



SP 403 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT 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 student, as a social agent, is expected to be able to complete activities and tasks that entail interpreting texts that are related to the fields in which they organize their social lives (personal, public, educational, professional) and that require the development of a high level of communicative competency. This level of communication allows the student to differentiate between linguistic uses and to select the most appropriate one in each situation according to context, the speaker's intention, and the characteristics of the speakers.

STUDENT PROFILE:

This course builds upon the skills introduced in Emerging Competent Abroad II. 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 selected 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.

Students entering this level can succeed in a range of moderately complex university courses designed for native speakers. Before registering, they should consult with the appropriate IES Abroad academic advisor on course selection.

By the end of this course, students will have started to acquire the subtlety of expressions and control 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. They lack some of the depth of understanding and sophistication of those who have spent more time living and working in the local context.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad's SP402 Emerging Competent Abroad outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

ADDITIONAL COST: None



METHOD OF PRESENTATION:

1. Grammar:
 1. Theory and use of Spanish grammar.
 2. Practice exercises for grammar points covered in class.
2. Composition and style:
 1. Comprehension and written styles of periodicals, press releases, comics, and literature.
 2. Vocabulary exercises
 3. Communicative function exercises
 4. Moodle forums
3. Conversation:
 1. Role plays
 2. Debates about topics in the socio-cultural Spanish environment.
 3. Arguments and discussions
 4. Movie showings
 5. Out of class 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%

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 & 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 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 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 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.

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 if they have been previously studied or 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	Content	Assignments	Corresponding learning outcomes
Week 1 INDIVIDUAL Unit 1	1.Function: - Talk about character and interpersonal relationships - Express likes, dislikes and likes and dislikes. -Talking about values in today's society.	Presentation of the course and objectives. Oral and written activities to work and expand the lexicon and grammar.	I-A,B II – A,B,C III- B

	2. Grammar: - Verbs with prepositions - Superlative adjectives and adverbs in -mente. 3. Vocabulary: - Adjectives of character. - Expressions of abilities, likes and dislikes. 4. Culture: - National Geographic article	Reinforcement activities. Debate (based on a current affairs article). Composition 1: Someone you admire.	IV-A,B V – A,C
Week 2 GEOGRAPHY AND TRAVEL Unit 8	1.Function: - Talking about places in the world - Giving and asking for confirmation - Expressing preferences -Making recommendations - Talking about personal changes 2.Grammar: - Verbal periphrases - Verbs of change 3.Vocabulary: -Geography and climate vocabulary. -Vocabulary of description of places. -Tourism vocabulary. 4. Culture: -Mass tourism in Spain. Life-changing trips.	Viewing and analysis of a television report. Oral and written activities to work on grammar and vocabulary. Reading and critical reflection of a newspaper article. Composition 2: A trip	I-A,B,C II- A, B III-A,B IV-A,B V-A,B,C
Week 3 GATRONOMIC EXPERIENCE Unit 4	1.Function: Talk about gastronomic culture. - Presenting and evaluating a dish. 2. Grammar: - Comparative structures - Derived and compound words - The dative of interest 3. Vocabulary: -Expressions related to food - Food and the senses.	Oral and written activities to reinforce vocabulary and grammar. Reading and oral and written comprehension activities of a text about culinary TV programs. Composition 3: Writing an entry on a web page. Discussion 1	I- A,B,C,D II-B III-A,B,C IV-B,C V-A,B,C

	4.Culture: - Traditional vs. designer cuisine. - Spanish television programs and chefs.		
Week 4 THE WORKING WORLD Unit 3	1.Function: - Describe job positions and selection processes - Expressing agreement and disagreement -Talk about qualities of a worker. 2.Grammar: - Relative particles. - Text connectors. 3.Vocabulary: - Vocabulary collocations from the world of work. - Vocabulary of working conditions. 4.Culture: -CVs and interviews. - Work-life balance in Spain	Oral and written activities to work on vocabulary and grammar. Reading and analysis of an opinion article. Group reflection on the Unit raised in the text. Debate 2 Composition 4: To elaborate a report on labor reality.	I-A,B II-A,B,C III-A,C,D IV-A,B, C V-A,B
Week 5 TIME OFF Unit 2	1. Function: -Invite, propose, accept and reject. - To evaluate a work. 2.Grammar: -Expressing purpose. 3. Vocabulary: - Words about free time: fashion, literature, theater and cinema. 4. Culture: -Spanish cinema.	Work before and after the viewing of a film. Composition 5: About the film.	I-A,B II-A III-A,D IV-A,B V-A,B,C
Week 6 ENVIRONMENTAL ALTERNATIVES Unit 5 Review and preparation for midterm exam	1.Function: -Talking about environmental problems. -Description of animals. -Review of the functions seen in the previous units. 2. Grammar: -Expressing feelings -Review of the grammatical content seen in the previous units. Vocabulary: - Vocabulary oo fauna and ecology.	Review and preparation for midterm exam	I-A,B II-A III-A,C,D IV-A,B V-A

	<ul style="list-style-type: none"> - Idiomatic expressions with animals. - Review of vocabulary and phraseology. <p>4. Culture: Review of the cultural contents seen.</p>		
Week 7 EDUCATION Unit 6 MIDTERM	<p>1.Function:</p> <ul style="list-style-type: none"> - Talking about educational styles. - Expressing preferences - Talking about extraordinary talents. - Explain how our brain works. <p>2.Grammar:</p> <ul style="list-style-type: none"> - Conditional sentences - Consecutive sentences - Punctuation marks. <p>3.Vocabulary:</p> <ul style="list-style-type: none"> - Vocabulary related to education. <p>4.Culture:</p> <ul style="list-style-type: none"> - Alternative education - The educational system in Spain 	<p>Activity: Participation in the Moodle forum.</p>	<p>I-A,B II-A,B III-A,C,D</p> <p>IV-A,B V-A</p>
Week 8 URBAN LANDSCAPES Unit 7	<p>1.Function:</p> <ul style="list-style-type: none"> - Discuss initiatives to improve the urban landscape. - Seek solutions to housing problems. - Express relief, hope and resignation. <p>2.Grammar:</p> <ul style="list-style-type: none"> - Temporal sentences. - The position of the adjective <p>3.Vocabulary:</p> <ul style="list-style-type: none"> - Vocabulary of materials and decoration. - Vocabulary of house breakdowns. <p>4.Culture:</p> <ul style="list-style-type: none"> - Architects and designers. 	<p>Composition 6: the house of your dreams</p> <p>Debate 3</p>	<p>I-A,B,D II-A,B,C III-A,C,D</p> <p>IV-A,B, C V-A</p>
Week 9 SPORT AND WELLNESS	<p>1.Function:</p> <ul style="list-style-type: none"> - Describing a sport. - Greetings and informal farewells. - Offering help. - Encouraging and comforting. 	<p>Composition 7: Letters of complaint</p>	<p>I-A,B,D II-A,B,C III-A,C,D</p>

Unit 9	<ul style="list-style-type: none"> - Showing opinion. -Talking about aesthetic preferences. <p>2.Grammar:</p> <ul style="list-style-type: none"> - Verbs of opinion. - Temporal agreement with verbs of opinion. - Concessive sentences I <p>Vocabulary:</p> <ul style="list-style-type: none"> - Vocabulary about sports. - Vocabulary about aesthetics. - Vocabulary about health. <p>Culture:</p> <ul style="list-style-type: none"> -Health Unit in Spain. 	<p>Debate 4</p>	IV-A,B, C V-A,B,C
Week 10 ECONOMY AND BUSINESS Unit 10	<p>1.Function:</p> <ul style="list-style-type: none"> - Making a negotiation. -Strategies to initiate, maintain and conclude a conversation. -Downplaying an argument. <p>2.Grammar:</p> <ul style="list-style-type: none"> - Discourse markers. - Concessive sentences II. -Relative whose/whose (s) <p>3.Vocabulary:</p> <ul style="list-style-type: none"> -Economics, marketing and business lexicon. <p>4.Culture:</p> <ul style="list-style-type: none"> - Television programs about business. 	<p>Pre and post work on the activity outside the classroom.</p> <p>Composition 8: About the activity outside the classroom.</p>	I-A,B II-A,B,C III-A,C,D IV-A,B V-A,B,C
Week 11 21ST CENTURY	<p>1.Function:</p> <ul style="list-style-type: none"> - Expressing objections. - Expressing surprise and surprise. -Expressing probability or lack of certainty. -Presenting a counterargument. 	<p>Activity: Participation in the Moodle forum.</p>	I-A,B II-A,B,C III-A,C,D

UNIT 12	<p>2. Grammar:</p> <ul style="list-style-type: none"> - Compound future. - Presence or absence of articles. - Sentences of place. - Particles of doubt or probability. <p>3. Vocabulary:</p> <ul style="list-style-type: none"> - Lexicon about new technologies. <p>4. Culture:</p> <ul style="list-style-type: none"> - The language of the Internet. 		IV-A,B V-A,B,C
<p>Week 12</p> <p>Oral presentations and review</p>	<p>1. Function Review of the functions seen throughout the course.</p> <p>2. Grammar Review of structures.</p> <p>3. Vocabulary: Review of vocabulary and phraseology.</p> <p>4. Culture: Review of the main aspects of cultural references and behaviors.</p>	<p>Prepare oral presentations (in groups)</p> <p>Oral presentations:</p> <ul style="list-style-type: none"> - Presentations. - Delivery of conclusions (in writing) <p>Comment on the cultural Units</p> <p>Cultural presentations (class and forum)</p> <ul style="list-style-type: none"> - Debate <p>Review of the contents studied.</p>	I-A,B,C,D II-B III-A,C,B IV-B,C V-A,B,C

COURSE-RELATED TRIPS:

- To be determined.

REQUIRED READINGS:

- Vitamina C1. CURSO DE ESPAÑOL DE NIVEL SUPERIOR. Editorial SGEL, 2016
 - ISBN: 978-84-9778-904-2
- Vitamina C1. CUADERNO DE EJERCICIOS. Editorial SGEL, 2018
 - ISBN: 978-84-9778-602-7

RECOMMENDED READINGS:

- (1997) *Diccionario avanzado de sinónimos y antónimos de la lengua española*. Vox, Barcelona.

- (1997): *La Gramática de la lengua española*. Larousse Editorial.
- Sarmiento, R. (1997) *Manual de corrección gramatical y de estilo, nivel superior*. SGEL, Madrid.
- León, V. (1998): *Diccionario de argot español*. Alianza Editorial, Madrid
- Seco, M. (1998): *Diccionario de dudas y dificultades de la lengua española*. Espasa Calpe, Madrid
- Seco, M. y Hernández, M. (1999): *Guía práctica del español actual*. Espasa Calpe, Madrid
- Buitrago, A. (1999): *Diccionario de dichos y frases hechas*. Espasa, Madrid
- (2002) *Diccionario de español para extranjeros*. Ediciones SM., Madrid
- (2010) *Nueva gramática de la lengua española (manual)*. Real Academia Española. Espasa Libros S.L., Madrid