	Unit 3 - Functional: Talking about rules for class and society; talking about habits - Grammatical: Prohibition structures; quantifiers; impersonal “se” - Vocabulary: Daily life; Spanish situations; Spanish customs: Work, school... - Culture: Spanish holidays and daily situations - Activity: Creating a few rules and habits to survive in Spain: Housing, school, going out... With Aula 3, pages 34-45 and 120-125 + MOODLE + photocopies - Reading: Trabajar en España y en Estados Unidos.	I. D,E II.A III.A,B IV.A,B V.A,B
Session 11 Session 12	Unit 4 - Functional: Designing an advertising campaign. Talking about marketing and commercials. - Grammatical: Affirmative and negative; imperative with pronouns. - Vocabulary: All about advertising - Culture: Spanish commercials, advertising values, etc. - Developing an advertising campaign. With Aula 3, pages 46-57 and 126-131 + MOODLE + photocopies - Reading: Publicidad en España.	I.C,D,E II.A,B III.B IV.A,B V.B



Session	Content	Corresponding Learning Outcome(s)
Session 13 Session 14	Unit 5 - Functional: Expressing emotions, talking about the past. - Grammatical: Contrast of past tenses, “Estar + gerund”. Time conjunctions. - Vocabulary: Time markers, historical events, emotions - Culture: Spanish culture: history of Spain and other special moments in history. Writing a script for a video. - How is the recording of the video going? - Explaining a special moment in your life. With Aula 3, pages 58-69 and 132-137 + MOODLE + photocopies	I.E,C,D II.A III.A IV.A V.A
Session 15 Session 16	Unit 5 - Functional: Express emotions, talk about the past. - Grammatical: Contrast of past tenses, “Estar + gerund”. Time conjunctions. - Vocabulary: Time markers, historical events, emotions - Culture: A history of Spain and other special moments in history. - Explaining a special moment in your life. With Aula 3, pages 58-69 and 132-137 + MOODLE + photocopies.	I.E,C,D II.A III.A IV.A V.A
Session 17 Session 18	Unit 6 - Functional: Transmit messages and communication strategies. Communication through the phone and short messages. - Grammatical: Indirect speech. Pronouns. Pronunciation - Vocabulary: Taboo game - Culture: Tongue-twister, new ways of communicating - Leaving a message for a roommate. With Aula 3, pages 41-48 and 98-99 + MOODLE + photocopies	I.E II.A III.A IV.A V.B
Session 19 Session 20	Unit 7 - Functional: Talking about future actions and situations. Expressing conditions. Structures to formulate hypothesis. - Grammatical: The Future tense. <i>Si + Presente de Indicativo + Future, Depende (de) + sustantivo</i>. Expressing probability: <i>seguramente</i>, etc. - Vocabulary: Problems of the world: <i>clima, contaminación, pobreza, etc.</i>, Circumstances and situations related to life experiences: <i>Casarse, tener éxito, etc.</i> - Culture: Comparing the problems that worry the Spanish and the Americans. - Writing a biography of a classmate’s future. - Talking about the future. With Aula 3, pages 82-93 and 144-149 + MOODLE + photocopies.	I. B II. A, B III. B IV. A V. A, B

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Session	Content	Corresponding Learning Outcome(s)
Session 21 Session 22	Unit 8 - Functional: Narrating in present tense. Summarize a movie's plot. - Grammatical: Forms and uses of the pronouns: DO and IO. - Vocabulary: Genres: <i>Películas, obras de teatro, novelas y programas de televisión</i>. - Culture: The Spanish sense of humor. - Narrating with the present tense. With Aula 3, pages 94-105 and 150-155 + MOODLE + photocopies. - Different types of jokes. - Watching a movie and writing a synopsis about the movie. - Video making (videos): - Why this topic? - Who would be interested? - Is it the same in your country? Different? - Did you understand the locals? - Is the group happy with the final results?	I. B, D II. A III. B IV. A V.B
Session 23 Session 24	Unit 8 - Functional: Narrating in present tense. To tell jokes in Spanish. - Grammatical: Forms and uses of the pronouns: The Present Tense. - Vocabulary: About cinema: <i>Guión, sinopsis, director, productor, etc.</i> - Culture: The Spanish sense of humor. - Narrating with the present tense. With Aula 3, pages 94-105 and 150-155 + MOODLE + photocopies. - Different types of jokes.	I. B, D II. A III. B IV. A V.B

Commented [SS1]: Quizás añadir q son direct y indirect objects?

Commented [SS2R1]: Quiero decir, poner Direct Object y Indirect Object en lugar de las abbrev.

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:

- Pre activity (individual research about the topic: reading, on-line search, interviews, etc.)
- Activity (consists in the gathering of data and/or information about the current topic).
- Post Activity: Students will have to produce an oral exposition 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.

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- 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 Mercat 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:

- Corpas, J., García, E., Garmendia, A. (2020). *Aula Plus 3*-Libro del alumno Premium. Barcelona, Difusión. [ISBN: 978-84-18032-23-3]
- Moodle site designed for the course.

RECOMMENDED MATERIALS:

Dictionary English-Spanish/Spanish-English:

- The Pocket Oxford Spanish Dictionary.
- Webster's New World International Spanish/English Dictionary
- Harper Collins Spanish College Dictionary
- www.wordreference.com

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