



SP 301i SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD INTENSIVE

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 talk about people, places, free time activities, different diets, and they will also learn structures to express prohibition, difficulties, provide advice, express emotions, opinions 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: 7 credits

CONTACT HOURS: 105 hours

LANGUAGE OF INSTRUCTION: Language instructors will use the target language (Spanish) in the classroom, though occasionally instructors will use the native language of the students to explain any ambiguous concepts.

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad SP 102 Novice II outcomes from the MAP for Language and Intercultural Communication, determined by placement test.

ADDITIONAL COST: Textbook + Digital License

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.
- 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.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation: 10%;
- Quizzes (2-4 assignments): 10%;



- Oral production (2-4 assignments): 15%;
- Written production (2-4 assignments): 15%;
- Midterm: 15%;
- Final Exam: 15%;
- Independent Learning in Context, ILC (3-4 assignments): 20%.

BRIEF DESCRIPTION OF FORM OF ASSESSMENT:

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 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.

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 between two and four 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 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 nonverbal 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 five classes in any course without justification, three percentage points will be deducted from the final grade for every additional absence. In the Spring and Fall semesters, ten unjustified absences in this intensive 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 Session 2	Unit 1	I.A, I.D, I.E, II.A, III.A, IV.A, V.A

	1. Functional: Describing your daily routine talking about schedules. 2. Grammatical: Present tense. Regular verbs. Expressions of frequency. Irregular & Reflexive verbs. 3. Vocabulary: Daily action verbs and free time verbs. Time and parts of the day. 4. Culture: Life in Spain. Spain vs USA. Schedules. • Writing about your daily routine. Interviewing a class peer about his/her schedules.	
Session 3 Session 4 Session 5 Session 6	Unit 1 5. Functional: Describing your daily routine talking about schedules. 6. Grammatical: Present tense. Regular verbs. Expressions of frequency. Irregular & Reflexive verbs. 7. Vocabulary: Daily action verbs and free time verbs. Time and parts of the day. 8. Culture: Life in Spain. Spain vs USA. Schedules. • Writing about your daily routine. • Interviewing a class peer about his/her schedules.	I.A, I.D, I.E, II.A, III.A, IV.A, V.A
Session 7 Session 8 Session 9 Session 10	Unit 2 1. Functional: Talking about historical events. Talking about biographies. 2. Grammatical: Past Tense. Regular Verbs. Past Tense. Irregular Verbs. 3. Vocabulary: Context Clues about past events (<i>ayer, hace...</i>) Relevant events in a person's life (<i>nacer, licenciarse...</i>). 4. Culture: Resume. Spanish cinema. • Internet research about a celebrity's biography.	I.A, I.E, II.A, II.B, III.A, III.B, IV.B, V.A.
Session 11 Session 12 Session 13 Session 14	Unit 3 1. Functional: Describing people's appearance and personality. Talking about personal relationships and family. 2. Grammatical: Verbs: <i>parecerse, llevarse bien/mal</i>. Possessive adjectives, 3. Vocabulary: Personal and family relationships. Clothes. Description of appearance and personality. 4. Culture: Families in Spain. • Presenting your family to the class. • Describing a person in the class. • Writing a profile for a dating agency.	I.A, I.E, II.A, III.A, IV.A, V.A, V.B

Session 15 Session 16 Session 17 Session 18	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...) - Comparing cities with small villages. - Planning your ideal house.	I.D, I.E, II.A, III.A, III.B, IV.A, V.A
Session 19 Session 20 Session 21 Session 22	Unit 7 1. Functional: Expressing likes & dislikes about food & habits. 2. Grammatical: <i>Se + Impersonal</i> . Direct Object Pronouns. 3. Vocabulary: Food. Cooking techniques. 4. Culture: Spanish food habits. Typical Spanish meals. - A family meal in the USA. - Planning a menu. Writing a recipe.	I.A, I.E, II.A, II.B, III.A, III.B, IV.B, V.A.
Session 23 Session 24 Session 25 Session 26	Unit 7 1. Functional: Buying food. Explaining a recipe. 2. Grammatical: <i>Se + Impersonal</i> . Direct object pronouns. 3. Vocabulary: Food containers. Weight and measurements. 4. Culture: Market etiquette.	I.A, I.E, II.A, II.B, III.A, III.B, IV.B, V.A.
Session 27 Session 28 Session 29 Session 30	Unit 1 1. Functional: Biography of the ideal candidate for a job position. Talking about habits in the present. 2. Grammatical: Preterit Perfect, Periphrasis and Gerund. 3. Vocabulary: Places of work in Spain and the US. 4. Culture: Contracts for employment. Vacations, Changes when living abroad. - Activity: Moments that have changed your life: From high school to college / studying abroad... - Activity: Choosing a job position and inventing the life of the ideal candidate for this job.	I.D,E, II.A, III.A,B, IV.A, V.A
Session 31 Session 32 Session 33 Session 34	Unit 2 1. Functional: Talking about customs, habits and people's life periods in the past. 2. Grammatical: Preterit Imperfect tense. 3. Vocabulary: Context clues about periods of time. Relevant events in a person's life. Time markers for past and present. Then and now comparisons. Habitual situations in the past. Great inventions. 4. Culture: Spain's history. Internet research about historical period.	I.A, I.E, II.A, II.B, III.A, III.B, IV.B, V.A.

Session 35 Session 36 Session 37 Session 38	Unit 3 1. Functional: Talking about rules in class and in society. Talking about habits. 2. Grammatical: Prohibition structures. Quantifiers. Impersonal “se”. 3. Vocabulary: Spanish situations in daily life. Spanish customs: Work, school... 4. Culture: Spanish holidays and daily situations. Reading: Working culture in Spain and USA. • Rules and habits to survive in Spain: Around the house, in school, going out...	I. D,E, II.A, III.A,B, IV.A,B, V.A,B
Session 39 Session 40 Session 41 Session 42	Unit 4 1. Functional: The design of an advertising campaign. Talking about marketing and commercials. 2. Grammatical: Affirmative and negative Imperative with Direct Object Pronouns. 3. Vocabulary: Advertisement and related vocabulary. House related activities. Instructions. 4. Culture: Spanish commercials and advertising values, etc. • Developing an advertising campaign. • Your advertisement campaign	I.C,D,E, II.A,B, III.B, IV.A,B, V.B
Session 43 Session 44 Session 45 Session 46	Unit 5 1. Functional: Expressing emotions. Talking about the past. Telling anecdotes. 2. Grammatical: Contrast of past tenses. “Estar + gerund”. Time conjunctions. 3. Vocabulary: Time markers. Historical events. Emotions 4. Culture: Spanish culture. History of Spain and other special moments in history. • Telling anecdotes about past (interesting, funny, sad...) experiences in your life.	I.E,C,D, II.A, III.A, IV.A, V.A
Session 47 Session 48 Session 49 Session 50	Unit 7 1. Functional: Talking about future actions and situations. Expressing conditions. Structures to formulate hypothesis. 2. Grammatical: The Future tense. Conditional sentences: <i>Si + Presente de Indicativo + Futuro: Depende (de) + sustantivo.</i> 3. Vocabulary: Problems in the world: Weather, pollution, poverty, etc. Words expressing probability: <i>Seguramente, probablemente, posiblemente, seguro que, supongo que.</i> 4. Culture: Comparison of the problems that worry Spaniards and Americans.	I. B, II. A, B, III. B, IV. A, V. A, 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 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 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 2-Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-228-8].
- Corpas, J., Garmendia, A., Soriano, C. (2021). *Aula Plus 3-Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-229-5].
- Moodle site designed for the course.

RECOMMENDED MATERIALS:

- VVAA (2004). Cambridge Klett Pocket: Español/ingles - English/Spanish. Cambridge: Cambridge University Press.
- The Pocket Oxford Spanish Dictionary.
- Webster's New World International Spanish/English Dictionary
- Harper Collins Spanish College Dictionary
- www.wordreference.com