



SP 301i SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD INTENSIVE
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: 7 credits

CONTACT HOURS: 108 hours

LANGUAGE OF INSTRUCTION: Language instructors will use the target language (Spanish) in the classroom, though occasionally instructors will use the native language of the students to explain any ambiguous concepts.

PREREQUISITES: Completion of IES Abroad SP 102 Novice II outcomes from the MAP for Language and Intercultural Communication, determined by placement test.

METHOD OF PRESENTATION:

- Class time is dedicated predominantly to speaking and practicing Spanish. Classroom activities are devoted to speaking Spanish, and reading, and discussing real-life Spanish material. By applying a communicative student-centered methodology the students will be asked to learn about the language through assignments and on-site activities, such as course-related trips.
- Every unit will have special assignments addressing the topics studied in class in order to fulfill a better understanding of the target culture. When needed, the student will complete tasks using information and communication technology that will lead students to develop and improve their language and cultural skills in and out of the classroom. Also, students will be compelled to analyze critically customs and, differences between American and Spanish culture. Homework will be daily assigned so that the students can systematize, practice, and clarify doubts.
- 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:

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 Mercat 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:

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:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1 Unit 1	1. Functional: Describing your daily routine talking about schedules. 2. Grammatical: Present tense. Regular verbs. Expressions of frequency. Irregular & Reflexive verbs. 3. Vocabulary: Daily action verbs and free time verbs. Time and parts of the day. 4. Culture: Life in Spain. Spain vs USA. Schedules.	Interviewing a class peer about his/her schedules. Writing about your daily routine.	I.A.,I.D.,I.E, II.A, III.A, IV.A V.A
Week 2 Unit 2	1. Functional: Talking about historical events. Talking about biographies. 2. Grammatical: Past Tense. Regular Verbs. Past Tense. Irregular Verbs. 3. Vocabulary: Context Clues about past events (<i>ayer, hace...</i>) Relevant events in a person's life (<i>nacer, licenciarse...</i>). 4. Culture: Resume. Spanish cinema.	Internet research and oral presentation about a celebrity's biography. Course-related trip 1 Composition 1	I.A.,I.E,II.A,II.B,III.A,III.B,IV.B.,V.A.
Week 3 Unit 3	1. Functional: Describing people's appearance and personality. Talking about personal relationships and family. 2. Grammatical: Verbs: <i>parecerse, llevarse bien/mal</i> . Possessive adjectives, 3. Vocabulary: Personal and family relationships. Clothes. Description of appearance and personality. 4. Culture: Families in Spain.	Describing a person in the class. Writing a profile for a dating agency. Presenting your family to the class.	I.A,I.E,II.A,III.A,IV.AV.A,V.B
Week 4 Unit 4	1. Functional: Describing your house, comparing. Expressing likes and dislikes. 2. Grammatical: <i>Más...que, menos...que, tan...como</i> . 3. Vocabulary: Prepositions. Furniture, parts of the house. Comparative adjectives. 4. Culture: Comparing USA/Spain (houses, life...)	Planning and presenting your ideal house. Comparing cities with small villages.	I.D,I.E,II.A.,III.A,III.B., IV.A, V.A
Week 5 Unit 7	1. Functional: Expressing likes & dislikes about food & habits. 2. Grammatical: <i>Se + Impersonal</i> . Direct Object Pronouns. 3. Vocabulary: Food. Cooking techniques.- 4. Culture: Spanish food habits. Typical Spanish meals.	Planning a menu. Writing a recipe. Oral presentation about a family meal in the USA. Composition 2	I.A.,I.E,II.A,II.B,III.A,III.B,IV.B.,V.A.

<p>Week 6 Unit 7</p>	<p>1. Functional: Buying food. Explaining a recipe. 2. Grammatical: <i>Se + Impersonal</i>. Direct object pronouns. 3. Vocabulary: Food containers. Weight and measurements. 4. Culture: Market etiquette.</p>	<p>Course-Related Trip 2</p> <p>Review</p> <p>Oral Exam 1</p> <p>Midterm</p>	<p>I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.</p>
<p>Week 7 Unit 1</p>	<p>1. Functional: Biography of the ideal candidate for a job position. Talking about habits in the present. 2. Grammatical: Preterit Perfect, Periphrasis and Gerund. 3. Vocabulary: Places of work in Spain and the US. 4. Culture: Contracts for employment. Vacations, Changes when living abroad.</p>	<p>Activity: Choosing a job position and inventing the life of the ideal candidate for this job.</p> <p>Activity: Moments that have changed your life: From high school to college / studying abroad...</p>	<p>I.D,E,II.A,III.A,B,IV.A,V.A</p>
<p>Week 8 Unit 2</p>	<p>1. Functional: Talking about customs, habits and people's life periods in the past. 2. Grammatical: Preterit Imperfect tense. 3. Vocabulary: Context clues about periods of time. Relevant events in a person's life. Time markers for past and present. Then and now comparisons. Habitual situations in the past. Great inventions. 4. Culture: Spain's history.</p>	<p>Internet research and oral presentation about historical period.</p> <p>Course-related trip 3</p>	<p>I.A., I.E, II.A, II.B, III.A, III.B, IV.B., V.A.</p>
<p>Week 9 Unit 3</p>	<p>1. Functional: Talking about rules in class and in society. Talking about habits. 2. Grammatical: Prohibition structures. Quantifiers. Impersonal "se". 3. Vocabulary: Spanish situations in daily life. Spanish customs: Work, school... 4. Culture: Spanish holidays and daily situations. Reading: Working culture in Spain and USA.</p>	<p>Rules and habits to survive in Spain: Around the house, in school, going out...</p>	<p>I. D,E,II.A.III.A,B,IV.A,B,V.A,B</p>
<p>Week 10 Unit 4</p>	<p>1. Functional: The design of an advertising campaign. Talking about marketing and commercials. 2. Grammatical: Affirmative and negative Imperative with Direct Object Pronouns. 3. Vocabulary: Advertisement and related vocabulary. House related activities. Instructions. 4. Culture: Spanish commercials and advertising values, etc.</p>	<p>Developing an advertising campaign.</p> <p>Presenting your advertisement campaign.</p>	<p>I.C,D,E, II.A,B, III.B,IV.A,B,V.B</p>
<p>Week 11 Unit 5</p>	<p>1. Functional: Expressing emotions. Talking about the past. Telling anecdotes. 2. Grammatical: Contrast of past tenses. "Estar + gerund". Time conjunctions.</p>	<p>Telling anecdotes about past (interesting, funny, sad...) experiences in your life.</p>	<p>I.E,C,D,II.A,III.A,IV.A,V.A</p>

	<p>3. Vocabulary: Time markers. Historical events. Emotions</p> <p>4. Culture: Spanish culture. History of Spain and other special moments in history.</p>	Composition 3	
<p>Week 12 Unit 7</p>	<p>1. Functional: Talking about future actions and situations. Expressing conditions. Structures to formulate hypothesis.</p> <p>2. Grammatical: The Future tense. Conditional sentences: <i>Si + Presente de Indicativo + Futuro: Dependiente (de) + sustantivo.</i></p> <p>3. Vocabulary: Problems in the world: Weather, pollution, poverty, etc. Words expressing probability: <i>Seguramente, probablemente, posiblemente, seguro que, supongo que.</i></p> <p>4. Culture: Comparison of the problems that worry Spaniards and Americans.</p>	<p>Review</p> <p>Oral Exam 2</p> <p>Final Exam</p>	I. B, II. A, B, III. B, IV. A, V. A, B

REQUIRED COURSE MATERIALS:

Corpas, J., García, E., Garmendia, A. (2020). *Aula Plus 2-Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-228-8].
 Corpas, J., Garmendia, A., Soriano, C. (2021). *Aula Plus 3-Libro del alumno Premium*. Barcelona, Difusión. [ISBN: 978-84-1803-229-5].

RECOMMENDED MATERIALS:

Grammar book (LG):

Aragón, Luis y Palencia, Ramón (2005): *Gramática de uso del español. Teoría y práctica (A1-B2)*. Madrid: Grupo SM.

Dictionary:

Varios autores (2004). Cambridge Klett Pocket: Español/inglés - English/Spanish. Cambridge: Cambridge University Press.