



SP 353 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD III
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).

The purpose of this course is to further develop linguistic and communicative competences through the effective use of linguistic resources (grammatical, lexical, and communicative) that we cover in class (see Contents). We have three goals: practice and strengthen what students have learned in previous levels, help students attain more advanced discursive abilities, and encourage oral and written fluency.

Another course objective is to start giving students diverse resources to assist in their independent learning, keeping in mind that in later levels, it is important that students continue to learn their second language outside of the classroom. Emphasis will be given giving students resources that will help them independently learn new vocabulary, with the goal of significantly expanding their lexicon.

Finally, taking advantage of the context of linguistic immersion, the student's intercultural competence will grow through two main methods: incorporating, on one hand, authentic materials like magazine and newspaper articles about politics, culture, Spanish societies, as well as artistic materials like movies, songs adapted to their language level that reflects the reality of the country and promote, on the other hand, activities that get the students to interact with their environment.

STUDENT PROFILE:

Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will develop independence and autonomy so that, when communication does break down, they have enough tools at their disposal to resolve these challenges on their own. 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 much more likely to resolve these on their own. Students will understand a variety of colloquial expressions and slang and will be able to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad *SP352 Independent Abroad II* or equivalent, determined by placement test.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

This course focuses on expanding students' knowledge of Spanish through a series of units with well-defined functional, grammatical, lexical, and cultural objectives. The learning process will be conducted with an emphasis on the various written and



oral comprehension. In addition, production skills will promote the development of the student's communicative competence at all levels. Students work in groups and pair work, they will be asked to prepare individual and group oral presentations, to work with intensive and extensive reading, listening activities, and to participate class discussions and forums in Moodle and audiovisual activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm Exam - 20%
- Final Exam - 20%
- Oral presentation - 20%
- Homework and Written Assignments - 20%
- Participation - 15%
- Activity outside the classroom - 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.

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.

Activity outside the classroom

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 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 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

1. 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.
2. Students will be able to discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.



3. Students will be able to interpret gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.
4. Students will know how to conform to socio-cultural norms in almost any transactional event.

II. Listening

1. Students will be able to understand most 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.
2. Students will be able to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

III. Speaking

1. Students will be able to speak on and discuss a wide range of concrete every day and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
2. Students will be able to participate, initiate, and respond actively in a wide variety of interactions.
3. Students will be able to narrate sequences of events with some degree of accuracy.

IV. Reading

1. Students will be able to read and understand a wide variety of articles, stories, and online texts using background knowledge to aid their comprehension.
2. Students will be able to read and understand academic texts with assistance.

V. Writing

1. Students will be able to meet their everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
2. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics.
3. Students will be able to edit their own and their peers' writing.

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 | Content | Assignments | Corresponding Learning Outcome(s) |
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| Week 1 | <p>Presentation of the course</p> <p>1.Functional: Advise Influence the interlocutor. Direct warnings Ask for objects. Asking for help: Échame una mano Offering and inviting: Ven, inténtalo</p> <p>2. Grammatical: Imperative affirmative and negative Irregular verbs Use of personal pronouns with the imperative Review of pronouns</p> <p>3.Vocabulary: Lexicon related to Leisure Time Tourism</p> <p>4.Culture: Traveling in Spain Song by Los Secretos, (La movida madrileña)</p> | <p>Oral: Introduce yourself to classmates.</p> <p>Unit vocabulary and grammar exercises.</p> <p>Textual typology: Description of an itinerary.</p> <p>Oral: Give advice to problems posed to you by your peers.</p> | <p>I. A, B II. A, B III. A IV. A V. A, B</p> |
| Week 2 | <p>1.Functional: Talk about experiences. Placing in the past Expressing the duration of an activity Narrating a personal story Narrate an anecdote.</p> <p>2.Grammatical: Use of the past perfect, indefinite, imperfect and pluperfect. Contrast Temporal markers</p> <p>3.Vocabulary: Vocabulary related to the five stages of life. Vocabulary related to moving.</p> <p>4.Culture: Children's playgrounds</p> | <p>Unit vocabulary and grammar exercises.</p> <p>Narrative text Descriptive text</p> <p>Write a short story about an important personal event in the past.</p> | <p>I. A II. A, B III. B, C IV. A V. B, C</p> |

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| Week 3 | <p>1.Functional: Expressing plans and intentions Expressing agreement, partial agreement, and disagreement Asking for confirmation Asking and answering about knowledge of something Expressing obligation and need</p> <p>2.Grammatical: The Subjunctive with expressions indicating emotion and feeling: me da pena, me da rabia, me molesta, me encanta...). The Subjunctive with verbs of perception: (Oír, ver, darse cuenta de...).</p> <p>3.Vocabulary: Physical appearance Character and conduct Personal qualities</p> <p>4.Culture: Working hours in Spain The incorporation of women into the labor market in Spain. Work-Life Balance.</p> <p>MIDTERM EXAM</p> | <p>Unit vocabulary and grammar exercises.</p> <p>Reading comprehension: <i>La vida contra reloj.</i></p> <p>Write an essay about the reading.</p> <p>Write a letter to accompany your resume.</p> <p>Midterm Review</p> | <p>I. A, B II. A III. A, B IV. A V. A, B</p> |
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| Week 4 | <p>1.Functional: To express desires referring to the present or the future. Formulate hypotheses. Referring to an event or situation with varying degrees of certainty. To make assumptions about something that is happening or happened in the past.</p> <p>2.Grammatical: Expressing a wish: Ojalá, que lo pases bien, que tengas suerte. Hypothesis markers: indicative and subjunctive (quizá, alo mejor, puede que, probablemente). Uses of the Future and the conditional to express hypotheses. Future perfect with value of anteriority with respect to a future action (Cuando lleguemos ya se habrá ido).</p> <p>3.Vocabulary: Lexicon related to celebrations and festivities.</p> <p>4.Culture: The forms of behavior in celebrations. Justification as a way to avoid culture shock. Traditional festivities.</p> | <p>Unit vocabulary and exercises.</p> <p>Viewing of a film</p> <p>Writing a composition about the film</p> | <p>I. A, C II. A, B III. A, C IV. A V. B, C</p> |
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| Week 5 | <p>1.Functional: Express real conditions with different degrees of probability. Express unreal conditions. Expressing hypotheses referring to the future (Si me encontrara mal, iría al médico). Expressing impossible wishes and pipe dreams Foreseeing a possible/improbable situation (to be prepared: tendríamos que llevar paraguas por si llueve).</p> <p>2.Grammatical: Temporal sentences: antes, después de que, cuando, en cuanto, apenas, etc. Delimitation: hasta que + Subj Hasta hace + temporal complement Conditional sentences.</p> <p>3.Vocabulary: Diseases, symptoms Health related professions Alternative medicine</p> <p>4.Culture: The Spanish healthcare system</p> <p>ORAL PRESENTATIONS</p> | <p>Unit exercises and vocabulary.</p> <p>Moodle Forum Search information about the Health System in Spain.</p> <p>ORAL: The Health Care System in the United States. Health insurance.</p> <p>ORAL PRESENTATIONS</p> | <p>I. A, B II. A III. A, B, C IV. A V. B</p> |
| Week 6 | <p>1.Functional: Express purpose. Make proposals and suggestions. Expressing the cause and justifying oneself or making an excuse.</p> <p>2.Grammatical: Final sentences: para (que), a (que), a fin de que... Causal sentences: porque, no es porque + subj, es que, debido a, ya que, puesto que... POR and PARA</p> <p>3.Vocabulary: Related to everyday objects. Types of housing</p> <p>4.Culture: Family structures. Distribution of family roles.</p> <p>FINAL EXAM</p> | <p>Unit exercises and vocabulary.</p> <p>Written assignment: your ideal house.</p> <p>Review and preparation of Final Exam.</p> | <p>I. B, C II. A III. A, B IV. A, B V. A, B</p> |



COURSE-RELATED TRIPS:

- TBA

REQUIRED READINGS:

- José Ramón Rodríguez y Miguel Ángel García. META ELE. B1.1 (Libro del alumno + Cuaderno de ejercicios). Madrid. Edelsa. 2012

RECOMMENDED READINGS:

- VV. AA (2011) Gramática Básica del estudiante de español .Ed. Difusión, Barcelona.
- Medina Montero C. (2001) Sin duda. Usos del español Teoría y práctica comunicativa. SGEL. Madrid. Cortes, Maximiano (2003), Guía de usos y costumbres de España, Edelsa, Madrid.
- VV.AA. (2018) Cultura en el mundo hispanohablante: Libro A2/B1 - Nueva edición. Madrid: En Clave ELE
- 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