
SP221 SPANISH FOR PROFESSIONS
(IES Language Map: novice abroad I-II)
IES Santiago Syllabus

DESCRIPTION:

This course is designed for students with little or no knowledge of Spanish. Course starts from the basics and elemental linguistics contents of Spanish to build a basis from which to begin developing communicative and intercultural skills.

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).

This course builds upon all linguistics and communicative skills students may have. By the end of the course, the successful student will have built a solid foundation in the five skills: intercultural communication, reading, writing, listening, and speaking to accomplish a variety of everyday needs in the host culture as described in the learning outcomes above. Speaking and listening require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and fitting in work settings.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve key outcomes for the *Novice Abroad* level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP have been adapted and are summarized below:

I. Intercultural Communication

- A. Students will be able to meet simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language etc.).
- B. Students will recognize what to expect and how to behave in a social interactional situation as well as in professional work settings.
- C. Students will be able to distinguish between simple representations of formality and informality in the language.
- D. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
- E. Students will start to make informed comparisons between their host culture and the home culture.

II. Listening

- A. Students will be able to understand most spoken communication as long as native speakers are willing to repeat, adapt their speed and vocabulary while interacting.
- B. Students will be able to understand most spoken communication of moderate complexity on a wide range of concrete business topics covered in classes.
- C. Students will begin to understand common colloquial expressions and slang as they relate to professional communication.

III. Speaking

- A. Students will be able to initiate and develop simple conversation on everyday social and professional activities and routines.
- B. Students will be able to speak on and discuss some concrete professions topics covered in classes.
- C. Students will be able to describe work, job, professional activities, and routines.
- D. Students will be able to express self in a specific work environment.
- E. Students will be able to negotiate meaning when encountered in an unexpected professional communicative situation.

IV. Reading

- A. Students will be able to read and understand simple and modified academic and newspaper articles and some professional reports using background knowledge to aid their comprehension.
- B. Students will be able to read and understand the main ideas of texts using reading strategies developed during the course.
- C. Students will be able to understand simple professional articles or reports about topics covered in class, text messages, letters, emails.

V. Writing

- A. Students will be able to write short texts on personal description, messages, and stories as essays for class that narrate, describe, report, compare, with developing degrees of grammatical and lexical accuracy.
- B. Students will be able to write short texts essays for class that narrate, describe, report, compare, on some business topics with developing degrees of grammatical and lexical accuracy.

INSTRUCTOR: TBD

CONTACT HOURS: 45 HOURS, 3 credits

ATTENDANCE REQUIRED: 90%

METHOD OF PRESENTATION: Language instructor direct tasks, group, and pair work, listening and audiovisual activities, class discussions, intensive and extensive readings, individual and group presentations, debates, and role plays to develop and improve students' language skills in social and work settings.

LANGUAGE OF PRESENTATION: Spanish

REQUIRED WORK AND FORM OF ASSESSMENT:

ORAL 25%

- Individual/group presentations: Student make oral presentations related to the topics discussed in class. Students must use grammar, vocabulary, and sociocultural contents studies in class.
- Class participation: students are expected to raise questions, respond to others' questions, participate in discussions, and provide feedback.

WRITTEN 20%

- Essays: students write essays about topics discussed in class. Students must use grammar, vocabulary, and sociocultural contents studies in class. Some essays may be related to field trips done along the course.

- Forum: Students participate in topic discussion proposed by the instructor in Moodle. Discussions focus on different topics raised in class or on-site visits. Students must use grammar, vocabulary, and sociocultural contents studies in class.

SHORT ASSIGNMENTS 15%

- Short activities via Moodle: video watching and answering questions, chat participation, written exercises, glossary co-construction, etc.

FINAL ORAL EXAM 20%

- Oral final presentation on topics discussed during the course. Students do some research to develop a project to be presented in class. Students must use grammar, vocabulary, and sociocultural contents studies in class. Some essays may be related to field studies done along the course.

FINAL WRITTEN EXAM 20%.

- Final exam assesses all contents studies during the semester. Exam includes an audio comprehension exercise, grammar, and vocabulary exercises, reading comprehension exercise and a short writing exercise.

COURSE CONTENTS: grammatical, vocabulary, cultural contents described below presented in thematic units that will discuss relevant topics and situations to develop communicative skills through language functions.

Unit	Content	Assignments Or course activities	Corresponding Learning Outcome(s)
Unit 1	<p>1. Functional: Asking for/giving information (personal information, time, general descriptions, etc.); talking about professions and work environments; Talking about leisure.</p> <p>2. Grammatical: present tense indicative, time expressions, numbers, adverbs of frequency, and language resources to describe people and work.</p> <p>3. Vocabulary: daily routine activities, work, and leisure. Interrogative pronouns.</p> <p>4. Culture:</p>	<p>Fieldtrip 1: Financial district in Santiago and the Sky Costanera tower</p> <p>Short Graded assignment 1</p>	<p>I.A,B,C,D II.A,B III.A, B, C IV.A, B V.A</p>
Unit 2	<p>1. Functional: talking about habits and likes related to leisure and travelling, reacting to opinions. Locating objects, giving directions, and describing how to get to different places, expressing recommendations. Talking about stores, building and services in the city</p> <p>2. Grammatical: Use of prepositions to describe movement and direction, resources for giving recommendations. Present tense indicative for regular and irregular verbs, ESTAR+ location and HAY.</p> <p>3. Vocabulary: Vocabulary related to cities, neighborhoods, and description of places.</p> <p>4. Culture: tourist attractions in Santiago and Chile. Being a tourist/foreigner in Latin America</p>	<p>Oral presentation 1</p> <p>Essay submission 1</p>	<p>I. A,B,C,D II.A,B III.A, B, C IV.A, B V.A</p>
Unit 3	<p>1. Functional: Talking about food and eating habits, describing food, expressing likes and dislikes, expressing preference, asking for help, ordering food in a restaurant, asking for repetition and explanations. Apologizing for being late.</p> <p>2. Grammatical: the use of the verb GUSTAR and other of the similar sematic group and conjugation.</p> <p>3. Vocabulary: food, meals, drinks, cooking styles and table objects. Verbs to express like and dislike</p> <p>4. Culture: times and meals, eating habits, time perception in different cultures. Adjustments when living abroad.</p>	<p>Short Graded assignment 2</p>	<p>I.A,B,C,D II.A,B, C III.A, B, C, D IV.A, B,C V.A, B</p>
Unit 4	<p>1. Functional: Talking about rules for class, work and society; talking about work environments. Writing messages and emails.</p>	<p>Fieldtrip 2: The civic center and the Government house</p>	<p>I. A,B,C,D,E II.A,B III.A,B, C, D, E IV.A, B, C</p>

	2. Grammatical: Uses of verbs to express obligation and permission. Expressing personal problems, causes and apologizing. Sequencing adverbs and expressions of politeness in written texts. 3. Vocabulary: Daily life; Chilean customs: home, work, university, government. 4. Culture: Courtesy: tú/usted. Different levels of formality according to different situations.	Short Graded assignment 3	V.A, B
Unit 5	1.Functional: Talking about experiences in the past; beginning, duration, and location of an action at any specific time 2. Grammatical: past tense forms regular and irregular forms of the preterit and imperfect; time and sequencing adverbs. 3. Vocabulary: Vocabulary related with experiences, anecdotes, feelings, and emotions. 4.Culture: death, religions, and rites in different cultures. Cultural misunderstandings	ORAL PRESENTATION 2 Essay submission 2 Fieldtrip 3: National Cemetery Short Graded assignment 4	I. A,B,C,D,E, F II.A,B,C III.A,B, C, D, E IV.A, B, C V.A, B
Unit 6	1. Functional: Talking about future actions and situations, expressing conditions, assess personal experiences 2. Grammatical: The Future tense. Structures: <i>Si + Presente de Indicativo + Future</i> Words and phrases expressing probability: <i>seguramente, probablemente, posiblemente, etc. Es probable, seguro, posible, etc.</i> 3. Vocabulary: Words and expressions related to life experiences: <i>graduarse, casarse, tener éxito, hacerse rico, tener hijos, etc.</i> 4.Culture: Job interviews. Curriculum Vitae A study abroad experience	Chilean Culture Activity: Trivia games, music, food and quizzes. Short Graded assignment 5	I. A,B,C,D,E, F II.A,B,C III.A,B, C, D, E IV.A, B, C V.A, B
	WRITTEN EXAM	EXAM INCLUDES: - Audiovisual exercise - Grammar exercises - Reading comprehension exercise - Writing exercise integrating topics discussed in class, grammar, and vocabulary.	
	ORAL EXAM	- Exam focuses on the development of the communicative intercultural competence - Reflection on the experience, assessment of personal objectives, goals, and achievements.	

NOTES:

- Every class begins with a discussion of current local or international news, host family anecdotes, local curiosities, trips, etc.
- There are short written assignments (homework) all along the semester to practice lexical and grammatical contents
- There are different graded assignments written or oral (audio or videos) requested along the semester according to the different course contents and current events.

REQUIRED READING:

Materials prepared by the course instructor which includes Spanish reading and audio/visual material taken from magazines, journals, academic and other current pedagogical and relevant sources.