DESCRIPTION:
At the end of this 4-credit course students will be able to:
- Advance and practice skills gained in previous levels and during this course.
- Construct arguments and logically develop a conversation based on opinions.

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

PREREQUISITES: Completion of IES Abroad’s SP 301 Emerging Independent I outcomes from the MAP for Language and Intercultural Communication, determined by placement test.

METHOD OF PRESENTATION:
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.

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.

Reading assignments cover different subjects and text types. They are done during class time and as homework. Students have to work on overall meaning (scanning, detailed reading...) and also about specific words (guessing meaning from context, finding synonyms...). There is a reading section on both exams and it is also covered in some of the quizzes that students take during the semester.

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 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:

- **Intercultural Communication**
  - Students will be able to solve many daily troublesome situations and meet needs with limited help.
  - Increasingly, students will be able to make informed comparisons between the host culture and the students’ home cultures.
  - Students will be able to distinguish and begin to imitate verbal and nonverbal communication that reflects politeness, formality, or informality.
  - Students will be able to recognize some patterns of intonation, their meaning, and cultural implications.

- **Listening**
  - A. Students will be able to understand some interactions of increasing 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 many direct requests, questions, and basic conversations on familiar and concrete topics.

- **Speaking**
  - A. Increasingly, 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 number of supporting details.
  - B. Students will be able to address and attempt to resolve moderately complicated situations involving familiar subjects.

- **Reading**
  - A. Students will be able to read passages and short texts (advertisements, schedules, menus, recipes, etc.) and understand overall meaning.
  - B. Students will be able to support their understanding of texts using context, dictionaries, or with the assistance of others at times.

- **Writing**
A. Students will be able to communicate with some 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 with some 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>Week</th>
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<th>Assignments</th>
<th>Corresponding Learning Outcome(s)</th>
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<td><strong>Unit 1</strong></td>
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<td>1. Functional: How to express abilities and emotions</td>
<td>Thinking about learning languages.</td>
<td>I.A., II.A, III.B, IV.A, V.A</td>
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<td>2. Grammatical: “Dar vergüenza/miedo, costar, resultar, dar(se) bien/mal…” + Infinitive or noun.</td>
<td>Reading about the experience of learning languages.</td>
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<td>3. Vocabulary: Adjectives to describe personality.</td>
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<td>Editing a course dictionary.</td>
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<td>2. Grammatical: “Dar vergüenza/miedo, costar, resultar, dar(se) bien/mal…” + Infinitive or noun.</td>
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<td>2. Grammatical: “Querer/pedir/exigir/necesitar” + Infinitive/Subjunctive “Ser/estar/parecer” + adjective + Infinitive/Subjunctive “(No) creo que” + Indicative/Subjunctive.</td>
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<td>Talking about past events: Anecdotes. Relate stories in the past. How to take part of a conversation.</td>
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<td>Expressing interest and emotions, agreement and disagreement.</td>
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"Ser/estar/parecer" + adjective + Infinitive/Subjunctive "(No) creo que" + Indicative/Subjunctive.

I.D., II.A., III.A., IV.B., V.B.
| Week 9 | Aula 4 | Unit 5 | 1. Functional: Describing features of objects, places and persons.  
2. Grammatical: Relative structures with prepositions to describe. When to use Indicative / Subjunctive in relative clauses when the antecedent is known or unknown.  
|---|---|---|---|---|---|
| Week 10 | Aula 4 | Unit 6 | 1. Functional: To asses a given situation. To express your opinion about events and behavior.  
2. Grammatical: when to use Indicative or Subjunctive when expressing opinion: me parece bien/mal/injusto + infinitive / que+ Subjunctive. Conditional tense.  
4. Culture: Food revolution, Slow Food movement, green energies. | Un restaurante Km.0 y los valores detrás de dicho establecimiento. | I.B, II.A, III.B, IV.B, V.B |
| Week 11 | Aula 4 | Unit 7 | 1. Functional: Resources to formulate hypothesis. Narrate a mysterious story.  
2. Grammatical: Some uses of future simple versus future perfect. Hypothesis structures with indicative and subjunctive to talk about possible facts or actions in the present, past and future.  
IES Abroad BCN’s Video Contest. | I.B, II.A., III.A., IV.B., V.A. |
| Week 12 | Aula 4 | REVIEW  
ORAL PRESENTATION  
FINAL EXAM | REQUIREDCOURSEMATERIALS:  
RECOMMENDED MATERIALS:  