SP301 Spanish Language & Cultures: Emerging Independent Abroad I
IES Abroad Madrid Syllabus

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).

STUDENT PROFILE:
Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. Students who enter this level may be more proficient in reading and writing skills than oral communication, especially if they have never traveled or studied abroad previously. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies. Students at this level may succeed in partner university courses as long as such courses are primarily designed for international students and/or require passive student linguistic participation (art studios, dance).

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing 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 learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

This course builds upon skills introduced in Novice Abroad. By the end of the course, the successful student will have begun to develop some communicative and cultural self-confidence necessary to attempt moderately complex tasks in Spanish, as described in the learning outcomes below.

CREDIT HOURS: 4
LANGUAGE OF PRESENTATION: Spanish

PREREQUISITES: Completion of IES Abroad’s SP 201- Novice outcomes, determined by placement test

METHOD OF PRESENTATION:
Usually contents will be presented using a task-based approach. Beginning with listening and reading activities to become familiar with the language presented, then with a reflection on grammar and vocabulary that will be complemented with an explanation, exercises and homework, and finally speaking and writing activities to practice and use the contents studied in each unit. After each unit, the student should be able to understand and to use the contents studied in real-life situations, as well as to develop learning strategies and reflect on their progress. Emphasis is made on learning strategies (paraphrasing, deducing words from context...)

SELF-ASSESSMENT: Students are encouraged to keep a PORTFOLIO, compiling the activities, lists and texts for each unit. This will allow the student to reflect on his/her progress as well as to evaluate his/her learning at the end of the course. The Portfolio is optional.
Sample lesson plan for SP301:

CLASS: Correction of homework assigned in the previous session: discussion, explanation, doubts.
Brainstorming and discussion of topic(s) to be introduced
Reading and listening exercises
Explanation (Inductive) of grammar
Practice of the forms, extra material.
Discussion, speaking, writing (task)

HOME: homework (exercises to practice of grammar forms and vocabulary, written assignments)
MOODLE: Written assignments on forums, extra material, discussion.

LANGUAGE OF PRESENTATION: Spanish

LEARNING OUTCOMES:
Students who are placed in this level should be capable of achieving the outcomes in the Novice 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 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 solve some daily troublesome situations and meet needs with limited help.
   B. Students will be able to make some informed comparisons between the host culture and the students' home cultures.
   C. Students will be able to distinguish between verbal and non-verbal communication that reflects politeness, formality, or informality.
   D. Students will be able to recognize simple patterns of intonation and their meaning.

II. Listening
   A. Students will be able to understand some interactions (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
   B. Students will be able to understand direct requests, questions, and simple conversations on familiar and concrete topics.

III. Speaking
   A. Students will be able to talk to a limited extent about persons and things in their immediate environment, as well as their plans and their experiences.
   B. Students will be able to address moderately complicated situations involving familiar subjects.

IV. Reading
   A. Students will be able to read passages and short texts (notes, detailed instructions, etc.) on familiar topics and understand the general meaning.
   B. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

V. Writing
   A. Students will be able to communicate with limited effectiveness through notes, emails, and simple online discussions and chats.
   B. Students will be able to write short essays on concrete topics of limited levels of complexity, although with reliance on the communicative patterns of their native language.
REQUIRED WORK AND FORM OF ASSESSMENT:

- Class and Moodle participation (15%): Being on time and active in class, participating in tasks and activities in groups/pairs. Using Moodle regularly, replying to forums, posting in glossaries. Having daily homework exercises from the workbook, having class prepared and texts read. Presentation of debates is also included in this category.
- Homework and written assignments, and quizzes (20%): Some of these written assignments will be through Moodle. In this case, grades for these assignments will count into this 20% of the final grade and not in Moodle participation (above, which would be for forums and glossaries). This grade is based on regular short texts for the students to write and upload or give to the teacher, effort in them, having papers on time and quality of daily homework exercises when asked to correct aloud in class.
- Midterm exam (20%)
- Final exam (20%): On contents covered in class (specific contents tested in the midterm exam will not be included).
- Paper (10%)
- Final oral presentation (15%): Groups of students will be organized and the topics will be discussed. The instructor, along with the students, will establish the calendar for the presentation.

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<th>Week</th>
<th>Content</th>
<th>Assignments (tasks)</th>
<th>Corresponding Learning Outcome(ies)</th>
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<th>Content</th>
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<tbody>
<tr>
<td>1. Functional: filling out a questionnaire, talking about habits, durations and motivations. Expressing difficulty. Making recommendations.</td>
<td>(Class and Moodle) Objectives and wants for the course.</td>
<td>I. a, d II. a, b III. a, c IV. b V. a,c</td>
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<tr>
<td>2. Grammatical: Review of present tense, regular and irregular. Reflexive verbs. Contrast between porque and para. Expressions for advice (tener que, deber, hay que, ir bien + infinitive) Frequency markers (siempre, a veces, nunca...)</td>
<td>(Moodle) Making a list of your difficulties when learning Spanish and giving advice to other classmates.</td>
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<td>3. Vocabulary: Feelings, difficulties. Countries, nationalities and languages.</td>
<td>(TBA) Writing about daily routine, comparing daily routine in the USA vs daily routine in Spain.</td>
<td>I.a, b II.b III.b IV.a V. a</td>
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<td>4. Culture: Madrid and Barcelona.</td>
<td>(Written) Describing your home and favourite places.</td>
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<td>Week 3</td>
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<th>Content</th>
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</thead>
<tbody>
<tr>
<td>1. Functional: Comparing. Describing objects. Expressing likes and dislikes. Locating objects.</td>
<td>(Written) Describing your family.</td>
<td>I.a, c, d II.b III.a, b IV.a</td>
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<tr>
<td>2. Grammatical: Verbs with I.O. (gustar, encantar, interesar) Comparison with adjectives (más que, menos que, tan como) Comparison with nouns (más que, menos que, tanto/a/os/as como) Prepositions. Possessive adjectives and pronouns. (mi, mío...) Gender and number.</td>
<td>(Written) Describing oneself (physical and likes</td>
<td>I.a, b II.b III.a, b IV.a</td>
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<tr>
<td>4. Culture: Madrid and Barcelona.</td>
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2. **Grammatical:** Present progressive (**estar + gerundio**)  
   Verb poder (¿puedo + inf?)  
4. **Culture:** Treatment and politeness in Spanish speaking countries (tú, vos, usted, vosotros, ustedes) | (Class) Role-play of situations with different degrees of formality.  
   (Written) Writing a postcard to a friend describing what the student is doing in Madrid. | I. a, II. a, b, III. a, IV. a, V. b |
| Week 4 | Unit 5 | Guía del ocio | 1. **Functional:** Describing past experiences. Talking about abilities.  
2. **Grammatical:** Present perfect. (Pretérito perfecto) Past participles, regular and irregular. Ir a + infinitivo. Ya vs. Todavía no.  
   Saber, poder y conocer.  
3. **Vocabulary:** Leisure and free time. Schedules.  
4. **Culture:** Spanish cities.  
   Spanish work schedules and free time activities. | (Moodle.) Writing a guide of Madrid, after interviewing madrileños, and post recommended places in the categories of the wiki (museums, cafés, parks, bars) | I. a, II. a, b, III. a, IV. a, V. b |
| Week 5 | Part 1. | Estamos muy bien | 1. **Functional:** Giving advice. Talking about feelings (both physical symptoms and emotions).  
2. **Grammatical:** Contrast between **ser** and **estar**. Present progressive II. (Estar + gerundio) Verbal periphrases.  
   Dejar de + inf, Seguir + gerund.  
3. **Vocabulary:** Body parts. Symptoms.  
4. **Culture:** Non-verbal communication in Spain. Mediterranean diet and healthy lifestyle. | (Written) Explaining problems and giving advice to a set of problems.  
   (Class) Role-play about physical states and home remedies. | I. c, d, II. a, b, III. a, IV. a, V. a, b |
| Week 5 | Part 1. | Estamos muy bien | 1. **Functional:** Describing past experiences, narrating a biography, assessing past situations (Me gustó).  
   Recommend places. Expressing desire.  
2. **Grammatical:** Past simple. (Pretérito indefinido), regular and irregular.  
   Contrast pretérito indefinido and pretérito perfecto.  
   Me gustaría + infinitive.  
   Markers: **Hace, desde, desde hace.**  
3. **Vocabulary:** Body parts. Symptoms.  
4. **Culture:** Non-verbal communication in Spain. Mediterranean diet and healthy lifestyle. | (Class) Recommend places, regions and cities to visit in Spain.  
   (Written) Narrating past trips.  
   (Written) Writing your biography. | I. b, II. a, III. a, IV. a, b, V. b |
| Week 6 | 1. **Functional:** Describing memories and anecdotes in the past and comparing them to present. Agreeing and disagreeing.  
2. **Grammatical:** Pretérito imperfecto. Antes vs ahora. **Ya no/ todavía.** Verb **soler** (used to) in the past (Solía)  
3. **Vocabulary:** Describing and assessing. Feelings.  
4. **Culture:** Spain during Franco’s regime (1939- 1975) Events in Spanish History. Ibiza in the 1960s. | Visit to Chamberi metro station  
Viewing of a chapter of ‘Cuéntame cómo pasó’ tv serie about Spain in the 1960s.  
(Written) Narrating your childhood. | I.b  
II.a  
III.a, b  
IV.a, b  
V. b |
|---|---|---|
| Week 7 | Review for Midterm and Midterm exam | (Moodle.) Narrating anecdotes in the past. What happened and how we felt.  
(Written) Describing circumstances under which you met someone special.  
(Class) Narrating anecdotes | I. a  
II. a  
III. a, b  
IV. a, b  
V. a, b |
| Week 8 | 1. **Functional:** Narrating stories in the past and sequencing actions.  
2. **Grammatical:** Contrast pretérito imperfecto and pretérito indefinido. Past of estar + gerundio (estaba hablando, haciendo) Discourse markers.  
3. **Vocabulary:** Describing and assessing.  
(Listening) Listening to a Spanish recipe and (Written) Recipes.  
RESOURCE: CBS (TV) José Made in Spain. [http://www.josemadeinspain.com](http://www.josemadeinspain.com) and IES-sponsored cooking workshops | I. c, d  
II. a, b  
III.a  
IV.a  
V. a |
| Week 9 | 1. **Functional:** Following instructions. Giving instructions and advice.  
Giving directions. Locating objects and places.  
2. **Grammatical:** Pronouns. Direct object. Pronouns of Indirect object. Imperative affirmative. Demonstratives (este, ese, aquel), adverbs of place (aquí, allí, cerca, lejos) Ser/estar/haber.  
3. **Vocabulary:** Food. Ways of cooking.  
4. **Culture:** Spanish well known companies (Zara, Camper, Mango) Spanish dishes. Concept of ‘Denominación de origen’. | Visit to a market and tour around neighborhoods in Madrid.  
(Listening) Listening to a Spanish recipe and (Written) Recipes.  
RESOURCE: CBS (TV) José Made in Spain. [http://www.josemadeinspain.com](http://www.josemadeinspain.com) and IES-sponsored cooking workshops | I. a, c,d  
II. a,b  
III.a  
IV.a  
V. a |
| Week 10 | 1. **Functional:** Following instructions. Giving instructions and advice.  
2. **Grammatical:** Combination of pronouns of direct and indirect object. Imperative negative, emphasis on regular verbs.  
4. **Culture:** Usage of imperative and resources to make | (Class and Moodle) Designing and presenting an advertising campaign. Making poster. | I.a, c,d  
II.a,b  
III.a  
IV.b  
V. a |
**ATTENDANCE POLICY:** Attendance is mandatory for all IES Abroad classes, 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. Unjustified absences outside of those allowed by each class will have an impact on the final grade of the course. The maximum number of permitted absences for IES Abroad Madrid classes is two per course taken, except for courses meeting once a week. If you have more absences, your grade will go down 5 points out of 100 per absence. In exceptional cases (such as illness and hospital stays) an IES committee will evaluate your case.

**Seven absences in any course will result in a failing grade.**

**REQUIRED COURSE MATERIALS:**

**Textbook:**


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<tr>
<th>Week 11</th>
<th>1. <strong>Functional:</strong> Expressing desires. Complimenting. Reacting to compliments.</th>
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<tbody>
<tr>
<td>Extra material</td>
<td>2. <strong>Grammatical:</strong> Formation of regular present subjunctive. <em>Ojalá</em> + subjunctive. Superlative.</td>
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<td>3. <strong>Vocabulary:</strong> Feelings. Expressions <em>¡Qué</em> + adjective!</td>
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<td>4. <strong>Culture:</strong> Celebrations and greetings in Spain.</td>
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<td>(Class) Writing cards to wish happy birthday, get well soon...</td>
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<td>I.a, b, c II.a, b III.b IV.a V. a</td>
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<tr>
<th>Week 12</th>
<th>1. <strong>Functional:</strong> Expressing desire, assessing situations.</th>
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<tbody>
<tr>
<td>Extra material</td>
<td>2. <strong>Grammatical:</strong> Formation of present subjunctive II. Main irregular verbs. Usage of present subjunctive with verbs to express desire (<em>Querer, esperar</em>) and assessing verbs with <strong>I.O.</strong> (<em>gustar, encantar, interesarse</em>) Contrast: Present subjunctive or infinitive. (<em>Quiero viajar, vs Quiero que vengas</em>)</td>
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<td>3. <strong>Vocabulary:</strong> Media.</td>
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<td>4. <strong>Culture:</strong> Demonstrations in the history of Spain. <em>Los indignados</em>, Spanish youth and current situation (Unemployment, <em>mileuristas</em>)</td>
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<td>Visit to universidad Complutense</td>
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<td>(Written) List of wishes for a better world for young people.</td>
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<td><strong>QUIZ:</strong> Formation of imperative and present subjunctive, regular verbs and main irregular.</td>
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<td>I.a II.a III.a, b IV.a, b V. a, b</td>
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<th>Week 13</th>
<th>1. <strong>Functional:</strong> Describing objects. Giving opinions about current issues.</th>
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<tr>
<td>Extra material</td>
<td>2. <strong>Grammatical:</strong> Present subjunctive III. Contrast of the usage of present subjunctive vs present indicative, to assess opinions (<em>Creo que vs No creo que</em>) Contrast: <em>por</em> and <em>para</em>.</td>
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<td>3. <strong>Vocabulary:</strong> Describing objects: Shapes, sizes, materials.</td>
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<td>4. <strong>Culture:</strong> Spanish inventions. / Spanish politics</td>
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<td>(Class and Moodle) Designing and presenting an invention, object to solve daily life problems.</td>
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<td>I.a II.a III.a, b IV.a, b V. a, b</td>
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<tr>
<th>Week 14</th>
<th>ORAL PRESENTATIONS about field work</th>
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<tr>
<td>Extra material</td>
<td>Spanish music session</td>
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<td>Review exercises for final exam.</td>
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<td>(Moodle) Assessing the course.</td>
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<td>(Class) Presentation of field work.</td>
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| Week 15 | FINAL EXAM |

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RECOMMENDED MATERIALS:

  
  Barcelona: Difusión

WEB SITES:

- BBC Spanish. [http://www.bbc.co.uk/languages/spanish](http://www.bbc.co.uk/languages/spanish)
- University of Iowa: Phonetics, the sounds of Spanish: [http://www.uiowa.edu/~acadtech/phonetics](http://www.uiowa.edu/~acadtech/phonetics)