SP 301 SPANISH LANGUAGE & CULTURES: EMERGING INDEPENDENT ABROAD I
IES Abroad Barcelona

DESCRIPTION: In this course the student will be able to express self in a broad array of scenarios talking about self or others with precision and with a large degree of understanding. The student will be able to correct own utterances to ensure a correct understanding.

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 maximise language production and linguistic interaction.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad's SP 201 Emerging Independent outcomes from the MAP for Language and Intercultural Communication, determined by placement test.

METHOD OF PRESENTATION:

• The course contents will be delivered by applying a communicative student-centered methodology. Language instructors direct tasks, group and pair work, individual and group oral presentations, intensive and extensive readings, listening activities, class discussion, role plays, and audiovisual activities that will lead students to develop and improve their language skills in and out of the classroom.

• Students will work individually and in groups in order to systematize and to practice orally all the grammatical concepts learned in class, with the opportunity to clarify doubts. Each student will present written assignments about different topics and grammatical items. Compositions provide the students with an opportunity to apply theoretical material to text.

• 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.

• Course-related trips are an important part of the course. Students have the opportunity to know better specific aspects of the Spanish culture, and to develop verbal interaction with peers and community.

• 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%;
• Oral presentation: 10%;
• Compositions: 15%;
• Course-related trips: 10%;
• Class participation: 10%.

BRIEF DESCRIPTION OF FORM OF ASSESSMENT:

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. So 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 course of 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 taken into account. 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 a number of 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:
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 nonverbal 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.
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. 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:

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<th>Content</th>
<th>Assignments</th>
<th>Corresponding Learning Outcome(s)</th>
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<td>Week 1</td>
<td>Unit 1</td>
<td>-Activity: Choosing a job position and inventing an ideal candidate for the job. With Aula 3, pages 10-21 and 108-113 + MOODLE + photocopies</td>
<td>I.D,E</td>
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<tr>
<td></td>
<td>1. Functional: Biography of the ideal candidate for a job position; Talking about habits in the present.</td>
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<td>2. Grammatical: Preterit Perfect</td>
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<td>III.A,B</td>
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<td>3. Vocabulary: Working in Spain and USA</td>
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<td>4. Culture: Working contracts, Vacations</td>
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<td>V.A</td>
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<td>Week 2</td>
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<td>Unit 1</td>
<td>-Composition: Moments that have changed your life: From high school to studying abroad... With Aula 3, pages 10-21 and 108-113 + MOODLE + photocopies</td>
<td>I.D,E</td>
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<tr>
<td></td>
<td>1. Functional: Talking about experiences in the past; beginning, duration, and location of an action at any specific time</td>
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<td>2. Grammatical: Periphrasis and Gerund</td>
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<td>III.A,B</td>
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<td>3. Vocabulary: Professions</td>
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<td>4. Culture: Changes when living abroad</td>
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<td>V.A,B</td>
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<td>Week 3</td>
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<td>Unit 2</td>
<td>-Activity: What were you like in your childhood and how are you now? With Aula 3, pages 22-33 and 114-119 + MOODLE + photocopies</td>
<td>I.C,D,E</td>
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<td>1. Functional: Talking about the most important moments in recent past times</td>
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<td>Reading: La historia de España.</td>
<td>III.A,B</td>
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<td>V.A,B,C</td>
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<tr>
<td>Week</td>
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<td>4</td>
<td>2</td>
<td>Talking about the most important moments in recent past times</td>
<td>Preterit Imperfect; time markers for past and present; then and now comparisons</td>
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<td>5</td>
<td>3</td>
<td>Talking about rules for class and society; talking about habits</td>
<td>Prohibition structures; quantifiers; impersonal “se”</td>
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<td>Week 7</td>
<td>Unit 5</td>
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<td><strong>1. Functional:</strong> Expressing emotions, talking about the past.</td>
<td>-Explaining a special moment in your life. With Aula 3, pages 58-69 and 132-137 + MOODLE + photocopies</td>
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<td><strong>2. Grammatical:</strong> Contrast of past tenses, “Estar + gerund”. Time conjunctions.</td>
<td>-Oral Presentation (videos): Writing a script for a video. How is the recording of the video going?</td>
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<td><strong>3. Vocabulary:</strong> Time markers, historical events, emotions</td>
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<td><strong>4. Culture:</strong> Spanish culture: history of Spain and other special moments in history.</td>
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<tr>
<td><strong>1. Functional:</strong> Express emotions, talk about the past.</td>
<td>-Composition: Explaining a special moment in your life. With Aula 3, pages 58-69 and 132-137 + MOODLE + photocopies.</td>
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<th>Course related trip 3.</th>
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<th>Week 9</th>
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<td><strong>1. Functional:</strong> Transmit messages and communication strategies. Communication through the phone and short messages.</td>
<td>-Leaving a message for a roommate. With Aula 3, pages 41-48 and 98-99 + MOODLE + photocopies</td>
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<th>I.E, C, D</th>
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<td>V.B</td>
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### Week 10

**Unit 7**

1. **Functional:**
   - Talking about future actions and situations.
   - Expressing conditions.
   - Structures to formulate hypothesis.

2. **Grammatical:**
   - The Future tense.
   - *Sí* + *Presente de Indicativo* + Future
   - *Depende* (*de*) + *sustantivo*

3. **Vocabulary:**
   - Problems of the world: *clima*, *contaminación*, *pobreza*, etc.
   - Circumstances and situations related to life experiences: *Casarse*, *tener éxito*, etc.

4. **Culture:**
   - Comparing the problems that worry the Spanish and the Americans.

- Talking about the future. With Aula 3, pages 82-93 and 144-149 + MOODLE + photocopies.
- Composition: Writing a biography of a classmate’s future.

### Week 11

**Unit 8**

1. **Functional:**
   - Narrating in present tense.

- Narrating with the present tense. With Aula 3, pages 94-105 and 150-155 + MOODLE + photocopies.
Summarize a movie’s plot.

2. **Grammatical**: Forms and uses of the pronouns: DO and IO.

3. **Vocabulary**: Genres: Películas, obras de teatro, novelas y programas de televisión.

4. **Culture**: The Spanish sense of humour.

Different types of jokes.

-Watching a movie and writing a synopsis about the movie.

-**Oral Presentation (videos)**:
  -Why this topic?
  -Who would be interested?
  -Is it the same in your country? Different?
  -Did you understand the locals?
  -Is the group happy with the final results?

**Week 12**

Unit 8

1. **Functional**: Narrating in present tense.

To tell jokes in Spanish.

2. **Grammatical**: Forms and uses of the pronouns: The Present Tense.

3. **Vocabulary**: About cinema: Guión, sinopsis, director, productor, etc.

4. **Culture**: The Spanish sense of humour.

Different types of jokes.

-Narrating with the present tense. With Aula 3, pages 94-105 and 150-155 + MOODLE + photocopies.

**Exam Oral II**

**Final Exam**

**REQUIRED COURSE MATERIALS**:

**RECOMMENDED MATERIALS**: