



SP 201 SPANISH LANGUAGE & CULTURES: NOVICE ABROAD III

IES Abroad Barcelona

DESCRIPTION: Throughout the course, students will further develop a novice high foundation in the five skills: intercultural communication, reading, writing, listening, and speaking to perform a variety of simple tasks in the host culture as described in the learning outcomes below.

Namely, students will be able to express themselves in a variety of contexts, relate different pieces of information, establish cause and consequence, converse with ease in limited formal and informal situations

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. Occasionally, instructors will use the native language of the students to explain any ambiguous concepts.

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad's SP102 Novice Abroad II outcomes in the *MAP for Language & 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 on 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. Students are expected to take the initiative and engage with the community.
- 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 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 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 are intended 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 of 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

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:



By the end of the course, students will be able to achieve the outcomes for the Novice 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 meet simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language etc.).
- B. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between simple representations of formality and informality in the language.
- D. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
- E. Students will start to make informed comparisons between their host culture and the home culture.

II. Listening

- A. Students will be able to understand simple statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
- B. Students will be able to use context to understand the gist of some spoken language they overhear, including the media, conversations between others, and announcements.

III. Speaking

- A. Students will be able to use simple phrases appropriately in everyday situations with increasing accuracy (home, the IES Abroad Center, and the community).
- B. Students will be able to express simple needs by asking questions, and get what they need in uncomplicated, everyday situations.

IV. Reading

- A. Students will be able to identify and understand simple sentences and deduce meaning from context if it is relevant to their studies.
- B. Students will be able to interpret main ideas in short passages and news headlines if they are relevant to them.

V. Writing

- A. Students will be able to write short texts about concrete topics, such as themselves, their families, their friends, their likes, dislikes, plans, experiences, and their daily routines.
- B. Students will be able to send simple emails, text messages, and fill out some simple forms.
- C. Students will be able to write with increased accuracy, although using some native language structures.

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 Session 2	Unit 1 1. Functional: Describing your daily routine talking about schedules. 2. Grammatical: Present tense. Regular verbs. Expressions of frequency. Expressions of frequency. Irregular & Reflexive verbs: <i>costar y sentirse – desde y desde hace</i> . 3. Vocabulary: Daily action verbs, free time verbs. Time and parts of the day. 4. Culture: Life in Spain. Schedules: Spain vs USA. -Interviewing a class peer about his/her schedules. -Writing about your daily routine.	I.A., I.D., I.E, II.A, III.A, IV.A V.A
Session 3 Session 4	Unit 2 1. Functional: Talking about historical events. Talking about biographies. 2. Grammatical: Past Tense. Regular & Irregular Verbs. 3. Vocabulary: Time expressions for the past tense (<i>ayer, hace...</i>) Relevant events in a person's life (<i>nacer, licenciarse...</i>). 4. Culture: Résumé. Spanish cinema. -Internet research about a celebrity biography.	I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.
Session 5 Session 6	Unit 4 1. Functional: Describing your house, comparing, expressing likes and dislikes. 2. Grammatical: <i>más...que, menos...que, tan... como</i> . 3. Vocabulary: Prepositions, furniture, parts of the house, comparative adjectives. 4. Culture: Comparing USA/Spain (houses, life...) -Planning and presenting your ideal house. -Comparing cities with small villages.	I.D, I.E, II.A., III.A, III.B., IV.A, V.A
Session 7 Session 8	Unit 5 1. Functional: Manage highly formulaic situations such as Greetings/Goodbyes, introductions. Ongoing actions (in the present). Asking favors and permission. Providing justification and/or excuses. 2. Grammatical: <i>Estar + gerundio. Prestar + Dejar + Importar</i> . 3. Vocabulary: Activity verbs. <i>Greetings and farewells, polite expressions with verbs like poder, importar, dar, dejar...</i> 4. Culture: Social contact situations. Greeting people appropriately. -Role play: asking for favors/things in daily situations.	I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.

Session	Content	Corresponding Learning Outcome(s)
Session 9 Session 10	Unit 9 1. Functional: Talking about usual (¿common instead of habitual?) actions and habits in the past. Locating events in the past and/or the present. 2. Grammatical: Imperfect Tense. Past time expressions. 3. Vocabulary: Historical periods, life stages. 4. Culture: Spain's history. -Interviewing a person in the class about his/her past experiences.	I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.
Session 11 Session 12	Unit 10 1. Functional: To tell personal anecdotes. 2. Grammatical: <i>Imperfecto vs Indefinido</i> . <i>Estar (imperfecto)</i> + gerund. Storytelling connectors. 3. Vocabulary: Memories, feelings 4. Culture: Special moments. Vocabulary: Time markers for the past. Culture: Special moments.	I.A, I.B, II.B, III.A, III.B., IV.B, V.B
Session 13 Session 14	Unit 10 1. Functional: Talking about historical events. 2. Grammatical: <i>Imperfecto vs Indefinido</i> . <i>Estar (imperfecto)</i> + gerund. Past time expressions. 3. Vocabulary: Historical events 4. Culture: Urban legends. Vocabulary: Time markers for the past. Culture: Urban legends.	I.A, I.B, II.B, III.A, III.B., IV.B, V.B
Session 15 Session 16	Unit 7 1. Functional: Expressing likes and dislikes about food, talking about food habits, buying food, explaining a recipe. 2. Grammatical: <i>Se + impersonal</i> , direct object pronouns. -Planning a menu. Writing a recipe. 3. Vocabulary: Food, cooking techniques, food containers, weight and measurements. 4. Culture: Spanish food habits and typical Spanish meals. -A family meal in the USA	I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.
Session 17 Session 18	Unit 8 1. Functional: Describing illnesses. 2. Grammatical: Verbs <i>doler</i> and <i>tener dolor de + nombre</i> ; <i>tener + nombre</i> . 3. Vocabulary: Parts of the body, health conditions, natural remedies. 4. Culture: Alternative medicine & home remedies. -Giving recommendations for different health problems	I.A., I.E, I.D., II.A, II.B, III.A, III.B, IV.B., V.A.

Session	Content	Corresponding Learning Outcome(s)
Session 19 Session 20	Unit 8 1. Functional: Giving advice about illness and problems. 2. Grammatical: Advice expressions: deberías + infinitivo; tener que+ infinitivo. Ser/Estar. Imperativo. 3. Vocabulary: Feelings, symptoms. 4. Culture: Body language and gesture.	I.A., I.E, I.D., II.A, II.B, III.A, III.B, IV.B., V.A.
Session 21 Session 22	Reader/Handout 1. Functional: talking about future events. 2. Grammatical: Time markers for the future. Future tense. 3. Vocabulary: Important events in a person's life. 4. Culture: Coming back home.	I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.
Session 23 Session 24	Content Review 1. Functional: Review 2. Grammatical: Review 3. Vocabulary: Review 4. Culture: Coming back home. My experience abroad.	

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 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.
- Fall: La Mercè, La Diada, La Castanyada, Mercat de Santa LLúcia.

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., Garmendia, A., Soriano, C. (2020): *Aula Internacional Plus 2 -Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-225-7].
- Moodle site designed for the course.



RECOMMENDED MATERIALS:

- Varios (2003). Bilingual dictionary: Español/Inglés—English/Spanish, Cambridge Klett Pocket. Cambridge University Press
- Dictionaries:
 - The Pocket Oxford Spanish Dictionary.
 - Webster's New World International Spanish/English Dictionary
 - Harper Collins Spanish College Dictionary
 - www.wordreference.com