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**SP303 Spanish Language & Cultures: Emerging Independent Abroad III**  
**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.

**CREDIT HOURS: 4****PREREQUISITES:**

Completion of IES Abroad's SP 302 (Emerging Independent II), 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...)

**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 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 most daily troublesome situations and meet needs with limited help.
  - B. Students will be able to make informed comparisons between the host culture and the students' home cultures.
  - C. Students will be able to distinguish and to imitate verbal and non-verbal communication that reflect politeness, formality, or informality.
  - D. Students will be able to recognize patterns of intonation, their meaning, and cultural implications.
  
- II. Listening
  - A. Students will be able to understand some interactions of moderate complexity (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 basic conversations on familiar and concrete topics.
  - C. Students sometimes will understand commonly-used slang expressions and popular phrases.
  
- III. Speaking
  - A. Students will be able to talk about persons and things in their immediate environment, as well as their plans and their experiences, and they can provide a limited amount of supporting details.
  - B. Students will be able to resolve moderately complicated situations involving familiar subjects.
  - C. Students will respond to some questions that ask for an opinion or a belief on a topic with assistance and practice.
  
- IV. Reading
  - A. Students will be able to read passages and short texts (newspapers, lyrics, letters, short stories, etc.) and understand overall meaning.
  - B. Students will be able to support their understanding of texts through the use of context, dictionaries, or with the assistance of others at times.
  - C. Students will be able to read and understand most text messages on everyday topics.
  
- V. Writing
  - A. Students will be able to communicate with increasing 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 and with less reliance on the communicative patterns of their native language.
  - C. Students will be able to describe things, relate ideas, and express simple opinions in concrete 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.

#### CONTENT:

WEEK &	CONTENTS	ASSIGNMENTS	Corresponding Learning Outcome (s)
1 Unidad 1: Rutinas y costumbres	<p><b>Functional:</b> Expressing habitual actions. Asking for and giving information. Reacting to requests.</p> <p><b>Grammatical:</b> Frequency markers. Review of irregular present indicative and reflexive verbs, with emphasis on 'vosotros' form.</p> <p>Prepositions/ Locuciones preposicionales. Contrast ser/estar I.</p> <p><b>Lexical:</b> Habitual actions. Description. Physical and emotions.</p> <p><b>Culture:</b> Cultural shock. Discussion of reasons to study abroad. Cities to study in Spain. (p.138) The Spanish language.</p>	<p>(Moodle) Introducing yourself in the fórum and asking questions to classmates.</p> <p>Composition: My goals here.</p> <p>(Clase) Interviews to classmates/ instructor.</p> <p><b>TEXTS/ READINGS:</b></p> <p>Choque Cultural (p.11)</p>	I. a,b,d II.b III.a IV.a,b V.c
2 Unidad 3: Aficiones y gustos	<p><b>Functional:</b> Expressing likes, emotions, interests, plans and intentions. Expressing coincidence and discrepancy. Proposing activities to others. Refusing suggestions and giving excuses (atenuadores).</p> <p><b>Grammatical:</b> Verbs with I.O. and contrast with reflexive verbs. (yo también- a mí también/tampoco/sí/no).</p> <p><b>Lexical:</b> Leisure and free time. Cinema (p.143). Slang words/ Informal vocabulary. Young people (p.58, u.4)</p> <p><b>Culture:</b> Social relationships and courtesy (p.146)</p>	<p>(Written) Describing oneself (physical and likes and dislikes) and sharing information about other people in the class.</p> <p><b>TEXTS/ READINGS:</b></p> <p>Los jóvenes españoles (p.135) Ciudades para estudiar (p.138)</p>	I.b,c,d II.a,b III.a IV.a,b V.b
3 Unidad 6:	<p><b>1.Functional:</b> Expressing symptoms and remedies/ treatments suggested.</p> <p><b>2.Grammatical:</b> Pronouns: Combination and</p>	<p>(Class) Expressing advice and traditional remedies for different health problems. Describing symptoms.</p>	I.a,b II.a,b III.a,b

vidas	<p>position of pronouns II.</p> <p><b>3.Léxical:</b> Body parts. Sickness/ Symptoms. Physical perceptions. (p.153)</p> <p><b>4.Cultural:</b> Healthcare system in Spain. Non verbal language.</p>	<p><b>TEXTS:</b> Relaciones sociales y cortesía en España. (p.146)</p>	<p>IV.a</p> <p>V.a,b</p>
<p>4</p> <p>Unidad 5: Vivencias y sensaciones</p> <p>VERB QUIZ</p>	<p><b>1.Funcional:</b> Locating actions in the past. Narrating and reporting historical facts.</p> <p><b>2.Grammatical:</b> Contrast past tenses I. Perfecto e indefinido.</p> <p><b>3.Léxical:</b> Stages.</p> <p><b>4.Culture:</b> Relevant characters in the history of Spain.</p>	<p>(Written) Writing your biography.</p> <p><b>TEXTS:</b> Rafa Nadal, Penélope Cruz, Miquel Barceló, Elvira Lindo (p.72) Luis Rojas Marcos (p.80-81) Agatha Ruiz de la Prada (p.159)</p> <p>Moodle: Wiki : List of relevant characters in the history of Spain.</p>	<p>I. b,d</p> <p>II.a,b</p> <p>III.a,b</p> <p>IV.a,b</p> <p>V.b</p>
<p>5</p> <p>Unidad 4 Amigos y compañeros</p>	<p><b>1.Funcional:</b> Describing common habitudes in the past. Generalizing and comparing.</p> <p><b>2.Grammatical:</b> Imperfect tense Generalizing (todo el mundo, la mayoría...) Comparison with nouns and adjectives.</p> <p><b>3.Lexical</b>Personal relations. Formality/Informal.</p> <p><b>4.Culture:</b> Stereotypes. Spanish society: then and now. (p.151)</p>	<p><b>TEXTS:</b> Relaciones sociales y cortesía en España. (p.146)</p> <p>(Written) Narrating your childhood.</p>	<p>I.a,b,c</p> <p>II.a,b</p> <p>III.a,b</p> <p>IV.a,b</p> <p>V.b</p>
<p>6</p> <p>Unidad 7 Retos y proyectos</p>	<p><b>1.Funcional:</b> Expressing plans and projects. Expressing future conditions.</p> <p><b>2.Grammatical:</b> Future tense</p> <p><b>3.Léxical:</b> Workplace. Looking for jobs.</p> <p><b>4.Culture:</b> What are mileuristas? Young graduates in Spain and their perspectives.</p>	<p>Making hypotheses about the future: changes in life, technology, cities...</p> <p>Expressing conditions.</p>	<p>I.b,c</p> <p>II.a,b</p> <p>III.a,b</p> <p>IV.a</p> <p>V.b</p>
7	Review & Midterm		
<p>8</p> <p>Unidad 10 Experiencias</p>	<p><b>Functional:</b> Assessing experiences. Narrating and sequencing anecdotes.</p> <p><b>Grammatical:</b> Pretérito pluscuamperfecto and contrast between all past tenses.</p> <p><b>Lexical:</b> Textual markers</p> <p><b>Culture:</b> Transition to democracy in Spain (late 1970s)</p>	<p>Debate: Social networks (p.96-7)</p> <p>Moodle: Reporting news and commenting those posted by classmates.</p> <p>Opinion (p.94) Media.</p> <p>Writing a summary of a book/ movie</p> <p>El periódico de las buenas noticias (p.101)</p> <p><b>Text:</b> El camino de Santiago (p. 174)</p>	<p>I. a,b</p> <p>II. a,b</p> <p>III.b</p> <p>IV.a</p> <p>V.b</p>
9	<p><b>1.Funcional:</b> Giving instructions and commands. Making requests. Giving opinion about popular beliefs and traditions.</p>	<p><b>Text:</b> el origen de las tapas. P. 107</p> <p>(Class) Asking for and giving advice in different</p>	<p>I. a, b,</p> <p>c,d,</p> <p>II.a,b</p>

<p>Unidad 8 Puntos de vista y valoraciones</p>	<p><b>2.Grammatical:</b> Imperativo affirmative and negative, focusing on ‘vosotros’ and review of irregular verbs. Position of pronouns. Verbal periphrases and position of pronouns. Contrast: Por - para <b>3.Lexical</b>Health, lifestyle and food. Ways to cook (p.113) Imperativos Grammaticalizados (venga, vaya, diga...) <b>4.Culture:</b> Mediterranean diet. Tapas. Manners on the table. Formal and informal registers when addressing others. Concept of ‘denominación de origen’</p>	<p>situations.  Preparing a communication campaign.  (Listening) Listening to a Spanish recipe and (Written) Recipes.  RESOURCE: IES-sponsored cooking workshops  Moodle: Madrid’s guide. Our favourite places</p>	<p>III.a,b IV.a,b V.a,b</p>
<p>10  Unidad 9. Consejos y comportamientos</p>	<p><b>1.Funcional:</b> Expressing opinions, attitudes and knowledge. <b>2.Grammatical:</b> Present subjunctive. Usage of present subjunctive with verbs to express desire (Querer, esperar) Oraciones de relativo (p.29) <b>3.Lexical:</b> Media (p.165) <b>4.Culture:</b> Spanish media.</p>	<p>. Debate: Social networks (p.96-7)  Opinion (p.94) Media.  El periódico de las buenas noticias (p.101) Text: El camino de Santiago (p. 174)</p>	<p>I. a,b,c II.a,b III.a,b IV.a,b V.a,b</p>
<p>11  Unidad 9 Consejos y comportamientos</p>	<p><b>1.Funcional:</b> Expressing opinions, attitudes and knowledge. Reporting words by others. <b>2.Grammatical:</b> Usage of present subjunctive assessing/perception verbs with I.O. (gustar, encantar, interesar) Contrast: Present subjunctive or infinitive. (Quiero viajar, vs Quiero que vengas) Oraciones de relativo (p.29) <b>3.Lexical:</b> Media (p.165) <b>4.Culture:</b> Spanish media.</p>	<p>Moodle: Reporting news and commenting those posted by classmates.  Writing a summary of a book/ movie  El periódico de las buenas noticias (p.101) Text: El camino de Santiago (p. 174)</p>	<p>I. a,b,c,d II.a,b III.a,b IV.a,b V.a,b</p>
<p>12 VERB QUIZ Extra Material</p>	<p><b>1.Funcional:</b> Expressing conditions: likely and unlikely. Making hypothesis. Judging decisions and their consequences. <b>2.Grammatical:</b> Formation and usage of conditional. Past subjunctive I Intonation in conditional sentences. <b>3.Lexical</b> Economy. <b>4.Culture:</b> La ‘burbuja inmobiliaria’. Recent crisis in Spain. 15M movement and political parties.</p>	<p>Class: Talking about our imagined future and consequences of our imagined decisions.</p>	<p>I.a,b,c,d II.a,b III.a,b IV.a,b V.a</p>
<p>13</p>	<p>Oral presentations (I)</p>		
<p>14</p>	<p>Oral presentations and Spanish music session</p>		

**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:**

- VV.AA. Destino Erasmus I. Madrid: SGEL

**RECOMMENDED MATERIALS:**

- VV.AA. (2004) *Cambridge Klett Pocket Dictionary: Español/Inglés-English/Spanish*. Cambridge: C.U.P.
- VV.AA. (2011) *Gramática Básica del estudiante español*. Edición Revisada y Ampliada. Barcelona: Difusión
- English version: VV.AA. (2013) *Student's Basic Grammar of Spanish: English Edition*. Revised and Expanded. Barcelona: Difusión
- Morley, J. and Niño, A. (2009) *Basic Spanish Grammar for English Speakers*. Salamanca: Santillana
- VV.AA. (2009) *Cuadernos de gramática española, A2*. Barcelona: Difusión.
- VV.AA. (2011) *Cuadernos de gramática española, B1*. Barcelona: Difusión.
- VV.AA. (2008) *Competencia gramatical en uso, A2*. Madrid: Edelsa.
- Cortes, M. (2003) *Guía de usos y costumbres de España*, Madrid: Edelsa.
- Fernández Agüero, M. (2007) *Español para hablantes de inglés*. Madrid: SGEL.