SP 401 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD I
IES Abroad Salamanca

DESCRIPTION: The objective of this course is to perfect one’s Spanish with respect to the five basic skills: oral and written comprehension, oral and written expression, and knowledge about the socio-cultural aspects of Spanish. Students should be able to communicate in Spanish with a sufficient degree of fluency and confidence in everyday situations as well as more complicated situations. In this course, students will consolidate their degree of linguistic accuracy and precision, extend their linguistic resources (in particular their vocabulary), become aware of certain aspects related to pragmatic competence in Spanish, familiarize themselves with different types of discourse (journalistic, literary, and academic discourse), and diversify the types of communicative contexts that they can handle competently.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad’s SP353 Independent outcomes, determined by placement exam.

METHOD OF PRESENTATION:
At IES Abroad Salamanca Spanish is taught by means of an eclectic approach, integrating the main educational and methodological techniques from different second language teaching approaches such as the communicative method, the task-based approach and some elements from the cognitive method.

Taking advantage of students’ linguistic immersion, these courses meet their real communicative needs by creating communicative situations as authentic as possible inside the classroom. For this reason, these courses maximize work in groups and in pairs in order to give students the opportunity to practice and try out language in a safe context. Nonetheless, this communicative practice is carried out in an organized and ordered manner so that it substantially benefits the progress of students’ linguistic learning.

First of all, students are provided with certain linguistic input so that they can start practicing through a gradual sequence of controlled, semi-controlled and free activities with an increasing degree of difficulty. The purpose of these activities is to avoid that students get immersed in too difficult communicative situations without real linguistic and communicative motivations. Additionally, as another essential element for the communicative practice in the classroom, students receive an explicit linguistic teaching (grammatical, lexical, functional, pragmatic content), which is carried out in an inductive or deductive manner, depending on the case. In this sense, some advances of the cognitive approach are included, using a cognitive grammar whose content is also put into practice through input-processing activities, grammatical-awareness tasks and output activities.

Another essential aspect of Spanish courses at IES Abroad Salamanca is the promotion of intercultural competence as an effective bridge between the classroom and the reality outside the classroom. For this purpose, students will have to carry out a research project that makes them come into direct contact with the city of Salamanca. They will freely choose the topic of the research project, which must be related to Spanish culture, society or lifestyle. Research will consist of choosing a linguistic topic in order to investigate certain lexical and grammatical aspects as well as conversational resources, using bibliographical and on-line sources, interviews with native speakers and information about the city.

The IES Abroad Salamanca Moodle platform will be used to complement classroom sessions throughout the whole course. The course syllabus, PowerPoint presentations and any other materials or information that students may need will be posted on this platform. All the IES Abroad Salamanca courses require the use of Moodle as an additional learning tool. Nevertheless, as Moodle can be adapted to any type of teaching styles and methodologies, instructors will use Moodle in the manner they consider the most appropriate for the course.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Class participation - 15%
- Weekly journal - 15%
- Midterm Exam - 20%
- Final Exam - 20%
- Field study - 10%
- Research project - 20%

**Class participation**
Active participation, interacting with the rest of the students and getting involved in class activities will be positively evaluated. Specifically, the following aspects will be assessed:
- Attention and participation in the various communicative tasks carried out in class: discussions, individual activities, group tasks, etc.
- Weekly required readings, assessed through seminars, discussions, etc.
- Moodle activities: quiz, forum, glossaries, etc.

**Weekly Journal**
A written composition will be submitted weekly via Moodle. The following week the instructor will give the compositions back to the students with corrections and/or comments. Content will be varied in order to cover different types of texts and registers (narrative, descriptive, argumentative, etc.). Minimum length: one page (350-400 words).
If they are submitted on time, written tasks will be assessed by instructors in accordance with criteria of adequacy, discourse organization, lexical richness, grammatical correctness and thematic depth.

**Exams**
Throughout the course there will be two exams: a mid-term and a final exam. Each exam will include exercises of oral expression, listening comprehension, written expression, reading comprehension and some other possible exercises to assess different course content. Established exam times cannot be modified. The final exam will include all course content.

**Research Project**
The research project incorporates field work where, in groups of two or three, students will have to carry out research about socio-cultural issues in Spain. Students will choose the topic depending on their academic interests under the supervision of instructor. In the project students will have to connect Spanish culture and language (dialects, social varieties, pragmatics...). The instructor will guide the development of research projects by reviewing draft versions, bibliographies, etc. The written version of the project will be submitted on the dates established by IES Abroad Salamanca. Research projects will be assessed as follows:
- Research process and written paper (15 pages for groups of 2 students and 20 pages for groups of 3 students) - 50% of project grade; 10% of final grade
- Oral presentation (20-25 minutes) - 50% of project grade; 10% of final grade

The following aspects will be assessed:
- Ability to analyze the topic in depth and with abstraction
- Content organization and presentation
- Coherence and methodological validity: including surveys, reports, and statistics
- Ability to convey the results and keep the rest of students interested in the oral presentation

**LEARNING OUTCOMES:**
Students who are placed in this level should be capable of achieving the outcomes defined by 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 Emerging Competent 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 reflect on and discuss the validity of their own cultural beliefs, behaviors, and values 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 accept 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 fairly 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 range 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 almost any topic of their interest.

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 some assistance at times.

V. Writing
A. Students will be able to write for a wide range of native audiences and express themselves clearly and effectively.
B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with some assistance at times.

ATTENDANCE POLICY:
Class attendance is compulsory. Each student will be allowed only three unexcused absences throughout the whole course. For each unexcused absence beyond this there will be a reduction in the final grade. Punctuality: Students who are late to class on a regular basis will also receive a reduction in their final grade.

CONTENT:

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<th>Week 1</th>
<th>Content</th>
<th>Activities and Assignments</th>
<th>Corresponding Learning Outcomes(s)</th>
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<td></td>
<td>Grammatical: Review Ser/Estar. Idiomatic expressions with ser and estar. Emphatic expressions with ser.</td>
<td>• Grammar exercises to contrast ser and estar.</td>
<td>III. B</td>
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<tr>
<td></td>
<td>Vocabulary: Character and behavior. Personal qualities.</td>
<td>• Glossary on Moodle related to expressions with ser and estar used for describing.</td>
<td>IV. A</td>
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<tr>
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<td>Culture: National clichés and stereotypes. Cultural contrasts.</td>
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<td>V. A</td>
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### Week 2

1. **Functional:** Talk about and refer to past events. Evoke a memory. Remember a figure from the past. Consolidate the narrative discourse.

2. **Grammatical:** Review past tenses. Contrasts between tenses. Values of non-paradigmatic tenses: the historical present and the simple conditional with past value.

3. **Vocabulary:** Discourse organizers. Time expressions.

4. **Culture:** Hispanic legends: oral presentations. Remarkable Hispanic figures. History of Spain on television: *Isabel*.

### Journal I (descriptive text):

- *My vision of Spanish people. Cultural contrasts.*

### Weekly reading I:

- *Isabel viendo llover en Macondo*, García Márquez (7 pages).

### Research project session:

- Form work groups and choose topics.

### Class discussion on the weekly story:

- Fact or legend?

### Communicative exercises to practice past tenses:

- Famous biographies, the most remarkable figure in the 20th century...

### Work on coherence and cohesion of computerized narrations and time expressions.

### At home, watch one of the chapters of the TV series *Isabel* to discuss it later in class.

### Journal II (narrative text):

- Research and write about Hispanic figures, myths or legends to present it later in class.

### Weekly reading II:

- *El último viaje del buque fantasma*, García Márquez (6 pages).

### Research project session II:

- Draft version and working plan.
### Week 3

1. **Functional:** Express preferences and wishes. Express willingness, prohibition, order, request. Respond to requests.

2. **Grammatical:** Subjunctive I. Substantive sentences I: Verbs of the heart. Subjunctive in independent clauses.

3. **Vocabulary:** Learn new verbs and expressions related to expressing likes, wishes, etc.

4. **Culture:** The University of Salamanca and its contribution to the dissemination of Spanish.

- Grammar exercises to automate subjunctive forms and uses.
- Research on the history of the Old Library and on certain related concepts such as *Libros redondos*, *Hai Excomunión*, *Cielo de Salamanca*.
- Journal III: written composition on the research and visit to the Old Library.
- Weekly reading III: *Me alquilo para soñar*, García Márquez (5 pages). Following the reading sheet, the most important symbols will be discussed on Moodle.
- Research project session III: tutorial session to supervise results and possible difficulties.
- Course-related trip 1. Visit the University of Salamanca Old Library.

### Week 4

1. **Functional:** Give an opinion about a political, social or cultural issue. Evaluate information and reflect on it. Become familiar with the argumentative discourse.

2. **Grammatical:** Subjunctive II. Substantive sentences: Verbs of the head.

3. **Vocabulary:** Verbs and expressions to give an opinion. Rephrasing markers.

4. **Culture:** Spanish habits, likes and customs. Analyze the consequences of cultural contact and social habits. Import

- Grammar exercises to consolidate how to give an opinion and to learn new structures.
- Read and analyze the following essay by Vargas Llosa: *La última corrida*.
- Journal IV: Write an essay on bullfighting culture.
- Read and analyze the fourth story: *Sólo vine a hablar por teléfono*, García Márquez (12 pages).
of San Fermines and La Tomatina in USA: discussion.

Discuss on Moodle what you would do if you were in the same situation as the main character.

- Research project session IV: after the first tutorial session, this week work groups will meet up and work together to extend, simplify or change some aspects of the project.

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<th>Week 5</th>
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<td><strong>Grammatical:</strong> Future and compound conditional to express probability and hypothesis.</td>
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<td><strong>Vocabulary:</strong> Hypothesis markers. Mechanisms for word formation I: compound words.</td>
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<td><strong>Culture:</strong> Spanish geography: charming cities. Watch the documentary video <em>Cities for the 21st century: World Heritage Cities: Salamanca</em>. Compare your favorite city and Salamanca: speaking skills.</td>
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<th>Week 6</th>
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<tr>
<td>Review and reflect on the most problematic aspects studied in class.</td>
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<td>Review content so far studied.</td>
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<td><strong>Mid-term Exam</strong></td>
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<td><strong>Grammar and vocabulary exercises to practice structures of hypothesis:</strong> ¿Qué pasará, que habrá pasado?</td>
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<td><strong>Journal V:</strong> Write a report formulating hypotheses about the weather, the environment and the main problems of societies in 50 years.</td>
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<td><strong>Weekly reading V:</strong> <em>El avión de la bella durmiente</em>, García Márquez (4 pages). Summarize the content of the story in a tweet.</td>
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<td><strong>Research project session V:</strong> carry out surveys to validate the research.</td>
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<td><strong>Grammar quiz (Moodle).</strong></td>
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<td><strong>Activities to review vocabulary.</strong></td>
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<td><strong>Reading and writing exercises.</strong></td>
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<td><strong>Weekly reading VI:</strong> <em>El rastro de tu sangre en la nieve</em>, García Márquez (16 pages).</td>
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<tr>
<th>Week 7</th>
<th>Functional: Persuade, convince. Become familiar with advertising language.</th>
<th>Grammar consolidation activities with special emphasis on the pronoun <em>cuyo</em> and the passive reflexive.</th>
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<tr>
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<td>Vocabulary: Advertising and media.</td>
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<td>Culture: Cuisine. Table manners and habits.</td>
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<td>Journal VI: Literary analysis of García Márquez’s stories: similarities, style, characters...</td>
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<td>Encouraging the development of strategies for self-study (I): Analyze and discuss the most common mistakes in written compositions.</td>
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<tr>
<th>Week 8</th>
<th>Functional: Express conditions. Express condition with the value of threat, warning, advice...</th>
<th>Grammar exercises to automate the use of conditional sentences and to learn new conditional markers.</th>
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<tbody>
<tr>
<td></td>
<td>Grammatical: Review conditional sentences.</td>
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<td></td>
<td>Vocabulary: Learn new conditional markers. Mechanisms for word formation II: prefixes and suffixes.</td>
<td>Learn new vocabulary through activities with prefixes and suffixes.</td>
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<td>Research project.</td>
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<td>Journal VII: My favorite recipe.</td>
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<td>Research project session VI: elaborate the conjectures and final conclusions.</td>
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### Week 9

#### Functional:
- Argue, defend ideas. Express objections, discuss... Try to persuade someone. Become familiar with journalistic discourse. Encouraging the development of strategies for self-study (II): correct other student’s journal.

#### Grammatical:
- Concessive sentences. Informative distinction of indicative/subjunctive in concessive sentences.

#### Vocabulary:

#### Culture:
- Spanish socio-political system. Main issues of concern to Spanish society: discussion.

#### Activities:
- **Weekly reading VIII:** *Axolotl*, Cortázar (4 pages).
- **Course-related trip 2:** Literary tour of Salamanca.
  - Pre-task: read fragments from *El Lazarillo* and *La Celestina*.
  - Task: research on the content of these works and their importance in Spanish literature.
- **Research project session VII:** formal review and submission of written paper.
- **Grammar and vocabulary exercises to consolidate and perfect the expression of concession.**
- **Listening and reading comprehension:** watch news programs on TV and recognize and read the main Spanish newspapers.
- **Journal IX:** Write an essay after reading a breaking piece of news. The essay will be corrected by other student.
- **Weekly reading IX:** *Cartas de mamá*, Cortázar (15 pages). Make up an ending for the relationship of main characters and post it on Moodle.
### Week 10

1. **Functional:** Express cause in different ways: as an excuse, informally, with positive/ negative connotations, etc. Express purpose: for reproach, movement, etc. Express result. Become familiar with academic discourse.

2. **Grammatical:** Cause sentences. Purpose sentences. Consecutive sentences. *Por* and *para*. Contrast and frequent errors.

3. **Vocabulary:** Purpose, cause and result connectors. The work world and the academic discourse.

4. **Culture:** Spanish economy. Reflection on the impact of economy on Spanish society. Discussion on Spanish economic situation, after watching *La crisis española desde un punto de vista diferente* by Grant Thornton.

### Week 11

1. **Functional:** Acquire non-verbal communication resources. Distinguish Spanish dialect and sociolect varieties.


### Research project session VIII

Search for audiovisual materials to be used as a complement to the oral presentation.

### Strategies for self-study (III)

- **(III):** review the corrections of essay from previous week. Tips for improving academic discourse.
- **(IV):** Grammar and vocabulary exercises to reinforce and automate weekly content with special emphasis on learning new cause, purpose and result connectors.
- **(V):** Journal X: Write a CV and a cover letter, following the sample explained in class.
- **Weekly reading X:** *Carta a una señorita en París*, Cortázar (6 pages). Discuss on Moodle why the story does not follow the logical structure of a letter.

### Research project session IX

Elaborate a PowerPoint presentation for the project.

### Oral presentations

Research projects will be orally presented in groups for a maximum of 20-25 minutes per group. The presentation will include theory and practice and will cover some aspect of Spanish language (lexical,
### Week 12

1. **Functional**: Review all content. Acquire vocabulary and lexical resources for comprehending literary texts.

2. **Grammatical**: Literary figures. Style.

3. **Vocabulary**: Descriptive vocabulary related to literature.

4. **Culture**: The story in Spanish American literature. The *Boom*: García Márquez and Cortázar: Discussion on the most interesting aspects of all their stories: García Márquez vs. Cortázar.

   - Grammar and vocabulary exercises to review content.
   - Journal XII: Write a review on the stories read throughout the course.

### Week 13

**Final Exam**

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**COURSE-RELATED TRIPS:**

The instructor and the students will carry out course-related trip activities related to the intercultural learning outcomes of this course outside the classroom. This type of activity will use the city as a stimulus to improve students’ communicative competence, emphasizing the importance of learning a language in an immersion context and taking advantage of the cultural and historical richness of Salamanca.

Students must participate in this activity in the following way:

- Previously preparing the readings or tasks indicated by the instructor.
- Doing the corresponding tasks after the activity.
- Actively participating during the activity and even presenting a part of the activity if necessary.
Course-related trip 1: The University of Salamanca and its Contribution to Hispanic Culture

Students will research on issues related to the cultural contributions of Salamanca to the Hispanic world, focusing on the University. They will later visit the University Old Library.

• Pre-task: At home, students will research on the history of the Old Library and on certain related concepts such as Libros redondos, Hai Excomunión, Cielo de Salamanca.

• Task: Students will pay attention to the guided visit.

• Post-task: Students will write a composition where they will include information from their research and from the guided visit.

Course-related trip 2: Literary Salamanca

Students will research on the relationship existing between Salamanca and some of the most important works in Spanish literature. For this purpose, they will read fragments from some of those works, will look for information about their authors and will reinterpret the passages in 21st-century Salamanca.

• Pre-task: Students will read fragments from El Lazarillo and La Celestina.

• Task: Students will research on the content of these works and their importance in Spanish literature.

• Post-task: Students will undertake a literary tour to recreate some scenes of these works.

REQUIRED READINGS:

Gabriel García Márquez:

- Isabel viendo llover en Macondo
- El último viaje del buque fantasma
- Me alquilo para soñar
- Sólo vine a hablar por teléfono
- El avión de la bella durmiente
- El rostro de tu sangre en la nieve

Julio Cortázar:

- No se culpe a nadie
- Axolotl
- Cartas de mamá
- Carta a una señorita en París
- Casa tomada
- La noche boca arriba

Other readings

Other readings available on Moodle will be analyzed throughout the course.

Textbook


Secondary Textbooks


RECOMMENDED READINGS:
Grammer Books


Dictionaries


Culture