



SP 402 Spanish Language in Context: Emerging Competent Abroad II IES Abroad Madrid

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).

STUDENT PROFILE

This course builds upon the skills introduced in Emerging Competent Abroad I. Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication, as well as the more basic outcomes defined in Emerging Competent Abroad. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang, and are also able to understand a wider variety of native speakers from different backgrounds.

By the end of this course, students will have started to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners.

However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Emerging Competent Abroad speakers understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture. There may, however, be some gaps and inconsistencies in their knowledge, and they lack the depth of understanding and sophistication of those who have spent more time living and working in the local context.

CREDITS: 4

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad *SP 401 Spanish Language in Context: Emerging Competent Abroad I* or equivalent, determined by placement test.

ADDITIONAL COSTS: None

METHOD OF PRESENTATION:

This course is designed for advanced students of Spanish from the Engineering, Architecture and Science program. This course makes emphasis in academic and professional communication in the Science and Engineering field, but will also make reference to interpersonal communication, varieties of Spanish and registers.

REQUIRED WORK AND FORM OF ASSESSMENT:

- **Midterm Exam** - 20%
- **Final Exam** - 20%

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- **Oral Presentation** - 20%
- **Homework and Written Assignments** - 20%
- **Participation** - 15%
- **Course-Related Trips** - 5%

COURSE ELEMENTS:

Midterm Exam

On contents covered in class.

Final Exam

On contents covered in class (specific contents tested in the midterm exam will not be included).

Oral Presentation

It is a group project. Students will choose a topic of their interest related to Spanish culture, taking advantage of the linguistic and cultural immersion in Madrid. The professor will arrange the calendar for presentations, and this will be a part of the assessment of speaking of students (see guidelines in Moodle).

Students can discuss the difficulties they may find in the realization of the work to the professor.

Homework and Written Assignments

All homework and written assignments required by the instructor must be handed in on time.

Participation

Your participation involves a number of variables, including, but not limited to the following: Your use of Spanish in the classroom; your willingness to participate in all class activities; your cooperation during group- and pair- work; your respect and attitude toward your peers and toward your instructor.

Course-Related Trips

Students will have the opportunity to participate in several activities outside the classroom. Your instructor is allowed to plan an activity for the group if such activity is considered necessary. You can also take part in activities organized by IES Abroad. Preparation and further reflection on this event will be worked in the classroom.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the 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 Emerging Competent 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 describe and analyze 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 analyze the validity of their own cultural beliefs, behaviors, and norms by contrasting and comparing them with the host cultures.
 - C. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
 - D. Students will assume responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

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II. Listening

- A. Students will be able to identify a wide range of social and cultural dialects of the spoken language.
- B. Students will be able to understand most native speakers and non-native experts and comprehend a wide array of moderately complex interactions.

III. Speaking

- A. Students will be able to participate fully in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
- B. Students will be able to make arguments to support hypotheses and opinions on topics of their interest.
- C. Students will talk about abstract topics, but only if they are topics previously studied or which they are personally familiar.
- D. Students will be able to understand different levels of formality.

IV. Reading

- A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment.
- B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals etc. on abstract topics with limited assistance.
- C. Students will take responsibility for the selection of their reading materials based on their own interests.

V. Writing

- A. Students will be able to write for a wide range of native audiences and express themselves quite clearly and effectively.
- B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with limited assistance.
- C. Students will be able to use a variety of formal written styles with accuracy.

ATTENDANCE POLICY:

Attendance is mandatory for IES Abroad Madrid classes, including course-related field trips. Please read our attendance policy posted in Moodle and in IES Abroad Madrid Student Handbook.

CONTENT:

Week + Focus Area	Content	Assignments	Learning outcomes
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1	<p>Introductions and presentation of the course</p> <p>Accents</p> <p>Personality and interpersonal relations</p> <p>FUNCTIONAL</p> <p>Describing character and interpersonal relationships</p> <p>GRAMMAR</p> <p>Superlative adjectives with prefixes and suffixes</p> <p>Adverbs for emphasis</p> <p>Verbs of change</p> <p>Prepositional verbs</p> <p>VOCABULARY</p> <p>Character adjectives</p> <p>Idiomatic expressions</p> <p>CULTURE</p> <p>National Geographic press article</p> <p>SCIENCE Nature versus nurture</p>	<p>Interviewing classmates and introducing them in plenary</p> <p>Biography of Spanish and needs test completion</p> <p>Oral and written activities to work on and expand vocabulary and grammar</p> <p>Reading comprehension "Nature versus Nurture" and answering the questions</p> <p>Writing a 500 word composition on "A person you admire" which includes the required items (2 versions) (see guidelines in Moodle)</p>	<p>I. A, D</p> <p>II. A</p> <p>III. B</p> <p>IV. B</p> <p>V. A</p>
2	<p>TEXTBOOK, unit 2. Ciudades y pueblos con encanto</p> <p>FUNCTIONAL</p> <p>Describing</p> <p>Assessing and giving opinions</p> <p>Agreeing or disagreeing</p> <p>GRAMMAR</p> <p>Subjunctive is logical: matrices</p> <p>Advanced relative pronouns</p> <p>Defining and non-defining matrices I: indicative/subjunctive/indicative and subjunctive</p> <p>VOCABULARY</p> <p>Cities</p> <p>Streets and circulation</p> <p>CULTURE</p> <p>Spain: cities and towns</p> <p>SCIENCE 'Smart cities'</p>	<p>Moodle Forum on a short film shot in Buenos Aires (see guidelines in Moodle)</p> <p>Oral and written activities to work on and expand vocabulary and grammar</p> <p>Oral description and reflection on a slow city and a smart city, in groups</p> <p>Guided preparation for a debate on an ideal country</p> <p>Documentary about Mexico FD: pre-activity and post-activity</p>	<p>I. A, B, C</p> <p>II. B,C</p> <p>III. B</p> <p>IV. B</p> <p>V. A, B</p>

3	<p>AREA: All science and Engineering fields Physics Maths</p> <p>TEXTBOOK, unit 4. El mundo de la ciencia</p> <p>FUNCTIONAL Expressing probability, certainty or doubt Expressing judgement and emotion</p> <p>GRAMMAR Veritative matrices: indicative/subjunctive Valorative matrices: subjunctive/subjunctive and indicative</p> <p>VOCABULARY Scientific areas, instruments Collocations</p> <p>CULTURE Science and research in Spain. Centers, R & D SCIENCE Spanish inventions</p>	<p>Reading of scientific articles on invention and innovation for discussion</p> <p>Oral and written activities to work on and expand vocabulary and grammar</p>	<p>I. C, D II. B III. A, B IV. B</p>
4	<p>AREA: All science and Engineering fields Physics Maths</p> <p>TEXTBOOK, Unit 4 (II). El mundo de la ciencia</p> <p>FUNCTIONAL Expressing formal register</p> <p>GRAMMAR Passive voice Nominalization</p> <p>VOCABULARY Scientific areas, instruments Substantivization</p> <p>CULTURE Science and research in Spain Centers, R & D SCIENCE Spanish inventions</p>	<p>Transforming a text in informal style to formal style (Impersonality, passive voice, nominalization, adverbs, specific and technical language...)</p> <p>Oral and written activities to work on and expand vocabulary and grammar</p>	<p>IV. B V. C</p>
5	<p>REVIEW & MIDTERM</p>		
6	<p>AREA: Biology</p> <p>TEXTBOOK, unit 5. Son como fieras</p> <p>FUNCTIONAL Giving formal oral presentations</p> <p>GRAMMAR Discourse markers</p> <p>VOCABULARY Animal world</p> <p>CULTURE Spanish natural parks SCIENCE Bionics</p>	<p>Present a topic related to the animal world (i.e. animal mistreatment, animal therapy...) and defend a proposal in formal register for further discussion in plenary (see guidelines in Moodle)</p> <p>Oral and written activities to work on and expand vocabulary and grammar</p>	<p>I. C, D II. A,B III. B, C, D IV. C</p>

7	AREA: Nutrition Pre-med TEXTBOOK, unit 6. A comer FUNCTIONAL Ask, accept and deny a favour or help GRAMMAR Derivate and compound words Imperative VOCABULARY Nutrition Cooking CULTURE Cooks in Spain SCIENCE Mediterranean diet	Video recording of a Spanish recipe both cooked and explained step by step by the student. The videos will be shared in class (see guidelines in Moodle) Oral and written activities to work on and expand vocabulary and grammar	I. A, D II. C III. A IV. A, B
8	AREA: Pre-med and biomedical TEXTBOOK, unit 7. ¿Estás en forma? And extra material: HEALTH SCIENCES FUNCTIONAL Expressing conditions GRAMMAR Combinations in conditional sentences: indicative/subjunctive Conditional links VOCABULARY Sports CULTURE Spanish healthcare system SCIENCE Medical robotics	Interview on health habits in Madrid Oral and written activities to work on and expand vocabulary and grammar Research and exploitation of a digital press article related to health in Spain	I. A, B, C, D II. A, B III. A, B, C IV. B, C V. A, B, C
9	AREA: General professional TEXTBOOK, unit 8. Grandes emprendedores FUNCTIONAL Persuading and influencing Permission, prohibition and obligation GRAMMAR Intentional matrices: subjunctive Articles: presence and absence VOCABULARY Economy and professional field CULTURE Entrepreneurs PROFESSIONAL: CVs and interviews	Reading of texts on business protocols around the world for comparison and analysis Oral and written activities to work on and expand vocabulary and grammar Learning how to write a complaint letter 500 word review on the Spanish film <i>El buen patron</i> (2 versions) (see guidelines in Moodle)	I. A, B, C, D II. A, B, C III. A, B, C, D IV. B V. A, B

10	AREA: Computer and Telecommunication Engineering TEXTBOOK, unit 9. Conectados FUNCTIONAL Expressing worries, relief, trust GRAMMAR Adjective and position VOCABULARY New technologies Computers and Internet Cell phones CULTURE Varieties of Spanish: chats and messages. Written or spoken language characteristics SCIENCE Social networks and Internet safety	Reading the required materials and preparation for a debate on digital addictions Oral and written activities to work on and expand vocabulary and grammar Writing a post on Instagram about a picture of one of your trips	I. A, B, C, D II. B III. A, B, C IV. B V. A, B
11	AREA: General interpersonal communication Architecture TEXTBOOK, unit 10. Yo vivo así FUNCTIONAL Relating two actions GRAMMAR Defining and non-defining matrices II: Time sentences: infinitive/indicative/subjunctive VOCABULARY Materials and elements of construction CULTURE Famous architects in the Hispanic world SCIENCE Eco-houses	Research on alternative energy sources for eco-houses design and select one source to give a brief presentation in class Oral and written activities to work on and expand vocabulary and grammar	I. A,B,C II. B III. B, C, D IV. A, B, C
12	AREA: General interpersonal communication TEXTBOOK, units 11 and 1. Rutas con historia. Gente de aquí y allá FUNCTIONAL Talking about problems GRAMMAR Prepositions for time and space Language expressions in a conversation (pues eso, pues nada...) VOCABULARY Vehicles Transportations CULTURE Migratory movements	Listening comprehension of Hispanic songs related to the topic of migration for analysis and discussion Oral and written activities to work on and expand vocabulary and grammar	I. A, B, C II. A, B, C III. A, B, C
13	ORAL PRESENTATIONS		
14	REVIEW & FINAL EXAM		

COURSE-RELATED TRIPS:

- To be organized during the semester.

REQUIRED READINGS:

- Coto Bautista, V. y Turza Ferré, A. (2014) *Tema a Tema nivel C*, libro del alumno. Madrid: Edelsa

RECOMMENDED READINGS:

- De Prada, M, Salazar D y Melero, C. (2012) *Uso interactivo del vocabulario y sus combinaciones más frecuentes*, B2-C2 Madrid: Edelsa 2012.
- Garnacho, P. y Martín L. (2014) *Diccionario de dudas del estudiante de español como lengua extranjera*. Madrid: SGEL
- Bueso, I. y Casamián, P. (2010) *Diferencias de usos gramaticales entre el español y el inglés*. Madrid: Edinumen
- López Moreno, C. (2014) *España contemporánea: Nueva Edición*. Madrid: SGEL
- Cortes, M. (2003) *Guía de usos y costumbres de España*, Madrid: Edelsa.
- Isa de los Santos, D. (2012) *España, ayer y hoy*. Madrid: Edinumen
- Fernández Agüero, M. (2007) *Español para hablantes de inglés*. Madrid: SGEL.
- Cascón, E. (2006) *Mil preguntas y respuestas de la lengua española*. Madrid: Edinumen
- Olimpio, M.E., Penadés, I. y Ruiz Martínez, A.M. (2006) *Ni da igual, ni da lo mismo*. Madrid: Edinumen
- Sánchez Lobato, J. y Acquaroni Muñoz, R. (2013) *Vocabulario ELE B2*. Madrid: SGEL
- Álvarez, M. y Álvarez Martínez M.A. (2012) *Escritura, nivel avanzado. B2*. AnayaELE En. Madrid: Anaya
- Cáceres Lorenzo, M.T. y Díaz Peralta, M. (2014) *Ortografía*. AnayaELE En. Madrid: Anaya.

Written digital press (the most popular)

<http://www.elpais.com/> (center-wing general newspaper)

<http://www.elmundo.es/> (liberal-conservative general newspaper)

<http://www.eldiario.es/> (progressive general newspaper)

<http://www.marca.com/> (sports newspaper)

Spanish language on the Internet

<http://lema.rae.es/drae/> (Real Academia Española)

<http://www.fundeu.es/> (Fundación del Español Urgente)

<http://www.cervantes.es/> (Instituto Cervantes)