



SP 101 SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD I

IES Abroad Barcelona

DESCRIPTION: By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of basic everyday needs in the host culture as described in the learning outcomes below.

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 includes a strong virtual guided element. Students will use Moodle to acquire knowledge and skills ahead of face-to-face participative classroom hours. In this way classroom contact hours can be used to maximize language production and linguistic interaction.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish will be used in all instances, with emergency use of English for disambiguation.

PREREQUISITES: None

METHOD OF PRESENTATION:

- The course contents will be delivered by applying a communicative student-centered methodology. The first approximation to the contents will be through texts (written and oral). Students will work individually and in groups to acquire and to practice (written and orally) the new structures and vocabulary. Also, homework will be assigned so that the students can systematize, practice, and clarify doubts.
- There will be special assignments related to field study trips. The city of Barcelona and its people are the perfect scenario for practicing the target language and learning about the ways people live. Therefore, we will draw on this setting to collect pieces of information for our class discussions and to develop a firsthand appreciation of Spanish language. Information and communication technology will be very present in the classroom. Some assignments will involve Internet research; others will involve blog posts, a podcast or twitter. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.
- Each week students will be asked to complete a guided virtual component on Moodle. Completion of this virtual activity is obligatory and forms a vital part of the course content.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm: 10%;
- Final Exam: 20%;
- Oral Exams (2 exams): 10%;
- Quizzes (listening, speaking, reading, writing, intercultural communication): 15%;
- Video/Oral presentation: 10%;
- Compositions: 15%;
- Course-related trips: 10%;
- Class participation: 10%.

BRIEF DESCRIPTION OF FORM OF ASSESSMENT:



The evaluation criteria for each type of activity are explained to students at the beginning of the course and also students receive an assessment sheet for each oral/written task, (oral presentations and written assignment have a specific rubric /or a check list depend on evaluated assignment). In the evaluation sheets that students receive the teacher writes a personalized comment on their performance and progress in oral communication.

Students receive individual assessment sheet for the following activities: written-expression, (compositions); oral group presentations, (field studies); oral-class activities, (role-plays activities) and final oral presentation.

Midterm & Final exams:

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

Quizzes:

The tests are designed to establish the progress that students are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test the abilities in different areas of language competency. There will be in between two and four quizzes during the semester.

Video / Oral presentation:

Oral assessment will be carried out regularly in class, but there will be two specific activities which intend to assess the improvement and development of communicative skills. These activities give an opportunity to practice the oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term.

Video: consists in a group or individual project about a given topic previously approved by the professor; for example: «This is what Spaniards mean by “paseo” ».

Oral Presentation: students will work individually to develop a final oral activity about a subject related to both their experience in Barcelona and the topic of their video. The teacher will give information about the rules of the presentation and the dates (rubric, vocabulary suggestions, and required contents).

Compositions:

During the semester students will have to submit two essays in two different drafts (250-350 words in length). Students will be given a hand-out on which there will have the guidelines to each individual assignment. The composition topics will also require interaction with Spanish speakers in the form of an interview or informal conversation and/or onsite research to a local destination of interest. The work will be evaluated based on accuracy of expression, integration of new vocabulary and creative content.

Course Related Trips:

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 fulfill different tasks for every Course Related Trip:

1. Pre activity (individual research about the topic: reading, on-line search, interviews, etc.)
2. Field Activity (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.

Depending on the semester (spring, summer, or fall), the offer of Course Related Excursions may vary according to seasonal celebrations and traditions:

- Spring: Santa Eulàlia, Sant Antoni, Sant Jordi.
- Summer: Sant Joan.
- Fall: La Mercè, La Diada, La castanyada, Mercat de Santa Eulàlia.

Also, there are other Course Related Trips not linked to seasonal celebrations:

El fútbol en España.

Mi barrio en Barcelona.

El Mecat dels Encants.



Visitas a Museos (MIBA, MACBA, CCCB)

(Students will be informed beforehand of the specific day, time, and outcome-related activity).

Class Participation:

When determining the class participation grades, traditional criteria such as preparation, completed homework before class, interactive group work and active, meaningful participation are all considered. Attendance and punctuality are expected and do not count positively towards the participation grade. However, laxity in these areas will have a negative effect on your grade.

The instructor will also be evaluating you in several behavioural areas across the course. Students will have access to Participation Rubric on Moodle:

- Preparation: Bring regularly to class the required materials (textbook, workbook, pen, paper, etc.)
- Complete homework and other assigned materials before class. Be ready to start when class begins.
- Language: Make a consistent effort to speak Spanish during class, regardless of accuracy.
- Group Work: Participate collaboratively in groups and in pairs.
- Attitude: Demonstrate a positive and supportive attitude to instructor and classmates.
- Focus: Give full attention to class activities (cellphones off, laptop for notes only, etc.)

LEARNING OUTCOMES:

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

Intercultural Communication

- A. Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
- B. Students can recognize basic appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between basic representations of formality and informality in the language.
- D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

Listening

- A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
- B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

Speaking

- A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the community).
- B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.

Reading

- A. Students will be able to identify and understand basic sentences.
- B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

Writing

- A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
- B. Students will be able to send basic emails, text messages, and fill out some basic forms.

ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1	<p>Unit 0 and 1</p> <p>1. Functional: Useful class language. Greetings and farewells. Talking about personal identity.</p> <p>2. Grammatical: Sounds and letters. The three conjugations: <i>-ar, -er, -ir</i>. Present tense: <i>ser, tener, llamarse</i>. Genre in nouns and adjectives.</p> <p>3. Vocabulary: The alphabet. Numbers (0-100). Nationalities. Jobs. Hobbies. Classroom items.</p> <p>4. Culture: Names and last names in Spanish. Addressing forms: <i>Sr., Sra.</i></p>	<p>Getting to know each other.</p> <p>Completing a poster with information related to a class member and introducing him/her to the rest of the class.</p>	<p>I.A, I.C, II.A, III.A, IV.A.</p> <p>II.A, III.A.</p>
Week 2	<p>Unit 2</p> <p>1. Functional: Expressing intentions and giving reasons. Talking about our interests.</p> <p>2. Grammatical: Present tense: regular verbs. Reasons and finalities: <i>Porque vs. para vs. por</i>. Intentions: <i>querer + Infinitive</i>. Definite article: <i>el, la, los, las</i>. Grading: <i>bien, bastante bien, regular, mal</i>.</p> <p>3. Vocabulary: Leisure and hobbies. Languages. Activities in the language classroom.</p> <p>4. Culture: Spanish in the world.</p>	<p>Getting to know each other's interests.</p> <p>Oral presentation: Expectations and plans of the semester ahead.</p> <p>Internet research and oral presentation: The impact of Spanish language in the world.</p>	<p>II.A, III.A.</p> <p>II.A, III.A.</p> <p>IV. B, V.A.</p>
Week 3	<p>Unit 3</p>	<p>Designing a question-and-answer game: A Trivial of Barcelona.</p>	<p>I.B, I.C, I.D, III.A.</p>

	<p>1. Functional: Describing places and countries. Talking about existence. Locating things. Talking about the weather.</p> <p>2. Grammatical: <i>Hay vs. está. Mucho/a/s + noun, muy + adjective, verb + mucho</i>. Superlative. Indefinite articles: <i>un, una, unos, unas</i>. Agreement in articles (definite and indefinite) and adjectives. Interrogatives: <i>Qué, cuál/cuáles, quién, cómo, dónde, cuántos/cuántas</i>).</p> <p>3. Vocabulary: The weather. Geography.</p> <p>4. Culture: Spanish-speaking countries .</p>	<p>Composition 1: Your city.</p> <p>Internet research and oral presentation about a Spanish Speaking country.</p>	<p>V.A. IV.A, IV.B, V.A.</p>
Week 4	<p>Unit 4</p> <p>1. Functional: Identifying objects. Expressing needs. Shopping (asking for products and prices). Talking about preferences.</p> <p>2. Grammatical: Demonstratives: <i>este, ese, aquel.... El, la, los, las + adjective. Qué + noun vs. cuál/es. Tener que + infinitive. Verb ir. Verb preferir</i>.</p> <p>3. Vocabulary: Numbers (100+). Colours. Clothing. Daily use objects.</p> <p>4. Culture: Spanish fashion companies. Flea markets in Barcelona.</p>	<p>Deciding what to carry for a weekend in your hand luggage.</p> <p>Role play: a flea market in the class.</p> <p>Course-related trip 1: shopping in Barcelona (buying a gift for a classmate).</p>	<p>II.A, III. A, III.B. I.A, I.B, I.C, I.D, II.A, III.A, III.B. I.A, I.B, I.C, II. A, II.B, III. A, III. B, IV.B.</p>
Week 5	<p>Unit 5</p> <p>1. Functional: Talking about personal relationships and family. Describing people’s appearance and personality. Asking and talking about likes and dislikes.</p>	<p>Presenting your family to the class.</p> <p>Describing a celebrity.</p> <p>Composition 2: My favourite person.</p> <p>Midterm Exam</p>	<p>III.A. II.A, III.A, V.A. V.A</p>

	<p>2. Grammatical: Verb <i>gustar</i>. Possessive adjectives. Verbs: <i>tener, ser, llevar. También/tampoco</i>.</p> <p>3. Vocabulary: Personal and familiar relationships. Appearance and personality adjectives. Music genres.</p> <p>4. Culture: Music Festivals. The Spanish music scene.</p>		
Week 6	<p>Unit 6</p> <p>1. Functional: Talking about daily activities and frequency.</p> <p>2. Grammatical: Present tense (I): regular and irregular verbs.</p> <p>3. Vocabulary: Daily activities. Frequency : <i>siempre, a veces, todos los días...</i></p> <p>4. Culture: El Día de Reyes.</p>	<p>Interviewing Spanish speakers about their daily routines.</p> <p>Speaking about our calendars.</p> <p>Writing a comic hero profile.</p>	<p>I.A, I.B, I.C, I.D, II.A, III.A.</p> <p>I.E, III.A.</p> <p>V. A.</p>
Week 7	<p>Unit 6</p> <p>1. Functional: The time. Talking about schedules. Expressing agreement and disagreement.</p> <p>2. Grammatical: Present tense (II): regular and irregular verbs. Reflexive verbs. <i>También/tampoco</i>. Connectors of sequence: <i>primero, luego...</i></p> <p>3. Vocabulary: Days of the week and parts of the day.</p> <p>4. Culture: Spanish schedules.</p>	<p>Class awards: "Finding the most athletic/healthy... student" Asking about life habits and personality traits.</p> <p>Composition 3: The daily life of an American student in Barcelona</p> <p>Comparing Spanish and American schedules.</p>	<p>II.A, III.A, III.B.</p> <p>I.D, V.A.</p> <p>I.D, III.A, V.A</p>
Week 8	<p>Unit 7</p> <p>1. Functional: Talking about food and eating habits. Asking about products and ingredients. Ordering in bars and restaurants.</p>	<p>Role-play: A dialogue in a restaurant or in a bar.</p> <p>Deciding if a student follows a healthy diet.</p>	<p>I.A, I.B, I.C, II.A, III.B.</p> <p>II.A, II.B, III.A.</p> <p>I.A, I.B, I.C, I.D, II.A, III.A, III.B, IV.B.</p>

	<p>2. Grammatical: Verbs <i>poner</i> and <i>traer</i>. Direct Object pronouns: <i>lo, la, los, las</i>.</p> <p>3. Vocabulary: Daily meals. Food. Ways of cooking. Healthy living.</p> <p>4. Culture: Spanish food habits, typical dishes and products.</p>	<p>Course-related trip 2: Food market in Barcelona.</p> <p>Tapas contest: creating your own “tapa”.</p>	I.D, III.A, V.A.
Week 9	<p>Unit 8</p> <p>1. Functional: Describing neighborhoods, towns, and cities. Asking and giving instructions. Locating things in space.</p> <p>2. Grammatical: <i>Hay vs. está</i>. Quantifiers: <i>algún, ningún, muchos</i>. Prepositions and adverbs of place: <i>a, en, al lado de, cerca, lejos...</i></p> <p>3. Vocabulary: City services and places. Adjectives to describe cities and neighborhoods.</p> <p>4. Culture: Remarkable Spanish cities.</p>	<p>Describing your neighborhood and your favorite places and buildings in Barcelona.</p> <p>Designing a travel guide to a neighborhood in Barcelona.</p> <p>Composition 4: Your neighborhood in Barcelona.</p>	<p>II.A, III.A, III.B.</p> <p>III.A, IV.B, V.A.</p> <p>I.D, IV.B, V.A</p>
Week 10	<p>Various teaching resources</p> <p>1. Functional: Describing a house and comparing. Placing.</p> <p>2. Grammatical: Comparisons (<i>más/menos/igual/los mismos... que</i>).</p> <p>3. Vocabulary: prepositions of place: <i>arriba, abajo...</i> Rooms and furniture.</p> <p>4. Culture: Comparing US and Spanish urban architecture.</p>	<p>Planning an ideal house.</p> <p>Finding the perfect roommate.</p> <p>Comparing cities with small villages.</p> <p>Video presentation</p>	<p>II.A, II.B, III.B, V.A.</p> <p>II.A, II.B, III.B.</p> <p>I.D, III.A.</p> <p>I.A, I.B, I.C. I.D, II.A. II.B, III.A, III.B, V.A</p>
Week 11	<p>Unit 9</p> <p>1. Functional: Talking about past experiences. Talking about abilities</p>	<p>Interviewing a classmate about his/her life experiences.</p>	<p>II.A, II.B, III.A, III.B.</p> <p>II.A, II.B, III.A, III.B.</p>

	<p>and skills. Describing people (qualities and defects).</p> <p>2. Grammatical: Present Perfect. <i>Saber + infinitive; poder + infinitive. Ya/todavía no.</i></p> <p>3. Vocabulary: Frequency. Personality adjectives.</p> <p>4. Culture: Sant Jordi celebration.</p>	<p>Presenting yourself as a candidate for a job position.</p> <p>Finding out the perfect travel companion.</p>	<p>II. A, II.B, III.A, IV.B.</p>
<p>Week 12</p>	<p>Various teaching resources</p> <p>(Course review)</p> <p>1. Functional: Talking about the future and making plans.</p> <p>2. Grammatical: <i>ir a + Infinitive.</i></p> <p>3. Vocabulary: Time expressions with future: <i>mañana, la semana que viene...</i> Travels.</p> <p>4. Culture: Touristic places in Spain.</p>	<p>Planning a weekend trip in Spain.</p> <p>Composition 5: Life after being abroad: your experience in Barcelona and your plans going back.</p> <p>Oral presentation</p> <p>Final Exam</p>	<p>I.D, V.A.</p> <p>III.A, III.B.</p>

REQUIRED COURSE MATERIALS:

Corpas, J., García, E., Garmendia, A. (2020). *Aula Plus 1 - Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-227-1].

English-Spanish/Spanish-English **Dictionary**. Recommended dictionaries:

- The Pocket Oxford Spanish Dictionary.
- Webster's New World International Spanish/English Dictionary
- Harper Collins Spanish College Dictionary
- www.wordreference.com