

SP221 SPANISH FOR PROFESSIONS: Novice Abroad III IES Abroad Barcelona Syllabus

DESCRIPTION:

This course is designed for students interested in developing their Spanish abilities in a professional and business context. The emphasis of this course is placed both on the improvement of linguistic skills and on the development of students' oral and intercultural competence within the framework of professional working environments.

The course has a "learning by doing" approach, and for this reason, it emphasizes experiential learning activities outside the classroom. These activities not only help students practice the content studied but also provide them with the opportunity to engage with the target culture.

The aim of the course is on the one hand; to consolidate previous grammatical knowledge and introduce new grammar structures, basic professional and business vocabulary and to increase students' fluency and confidence when communicating in Spanish Business contexts; and on the other hand, to bring students to a new cultural reality from a professional perspective so that they can appreciate, compare and contrast their reality in the U.S. with Spain. The comparison and contrast of the two cultural realities will allow them to incorporate what they in their personal and professional future.

This course proposes inclusive learning (combining grammar, specific vocabulary, business oral communication, intercultural content ...) and gradual learning, taking into account the initial level of students and increasing the degree of difficulty according to the development and progress of the group.

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).

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve key outcomes for the *Emerging Independent/Independent Abroad I* level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below

I. Intercultural Communication

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.).

- A. Students will recognize what to expect and how to behave in a social interactional situation as well as in professional work settings.
- B. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language within the professional framework.
- 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 if 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 the differences among native speakers from a variety of backgrounds, they will comprehend 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 business/professions topics covered in classes.
- C. Students will be able to describe companies, products and services.
- D. Students will be able to participate and respond actively in some of simple professional interactions such as meetings and presentations.
- E. Students will be able to express self in a specific business presentation.
- F. Students will be able to negotiate meaning when encountered in an unexpected business/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 business texts using reading strategies developed during the course.
- C. Students will be able to understand some data, strategy and graphs related to simple business situations: specific reports about topics covered in class, text messages, letters, e-mails.

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.
- C. Students will be able to edit their own and their peers' writing for common errors covered in class.

STUDENT PROFILE:

Students entering this level must be able to fulfil most of the learning outcomes of the *Novice Abroad II level*. Students who may already use basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course may also be able to read and interpret the basic meaning of simple sentences and phrases. The language assessment process will determine the appropriate level for each individual student.

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.

INSTRUCTOR: María Mejías, Iolanda Nieves

CONTACT HOURS: 45 HOURS, 3 credits

METHOD OF PRESENTATION:

Class time is devoted predominantly to speaking and practicing Spanish. Classroom activities are devoted to speaking Spanish and reading and discussing real-life Spanish material. By applying a communicative student-centered methodology the students will be asked to learn about the language through assignments and on-site activities, such as course-related excursions. Students are expected to take initiative and engage with the community within the professional context.

Every unit will have special assignments addressing the topics studied in class to fulfil a better understanding of the target culture in the professional framework. When needed, the student will complete tasks using information and communication technology that will lead students to develop and improve their language and cultural skills in and out of the classroom. Also, students will be compelled to analyse critically customs and, differences between American and Spanish culture. Homework will be daily assigned so that the students can systematize, practice, and clarify doubts.

Language instructors' direct tasks, group and pair work, listening and audio-visual 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 working settings.

LANGUAGE OF PRESENTATION: Spanish

REQUIRED WORK AND FORM OF ASSESSMENT:

Various elements will be considered when determining the final grade. The instructor will explain in detail the content, criteria, and specific requirements for all assessment categories, but the basic breakdown is as follows below.

- Class participation: 10%;
- Quizzes: 10%;
- Oral production: 5%;
- Written production: 5%;
- Learning in context:
 - Course-related trips 10%
 - In-Class activities (Research, written tasks) 10%
 - Oral component (reflections and presentations) 15%
 - Cultural quizzes 5%
- Midterm: 10%;
- Final Research Project - 20%

The evaluation criteria for each type of activity is explained to students at the beginning of the course. Students will also receive rubric evaluation for the assignments.

Learning in Context:

Students will participate in three 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 in the local culture. Students will have to fulfil different tasks for every excursion:

1. Pre activity (individual research about the topic: reading, on-line search, interviews, etc.)
2. Excursion (consists in the gathering of data and/or information about the current topic).
3. Final Activity: Students will have to produce an oral or written text with the conclusions about the previous activities.

Experiential Learning in Context is an important part of the course. These activities give the students the opportunity to learn and understand cultural differences and to connect aspects of the Spanish culture. All of them are organized with pre- and post-activities that help students to improve their skills and promote interaction with Spanish people.

This component includes course-related trips, as well as a variety of in-class activities, cultural quizzes, or oral assignments to ensure a comprehensive experiential learning experience. All of them will be linked to cultural and linguistic components designed for this level.



Written production

Throughout the course students will have to complete between two and four compositions. Students will be given precise guidelines to each assignment. Between 2 and 4 assignments will be conducted in total.

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. Between 2 and 4 assignments will be conducted in total.

Quizzes:

The tests are designed to establish the progress that students are making towards meeting the course learning objectives listed above. They intend to assess the competency of the students about the items studied in every lesson: vocabulary, grammar, listening and oral skills. Between 2 and 4 quizzes will be conducted in total.

Class Participation:

The professors will provide a Rubric about participation at the beginning of the semester, so students will have full knowledge of how they are going to be assessed. These are some of the aspects which will be considered:

- Preparation: Bring to class the required materials (textbook, workbook, pen, paper, etc)
- Readiness: homework and other assignments must be completed before class.
- Language in class: Make a consistent effort to speak Spanish during class, regardless of accuracy.
- Collaboration: Participate in groups and in pairs.
- Attitude: have a positive and supportive attitude to instructor and peers.
- Disruptive: Pay full attention to class (avoid the using of cellphones off, etc.)

Students will work individually and in groups to systematize and to practice orally all the grammatical concepts learned in class, with the opportunity to clarify doubts.

As well, there will be class discussions to provide the student with a more holistic view of Spanish language. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics.

Midterm exam:

As in class we ask the students to use different skills, we want to assess them in all those skills too. So the exam will consist in: 1. Listening, 2. Grammar and vocabulary 3. Reading and 4. Writing.

Final research project: At the end of the course there will be a Final Research Project, "Create your own business on your own social project in Spain". For the final presentation, student individually or in pairs can select the topic that is most interesting to them from a variety of possibilities related with their professional experience. In addition, they will write a paper and prepare an oral presentation about this project. One week before the final presentation, students must deliver a draft with the content and presentation development. The teacher reviews the draft and helps to understand and improve those aspects that are not clear or where the student is struggling.

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.

Dates	Sessions	General Content	Class Activities	Learning outcomes
WEEK 1	Session 1		Placement Test. Course description, contents, and expectations. Team building activities.	I.C II.C III.A V.A

			Ramblas + La Boqueria	
	Session 2	COMPANY AND JOB POSITION	Describing facilities and workplaces: <ul style="list-style-type: none"> • Present tenses • Spanish verbs Ser and Estar – qualities and profiles. • asking/giving basic information. • Telling the time; the days of the week. • Interrogative clauses. • Prepositions of place and location clauses. • Basic spelling. 	I.A, C, D, E II.A, C III.A IV.A V. A
WEEK2	Session 3	COMPANY AND JOB POSITION	Arranging meetings and calendar management <ul style="list-style-type: none"> • Role-play activities. • Writing/answering e-mails. • Text message (“texting”) at work. • Culture:use of “tú” and “usted” at work; Spanish concept of time. Barrio Gótico	I. A, B, C, D, E II. A, B III.A, B, D, E, F IV.A, C V. A
	Session 4	JOB PROFILE	Mi CV and/or Video CV <ul style="list-style-type: none"> • Use of past tenses –Imperfect-Indefinite- • Ser/Estar verbs – qualities and profiles. • Text structure of employment offers – impersonal clauses, employee and job descriptions. • Letters of introduction: expressions and structure. • My video-presentation. Quiz 1	I. A, B, C, D, E II. A, B, C III. A, B, E IV. A, B, C V. A, B, C
WEEK 3	Session 5	JOB PROFILE	Mi CV and/or Video CV <ul style="list-style-type: none"> • Letters of introduction: expressions and structure. • My video-presentation. The Tourism Business in Barcelona	I. A, B, C, D, E II. B III. A, B, C, D IV. A, B, C V. B, C
	Session 6	JOB PROFILE	Job interview - Roleplay <ul style="list-style-type: none"> • Preparing interview questionnaires to select candidates. • Interrogative clauses. • “Speed Interview” simulation. • Selecting the best candidate. • Culture: What to say/not to say when introducing yourself in work settings. Raval	I. A, B, C, D, E II. A, B, C III. A, B, D, F IV. C V. A, B
WEEK 4	Session 7		Midterm Exam La Barceloneta	
	Session 8	BUSINESS IN SPAIN	Research <ul style="list-style-type: none"> • Research: Most important companies in Spain and Barcelona. Tiendas emblemáticas y centenarias	I. D, E II. B III. A, B, C, D IV. A, B, C
	Session 9	THE CLIENT/ THE PATIENT	<ul style="list-style-type: none"> • Preparing Clients/Patients Satisfaction Questionnaire. • Complaining and apologizing. 	I. A, B, C, D, E II. A, B, C

WEEK 5			<ul style="list-style-type: none"> Role-play activity: "Client/Patient Satisfaction Interview" Vermuteo	III. A, B, D IV. A, B V. B, C
	Session 10	THE CLIENT/ THE PATIENT	<ul style="list-style-type: none"> Discussion activities and problem solving: client/patient complaints; disagreements between team members, etc. Letter of complaint. Conflict analysis. Gracia	I. A, B, C, D, E II. A, B, C III. B, D IV. A, B V. A, B, C
WEEK 6	Session 11	MEETINGS AND NEGOTIATIONS	Meeting and Negotiation <ul style="list-style-type: none"> Cultural differences in oral communication. Use of Functional exponents to argue, clarify, object and broaden information. Culture: Management of turn taking, participation and interaction in Spanish business culture. Born y Ribera	I. A, B, C, D, E II. B III. A, B, D, F IV. A, B
	Session 12	MEETINGS AND NEGOTIATIONS	Meeting and Negotiation - Roleplay <ul style="list-style-type: none"> Preparing and simulation of a Meeting and a negotiation. Writing practice: Report of the final terms of a negotiation. Spanish Gastronomy – chocolate con churros	I. A, B, C, D, E II. A, B, C III. A, B, D, E, F IV. A, B, C V. A, B, C
WEEK 7	Session 13	CREATIVITY AND BUSINESS IDEAS	Business Ideas <ul style="list-style-type: none"> Tools to develop creativity and find a new business idea. Specific vocabulary to define and describe in detail processes, ideas and services. Financial Vocabulary Use of Gerunds to express actions in progress. Quiz 2 Palau Robert	II. A, B III. A, B, D IV. A, B, C V. A, B
	Session 14	CREATIVITY AND BUSINESS IDEAS	Our Business Idea <ul style="list-style-type: none"> Identifying ideas that have been successful. Our Business Idea. Correct use of verbs followed by prepositions. Museu del Disseny	I. B, C, D, E II. B III. A, B, D, E, F IV. A, B V. A, B, C
WEEK 8	Session 15		Video and Final Research Project preparation Course Reflection and Evaluation	I. A, B, C, D, E II. B, C III. B, C, D, E, F IV. A, B, C V. B
	Session 16		Final Research Project	I. A, B, C, D, E

			<ul style="list-style-type: none"> - Oral Presentation - Video Viewing 	II. B, C III.A, B, C, D, E, F IV. A, B, C V. B, C
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Quizzes: Dates could be changed, according to course necessities.

ATTENDANCE POLICY: Regular attendance in the Internship Language Classes is mandatory, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. For every absence, 3 percentage points will be deducted from the final grade. More than 2 absences will result in an administrative review that may lead to a failing grade and/or dismissal from the program.

REQUIRED COURSE MATERIALS:

SP221 IES Abroad Barcelona Moodle page (designed by the instructor of the course).

RECOMMENDED MATERIALS: (OPTIONAL)

- Online Dictionaries
- VVAA (2005). Diccionario Oxford Pocket español/inglés- inglés/español. Londres, Oxford University Press.
- Newspapers:
 - www.lavanguardia.es
 - www.elpais.es
 - www.cinodias.com
 - www.expansion.com
- Magazines:
 - www.capital.es
 - www.emprendedores.orange.es
- Canal CEO
 - <http://www.canalceo.com/>