



SP 102I SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD II INTENSIVE

IES Abroad Barcelona

DESCRIPTION:

By the end of the course, the successful student will develop an elementary foundation in the five skills: intercultural communication, reading, writing, listening, and speaking to accomplish a variety of basic everyday needs in the host culture as described in the learning outcomes below.

Namely, students will be able to describe people, places, food, occupation, habits, and hobbies in detail as well as refer to present, past, and future events. Students will also be able to express 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: 7 credits

CONTACT HOURS: 105 hours

LANGUAGE OF INSTRUCTION: Spanish will be used in all instances, with emergency use of English for disambiguation.

INSTRUCTOR:

PREREQUISITES: No previous knowledge of Spanish is required for this course.

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%.

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 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 (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 basic representations of formality and informality in the language.
 - D. Students will understand that there are differences between cultural stereotypes and generalizations between the home culture and the culture of Barcelona.
 - E. Students will start to make informed comparisons between my host culture and my home culture.
- II. Listening
 - A. Students will be able to understand basic 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 simple 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 (home, the IES Abroad Center, and the community)
 - B. Students will be able to express many 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 many simple sentences and deduce some 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 simple and concrete topics they have studied, 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.

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	Unidad 1 [1] - Functional: Useful class language. Greetings. Talking about personal identity. - Grammatical: Sounds and letters. The three conjugations: -ar, -er, -ir. Present tense: <i>ser, tener, llamarse</i>. Genre in adjectives (nationalities) and nouns (professions). - Vocabulary: Nationalities, jobs. Numbers (0-100). Classroom items. - Culture: Spanish speaking countries and music. Getting to know each other.	I.A, I.C, II.A, III.A, IV.A. II.A, III.A.
Session 3 Session 4 Session 5 Session 6	Unidad 1 [1] - Functional: Useful class language. Greetings. Talking about personal identity. - Grammatical: Sounds and letters. The three conjugations: -ar, -er, -ir. Present tense: <i>ser, tener, llamarse</i>. Genre in adjectives (nationalities) and nouns (professions). - Vocabulary: Nationalities, jobs. Numbers (0-100). Classroom items. - Culture: Spanish speaking countries and music. - Getting to know each other.	I.A, I.C, II.A, III.A, IV.A. II.A, III.A.
Session 7 Session 8 Session 9 Session 10	Unidad 2 [1] - Functional: Expressing intentions and giving reasons. Talking about our interests. - Grammatical: Present tense: regular verbs. Reasons and finalities: <i>Porque</i> vs. <i>para</i> vs. <i>por</i>. Intentions: <i>quiero</i> + infinitive. Definite article. <i>Muy bien, bastante bien, regular/ un poco de, muy mal. A mí me interesa/n, a él/ella le interesa/n.</i> - Vocabulary: Leisure and hobbies. Languages. Cultural fields. Activities in the Spanish classroom. - Culture: Interesting places in Spanish speaking countries. - Interviewing people outside the classroom about their language abilities, the reasons why they study another language and their hobbies. - Getting to know each other's interests. - Getting to know each other: the reasons why you study Spanish, the places that you want to travel to, and the cultural areas that you are more interested in.	II.A, III.A. II.A, III.A. I.C, II.A, III.A, V.A.

Session 11 Session 12 Session 13 Session 14	Unidad 3 [1] - Functional: Describing places and countries. Talking about existence. Locating things. Talking about the weather. - Grammatical: <i>Hay/no hay</i> vs. <i>está</i>. <i>Mucho/a/s</i> + noun, <i>muy</i> + adjective, verb + <i>muy</i>. Superlative. <i>Cuál</i> vs. <i>Qué</i>. Agreement in articles (definite and indefinite) and adjectives. Interrogatives (<i>Qué, quién, cómo, dónde, cuál</i>). - Vocabulary: The weather. - Culture: Pan-American Highway, getting to know Spanish speaking countries better. - Researching Spanish speaking countries. - Description of a Hispanic city that you want to visit or that you have already visited. - Comparing Barcelona with the students' home city. - A neighborhood in Barcelona.	I.B, I.C, I.D, III.A. III.A, IV.A, V.A. IV.A, IV.B, V.A. V.A.
Session 15 Session 16 Session 17 Session 18	Unidad 4 [1] - Functional: Identifying objects. Expressing needs. Shopping (asking for products and prices) and talking about preferences. - Grammatical: Demonstratives (<i>este/ese/aquel...</i>). <i>El/la/los/las</i> + adjective. <i>Qué</i>+noun vs. <i>Cuál/es</i>. <i>Tener que</i>+ infinitive. Verb <i>ir</i>. - Vocabulary: Numerals (100+). Colors. Clothing. Language of economic activities. - Culture: Companies in the Spanish speaking world. Flea-markets. - Buying a gift for a classmate. - Role play: a dialogue in a shop. - A Spanish company.	I.C, I.B, II.A, III.B. I.A, I.B, I.C, I.D, II.A, III.A, III.B, III. A, IV.A, IV.B.
Session 19 Session 20 Session 21 Session 22	Unidad 5 [1] Unidad 3 [2] - Functional: Talking about personal relationships and family. Describing people's appearance and personality. Asking and talking about tastes. - Grammatical: Verb <i>gustar</i>. Possessive adjectives. Verbs: <i>parecerse, llevarse bien/mal</i>. - Vocabulary: Personal and familiar relationships. Jobs. Description of appearance and personality. Clothes. - Culture: Cultural Hispanic celebrities. - Describing a celebrity. - Your family. - Inventing a profile for a Dating Agency. - Role-play: Speed Dating.	III.A. V.A, II.A. III.A. V.A, III.A. II.A, III.A, III.B.

Session 23 Session 24 Session 25 Session 26	Unidad 6 [1] - Functional: Talking about daily activities. Asking for and saying the time. Talking about schedules. - Grammatical: Present tense (irregular and reflexive verbs). - Vocabulary: Expressing the time. Days of the week and parts of the day. Frequency (<i>siempre, a veces, todos los días...</i>) - Culture: La siesta. Spanish schedules. - Comparing Spanish and American schedules. - Interviewing your classmates about their schedules and habits and finding common routines.	II.A, III.A. I.D, I.E, III.A. I.B, I.D, III.A, V. A.
Session 27 Session 28 Session 29 Session 30	Unidad 7[1] Unidad 7[2] - Functional: Expressing tastes and food habits. Talking about food and eating habits. Asking about products and ingredients. Explaining a recipe. Asking questions in a bar and restaurant. - Grammatical: Verbs <i>poner</i> and <i>traer</i>. <i>Se</i> impersonal. Direct Object pronouns. <i>Y, pero, además</i>. - Vocabulary: Food and cooking. Weight and measure. - Culture: Las tapas. Spanish food habits, typical dishes and products. - Research about a typical Spanish dish. - Role-play: A dialogue in a restaurant or in a bar. - Deciding if a student follows a healthy diet. - Role-play: In groups, several eating personalities try to write a shopping list on a tight budget.	I.A, I.B, I.C, II.A, III.B. II.A, III.A, IV.A. II.A, II.B, III.A, III.B, IV.A. I.A, I.B, I.C, I.D, I.E, II.A, III.A, III.B, IV.A.
Session 31 Session 32 Session 33 Session 34	Unidad 8 [1] Unidad 4 [2] - Functional: Describing your room, house, neighborhood, and town or city. Asking and giving instructions. Locating things in space. Comparing. - Grammatical: Comparisons. <i>Hay</i> vs. <i>está</i>. Quantifiers (<i>algún, ningún, poco, mucho, varios, etc.</i>) - Vocabulary: Furniture and parts of the house. Shapes, forms, styles and materials. Language to describe cities. <i>Cerca de, lejos, de, en... Al norte, al sur...</i> Services and stores. Prepositions of place. - Culture: L'Eixample in Barcelona. Comparing US / Spanish urban architecture. Peculiar neighborhoods in Spanish speaking cities. - A Barcelona neighborhood. - Drawing your classmate's room. - Describing your neighborhood and your favorite places and buildings in Barcelona.	II.A. III.A, IV.B, V.A. I.A, I.B, I.C, II.A, II.B, IV.A.

Session 35 Session 36 Session 37 Session 38	Unidad 9 [1] Unidad 6 [2] 1. Functional: Talking about past experiences. Talking about travels. Describing people (qualities and defects). Talking about plans and intentions. 2. Grammatical: Present Perfect. <i>Saber</i> + infinitive; <i>poder</i> +infinitive; <i>ir a</i> + infinitive. 3. Vocabulary: Frequency. Personality description. Future time expressions. 4. Culture: El Camino de Santiago. Leisure time in Barcelona. - Deciding if a peer is suited to do the Camino de Santiago with you - Finding out about your classmate's abilities. - Interviewing a classmate about his/her life experiences. - An E-mail to a friend: What you have already done and what you haven't done in Barcelona.	II.A, II.B, III.A, III.B. II.A, II.B, III.A, III.B. II. A, II.B, III.A, IV.B. V.A, V.B.
Session 39 Session 40 Session 41 Session 42	Unidad 2 [2] 1. Functional: Talking about biographies and historical facts. 2. Grammatical: Indefinite, Indefinite vs. Present Perfect. 3. Vocabulary: Life events (<i>nacer, licenciarse, etc.</i>) Time expressions with the indefinite (<i>ayer, hace, etc.</i>) 4. Culture: Spanish cinema. - About a celebrity. - A classmate's or friend's biography. - Writing your resume in Spanish. - Role-play: Job interview.	V.A. II.A, II.B, III.A, III.B. III.A, III.B.
Session 43 Session 44 Session 45 Session 46	Additional material 1. Functional: Describing past habits. Comparing the past with the present. Narrating in the past. 2. Grammatical: Imperfect. Imperfect vs. Present. Imperfect vs. Indefinite. Past Continuous. 3. Vocabulary: Time expressions with Imperfect (<i>de repente, mientras, de niño/a, etc.</i>). Life events and childhood. 4. Culture: Spanish History. - Researching on the internet about recent Spanish History. - Designing questions for an interview about Spanish History/ changes in Spain. - Interviewing your classmates' about their childhood/past life events.	II.A, II.B, III.A, III.B. I.D, I.C, IV.A, IV.B, V.A. I.A, I.B, I.C, II.A, II.B, III.A, III.B. V.A.

Session 47 Session 48 Session 49 Session 50	Unidad 5 [2] Unidad 8 [2] 1. Functional: Giving instructions, to greet, ask favor and permission. Describing illness, giving advice about illness and problems. 2. Grammatical: <i>ser+</i> gerund. Verbs <i>doler</i> , <i>ser/estar</i> . 3. Vocabulary: Activity verbs. Parts of the body, feelings, pains, symptoms. 4. Culture: Social contact situations, Greeting people appropriately. Body language and gesture. • My biography. • Role play: Greeting people. • Ask and giving class objects. • Role-play: I have a problem. • Giving recommendations for different problems.	IV.A, II.A, II.B, III.A, III.B. II.A, II.B, III.A, III.B. III.A, III.B.
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Final Exam

COURSE-RELATED TRIP:

- Flea-market (Els Encants)
- Santa Caterina market.
- A Barcelona Neighborhood

REQUIRED COURSE MATERIALS:

- Corpas, J., García, E., Garmendia, A. (2020). *Aula Plus 1-Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-227-1]. [1]
- Corpas, J., García, E., Garmendia, A. (2020). *Aula Plus 2-Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-228-8]. [2]
- Moodle site designed for the course.

RECOMMENDED MATERIALS:

- Aula 1 Nueva edición Complemento de gramática y vocabulario
- Aula 2 Nueva edición Complemento de gramática y vocabulario
- 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