



SP 352 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD II

IES Abroad Granada

DESCRIPTION:

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

PREREQUISITES:

Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress. They will also begin to recognize their own and their peers' errors.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will be creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang and are starting to understand a wider variety of native speakers from different backgrounds.

METHOD OF PRESENTATION:

This course will be developed through a balanced combination of the instructor's explanations on grammar and vocabulary in a functional manner and the students' participation. They will do readings, debates, activities and weekly essays to practice the new contents and also oral presentations of their research papers, either in pairs or in groups. Materials and activities will be available in Moodle.

REQUIRED WORK AND FORM OF ASSESMENT:

- Participation – 25%
- Essays – 25%
- Midterm exam – 10%
- Final exam – 20%
- Cultural research project – 20%

Active participation will be evaluated positively if the student:

- Is really present in class.
- Shows a real willingness and a positive attitude to learn.
- Is attentive to the instructor's explanations.
- Participates in the class' activities.
- Hands in the assignments within the expected deadlines.
- Interacts with the instructor and with the other students.
- Shows respect towards the instructor and the other students.

LEARNING OUTCOMES:



Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent 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 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 identify and describe at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
 - B. Students will be able to describe their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
 - C. Students will be able to describe gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.
- II. Listening
 - A. Students will be able to understand a variety of spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
 - B. Students will be able to understand certain native speakers from a variety of backgrounds and experience with non-native speakers, and they will comprehend common colloquial expressions and slang.
- III. Speaking
 - A. Students will be able to speak on and discuss a range of concrete every day and personal topics, abstract topics covered in classes, as well as other topics of interest to them.
 - B. Students will be able to participate, initiate, and respond actively in a variety of interactions.
- IV. Reading
 - A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
 - B. Students will be able to read and understand the main ideas and supporting arguments of academic texts with assistance.
- V. Writing
 - A. Students will be able to meet most everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
 - B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with a moderate degree of grammatical and lexical accuracy.
 - C. Students will be able to edit their own and their peers' writing for common errors.

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including course-related trips. For this course, if a student misses more than four classes, one third of a letter grade will be deducted from the final grade for every additional absence. Missed exams, presentations, or any other assignments can only be rescheduled in case of documented medical or family emergencies.

CONTENT:

Week	Content	Assignments
Weeks 1 & 2	<p>Ser y aprender</p> <p>Functional</p> <ul style="list-style-type: none"> Understanding the syllabus of this course and how it works. Participating in the course in an active way, reflecting on its contents. Introducing myself and knowing the other students in the class. Giving personal information. Evaluating, expressing difficulties and interests. Expressing motivations and objectives. Acquiring strategies to learn vocabulary. <p>Grammatical</p> <ul style="list-style-type: none"> Review: “Presente de indicativo”. Reflexive and reciprocal verbs. Evaluative statements. Direct and reported speech. Comparative sentences. Temporal markers: a specific time in the past. <i>Ser/estar and tener/llevar</i>. Expressing cause and purpose: <i>por/porque, para</i>. “Perífrasis verbales”. Non-personal forms. <p>Vocabulary</p> <ul style="list-style-type: none"> General instructions to learn vocabulary: glossaries, synonyms and antonyms, concept maps, etc. Useful expressions to use in class. Review: body parts and adjectives to describe physical appearance. Likes, hobbies and obsessions. Personality, virtues and imperfections. Transformation of adjectives in abstract nouns. Education. <p>Culture</p> <ul style="list-style-type: none"> Personal conversations: proper topics, sensitive topics. Education systems and social impact. Definition of “group” and cooperative work. 	<ul style="list-style-type: none"> Grammar, listening, reading, writing and cross-cultural interaction exercises every week. Essay 1.

Week	Content	Assignments
Weeks 3 & 4	<p>¡Observa, escucha, toca, huele, prueba!</p> <p>Functional</p> <ul style="list-style-type: none"> Talking about habits, traditions and daily intentions. Making plans and expressing preferences or desires to do something. Ask for instructions, help or permission. Describing objects, their uses, advantages and disadvantages. Making proposals, accepting or rejecting them. Making petitions, giving orders, giving advice, inviting, giving instructions, giving permission. <p>Grammatical</p> <ul style="list-style-type: none"> Prepositions (<i>Por/para</i>). Exclamations. Conditional sentences for hypothetical situations and propositions. Quantity and frequency adverbs. <i>Quedar vs quedarse</i>. Impersonality. “Imperativo”. Personal pronouns in direct and indirect object. Relative sentences with prepositions. <i>Ir(se), venir(se) y comer(se)</i>. <p>Vocabulary</p> <ul style="list-style-type: none"> Objects in a house and adjectives to describe them. Adjectives for valuing plans, products or services. Expressions to accept, evade or reject proposals or invitations. Colloquial expressions. Expressions with food. Advertising campaigns and slogans. False friends. <p>Culture</p> <ul style="list-style-type: none"> Traditions and habits. Leisure time. Colloquial conversations. Body language. Gastronomic traditions. Famous advertising campaigns. 	<ul style="list-style-type: none"> Grammar, listening, reading, writing and cross-cultural interaction exercises every week. Essay 2.

Week	Content	Assignments
Weeks 5-7	<p>Personas, lugares, artes</p> <p>Marruecos Functional</p> <ul style="list-style-type: none"> Talking about other people and evaluating their biographic data. Valuing action, achievements and qualities. Informing about past events and circumstances. Telling past actions and relating them in time. Giving recommendations about travels. Giving, asking for and discussing information. Describing art pieces and the feelings arising from them. Telling experiences and stories. <p>Grammatical</p> <ul style="list-style-type: none"> “Pretéritos” – “Perfecto”, “Indefinido”, “Imperfecto”, “Pluscuamperfecto”. “Perífrasis verbales”: review. <i>Todavía/Ya no.</i> Conditional sentences. <i>Pero/sino.</i> <i>Sentir/sentirse.</i> “Futuro”. Valuing/recommending + “infinitivo” or “subjuntivo”. <p>Vocabulary</p> <ul style="list-style-type: none"> Changes in life. Travels and luggage. Natural environments, weather and cultures. Arts: forms and meanings. Expressions to tell stories. Historical events and biographies. Stages and facts in people’s life. <p>Culture</p> <ul style="list-style-type: none"> Relevant people (famous or not). The other side of traveling. Art for art’s sake or art as a tool. Recent history of Spain. Habits and thought patterns in other historical periods. 	<ul style="list-style-type: none"> Grammar, listening, reading, writing and cross-cultural interaction exercises every week. Essay 3.

Week	Content	Assignments
Weeks 8 & 9	<p>Nuestro mundo</p> <p>Functional</p> <ul style="list-style-type: none"> Expressing desires, petitions and demands. Expressing intentions and objectives. Expressing doubt or negation. Arguing, contrasting and defending complex opinions. Criticizing, demanding and proposing improvements. Recommending and offering alternative options. <p>Grammatical</p> <ul style="list-style-type: none"> “Subjuntivo” for evaluating, giving opinion, desiring, demanding. “Subjuntivo” with temporal markers. “Infinitivo” or “subjuntivo”: <i>para</i> vs. <i>para que</i>. Argumentative connectors: <i>así que</i>, <i>en cuanto a</i>, <i>sin embargo</i>, etc. Conditional sentences. <p>Vocabulary</p> <ul style="list-style-type: none"> Mental and physical health. Personal values and priorities. Health: problems and remedies. Mass media and social media. Migrations, climate change and food industry. <p>Culture</p> <ul style="list-style-type: none"> Lifestyles: uses of time, concept of job, etc. Proverbs and cultures. Health, natural remedies and conventional wisdom. Effects of technologies. Social movements. Critic illustrators. 	<ul style="list-style-type: none"> Grammar, listening, reading, writing and cross-cultural interaction exercises every week. Essay 4.

Week	Content	Assignments
Weeks 10 & 11	Nuestras personas Functional <ul style="list-style-type: none"> Talking about feelings and personal relationships. Identify personal conflicts among people and suggest possible solutions. Giving advice and showing empathy. Grammatical <ul style="list-style-type: none"> “Futuro” for inferring. “Subjuntivo” for expressing feelings and valuing. “Subjuntivo” -relative sentences with no identified subjects. Vocabulary <ul style="list-style-type: none"> Personal relationships. Feelings. Personality: review. Conflicts. Culture <ul style="list-style-type: none"> Personal relationships. 	<ul style="list-style-type: none"> Grammar, listening, reading, writing and cross-cultural interaction exercises every week. Essay 5.
Week 12	Reflexión final, repaso y clases de los proyectos de investigación Functional <ul style="list-style-type: none"> Making questions and solving doubts in class and in the online forum in Moodle. Grammatical <ul style="list-style-type: none"> Review. Vocabulary <ul style="list-style-type: none"> Review. Concepts of the research projects. Culture <ul style="list-style-type: none"> How we have changed. Research project. 	<ul style="list-style-type: none"> Final project.
	FINAL EXAM	

REQUIRED READINGS:

- Dossier by the instructor
- Extra materials by the instructor

RECOMMENDED READINGS:

Grammar

- Gramática básica del estudiante de español*, Barcelona: Difusión. (Edición revisada)
- BON, Francisco (1992), *Gramática comunicativa el español*, Edelsa: Madrid.

Dictionaries

- Diccionario de la lengua española*. Real Academia Española. Versión impresa (Madrid: Espasa Calpe, 2001) y online (www.rae.es).
- Diccionario de uso del español*. María Moliner. Madrid: Gredos, 1991.
- Diccionario ideológico de la lengua española: desde la idea a la palabra, desde la palabra a la idea*. Julio Casares. Barcelona: Gustavo Gili, 1994.

- *Redes*. Madrid: SM, 2004: el primer gran (y buen) diccionario de colocaciones en español. Muy útil para mejorar la precisión y la riqueza léxica.
- *Clave: diccionario de uso del español actual*. Madrid: SM, 1997: muy actualizado, incluye muchas entradas no recogidas todavía en el DRAE. Tiene versión CD-ROM y el registro lingüístico es muy asequible.
- Collins Universal Dictionary
- Grand Oxford Dictionary.

Online Resources

- Fundación español urgente: www.fundeu.es > Para consultas y recomendaciones
- www.wordreference.com > Diccionario bilingüe
- www.rtve.es > Aquí podéis encontrar las noticias de TV, series, programas y documentales
- conjuguemos.com > Puedes practicar las conjugaciones jugando
- conjugador.reverso.net > Para asegurarte de que escribes las formas verbales correctamente