



SP 324 BUSINESS SPANISH: INDEPENDENT ABROAD
IES Abroad Barcelona

DESCRIPTION:

In this course the student will gain proficiency in the skillful use of the language and will be able to refine the tools necessary to engage native speakers in fluid conversation and will also be able to maintain a complex argumentation. At the end of the semester the students will be able to successfully make their own communicative situations in the business world and to handle his/herself within Spanish business culture.

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

INSTRUCTOR:

PREREQUISITES: Completion of IES Abroad's SP 302 Emerging Independent Abroad II outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

ADDITIONAL COST: Course reader

METHOD OF PRESENTATION:

The course content will be delivered through a communicative student-centered methodology. Students will work individually and in groups in order to acquire and practice the new concepts studied in the course.

- 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 FORMS OF ASSESSMENT:

- Class participation: 5%;
- Quizzes (2-4 assignments): 10%;
- Business Oral production (2-4 assignments): 15%;



- Written production (2-4 assignments): 15%;
- Midterm: 15%;
- Final Exam: 15%;
- Independent Business Learning in Context, ILC (3-4 assignments): 25%.
 - Group projects;
 - Oral Marketing campaign presentation.

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.

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

Oral 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.

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.

Independent Business 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.

Business 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 related to the business culture and connected to the students' experiences in the local culture.

Research Project

Students individually or in pairs will select one topic and will conduct research in order to create their own business in Spain, design a marketing campaign or prepare an event at the company.

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 begin to identify at a basic level key host cultures in a business context, 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 start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host culture.
 - c. Understand and respond to exchanges related to business.
 - d. Understand the vision, mission and values of some Spanish companies
- II. Listening
 - a. Students will be able to understand some spoken communication of moderate complexity on a wide range of concrete
 - b. business topics covered in classes.
 - c. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native
 - d. speakers, and they will comprehend common colloquial expressions and slang.
- III. Speaking
 - a. Students will be able to speak on and discuss concrete business topics covered in classes, as well as other business topics of
 - b. particular interest to them.
 - c. Students will be able to describe companies, products and services.
 - d. Students will be able to participate and respond actively in a variety of business interactions: negotiations, presentations,
 - e. business lunch, meetings.
 - f. Students will be able to express self in a specific business presentation.
 - g. Students will be able to make a solid argument for a particular strategy.
- IV. Reading
 - a. Students will be able to read and understand articles, reports, economic newspaper articles, and online texts using
 - b. background knowledge to aid their comprehension.
 - c. Students will begin to read and understand the main ideas of business texts with assistance.
- V. Writing
 - a. Students will be able to understand data, strategy and graphs related to business situations
 - b. (Reports, financial information, notes, text messages, letters, emails).
 - c. Students will be able to write brief essays for class that narrate, describe report, compare, contrast, and summarize on a wide
 - d. range of business topics with developing degrees of grammatical and lexical accuracy.
 - e. Students will be able to edit their own and their peers' writing for common errors covered in class.

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 three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any 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:

| Week | Content | Assignments | Corresponding Learning Outcome(s) |
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| Week 1 | Unit 1 La nueva empresa 1. Functional: Design and presentation of a web site 2. Grammatical: Progressive forms in context, textual organizers, temporary references, connectors of cause and consequence 3. Vocabulary: Vocabulary related to Internet, companies and flowcharts 4. Culture: Qualities of an entrepreneur Spain vs. USA | Grammar exercises: -Progressive forms -Vocabulary related to Departments and Internet -Vocabulary related to Entrepreneurs Composition 1: Innovative companies: Video: Kukuxumuxu and Imaginarium Project work 1: Thinking and talking about a new business. | I.A., I.B, II.A., III.A., III.B., IV.A.,V.B. |
| Week 2 | Unit 2 Ingresar en una empresa 1. Functional: Job interviews 2. Grammatical: Revision of ser/estar, past tenses in context 3. Vocabulary: Vocabulary related to offers of employment 4. Culture: The ideal candidate | Grammar exercises: - Ser/estar -Past tenses -Vocabulary related to job interview Role-play: Hacia la última ronda Role-play: Dinámica de grupos Composition 2: Looking for employment | I.A., I.B, II.A., III.A., III.D., IV.A.,V.B. |
| Week 3 | Unit 2 Ingresar en una empresa 1. Functional: Talking about education and past experiences 2. Grammatical: Past tenses in context 3. Vocabulary: Vocabulary related to CV and qualities 4. Culture: Cultural features of job interviews (Spain vs. USA) | Grammar exercises: -Past tenses about past job experiences -Vocabulary related to CV and job interview Project 2: Designing my Video CV Role-Play: Looking for the perfect candidate | I.A., I.B, II.A., III.A., III.B., III.D., IV.A.,V.B. |
| Week 4 | Unit 3 Recursos Humanos 1. Functional: Describing, expressing and resolving problems, making proposals and solutions; problem solving | Grammar exercises: -Conditional tense - Impersonal "se" - Subjunctive to suggest recommend and making opinions -Problem solving -Vocabulary related to RRHH | I.A., I.B, I.D., II.A., III.A., III.C., III.D., IV.A.,V.B. V.C. |

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| | 2. Grammatical: Conditional tenses, the impersonal “se”, subjunctive to suggest and to recommend. 3. Vocabulary: Vocabulary related to Human Resources 4. Culture: Cultural aspect of working conditions (Spain vs. USA) | Composition 3: Problem solving Role-Play: Problem solving. Solutions. | |
| Week 5 | Unit 3 Recursos Humanos 1. Functional: Managing turns of talk, making proposals 2. Grammatical: Subjunctive in expressions of belief and doubt. Argumentation markers and expressions. 3. Vocabulary: Vocabulary related to rules and aspects of a good environment at work 4. Culture: Working conditions | Grammar exercises: -Structures to express feelings, emotions, opinion Prepare a debate: Rules and customs in Spanish/EEUU companies. Role play: Working conditions | I.A., I.B, I.D., II.A., II.B., III.A., III.C., III.E., IV.A.,V.B. |
| Week 6 | Unit 4 Discusiones y Negociaciones 1. Functional: Tools to handle difficult conversations: empathy, assertiveness, active listening, 2. Grammatical: Use of indicative subjunctive tenses to negotiate. 3. Vocabulary: Vocabulary related to negotiating. 4. Culture: Leadership, negotiation types and styles, and the negotiator | Grammar exercises: -Structures to negotiate, supporting or refusing a proposal Role play: Negotiating with a client/ with a hotel. | I.A., I.B, I.D., II.A., II.B., III.A., III.C., III.E., IV.A.,V.B. |
| Week 7 | Unit 5 Consumidores y productos 1. Functional: Describing customers and products: Profiles, making a slogan 2. Grammatical: Affirmative and negative imperative, imperative and pronouns 3. Vocabulary: Vocabulary related to market research | Grammar exercises: -Imperative -Imperative and pronouns Midterm Course-related trip: Market Research Project 3 Market research | I.A., I.B., II.A., II.B., III.A., III.B., III.E., IV.A.,V.A. |

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| | 4. Culture: Cultural sponsorship | | |
| Week 8 | Unit 5 Consumidores y productos 1. Functional: Expressing feelings, doubts, presenting a market research 2. Grammatical: Present of subjunctive, concessive clauses 3. Vocabulary: Vocabulary related to describing products 4. Culture: Consumers - Spain vs. EEUU | Grammar exercises: - Subjunctive: concessive clauses -Vocabulary related to publicity Composition 4: Atrapa al consumidor Video: Consumers and products. | I.A., I.B., II.A., II.B., III.A., III.B., III.C., IV.A., V.A., V.B. |
| Week 9 | Unit 6 La comunicación 1. Functional: Tools to handling difficult conversations: expressing conditions, opinion when discussing and negotiating 2. Grammatical: Conditional clauses (first and second conditionals) 3. Vocabulary: Vocabulary related to marketing 4. Culture: Cultural differences in oral communication | Grammar exercises: -Structures to express conditions - First and second conditionals. Role play: Spanish advertisings. EEUU vs. Spanish advertising culture | I.A., I.B, I.C., II.A. III.A., III.C., III.E., IV.A., V.A.. V.B. |
| Week 10 | Unit 6 La comunicación 1. Functional: Presenting an advertising campaign 2. Grammatical: Third conditional, para/ por and specific business prepositional verbs 3. Vocabulary: Vocabulary related to advertising 4. Culture: Advertising in Spain | Grammar exercises: -Para/por -Prepositional verbs Video: Making decisions. | I.A., I.B, II.A. II.B., III.B., III.D., III.E., IV.A. |
| Week 11 | Unit 7 El Dinero 1. Functional: Expressing wishes, hypothesis, causes and consequences | Grammar exercises: - Present subjunctive: temporary uses, hypothesis Role play: Simulation an Invest in Stock Market Composition: | I.A., I.B, II.A., III.A., III.B., III.E., IV.A., IV.B., V.B. |

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| | 2. Grammatical: Revision of present subjunctive: temporary uses, hypothesis 3. Vocabulary: Vocabulary related to Banking, finance and accounting 4. Culture: Stock exchange: Barcelona vs. New York | Where to invest? Course-related trip: Visit a special Market. | |
| Week 12 | 1. Functional: Expressing opinion, referring to promises and statements 2. Grammatical: Review 3. Vocabulary: Vocabulary related to Business ethics 4. Culture: Business ethics | Film and activities about ethics: El Método Final Exam Final oral presentations: (In groups: Make and advertising campaign) | I.A., I.B, I.D., II.A., II.B., III.A., III.C., IV.A., IV.B., V.B. |

COURSE-RELATED TRIPS:

Depending on the semester (spring, summer, or fall), the offer of Course Related Excursions may vary:

- *Hotel Cotton House*
- *Damm Factory*
- Cultural shock research in Barcelona
- Walking tour by old shops in Barcelona
- *Encants Mercat/Tigger Shop*
- A market study
- *Radio Barcelona*

REQUIRED COURSE MATERIALS:

Course reader SP324. Barcelona, IES Abroad Barcelona.

RECOMMENDED MATERIALS:

English-Spanish/Spanish-English **Dictionary**.

Recommended dictionaries:

- The Pocket Oxford Spanish Dictionary.
- Webster's New World International Spanish/English Dictionary
- Harper Collins Spanish College Dictionary
- www.wordreference.com