



SP323 BUSINESS SPANISH: EMERGING INDEPENDENT ABROAD

IES Abroad Barcelona

DESCRIPTION:

The main objective of this course is to improve oral and written expression and experience the world of work in Spain and Latin America. To achieve this goal, students participate in group projects (performances, debates, and oral presentations) and other activities for to expand knowledge of Spanish language and culture. The course also delves into the vocabulary of the workplace and Spanish daily life. At the end of the course the student will have a better understanding of our everyday culture and the world of business and will speak more fluently and with greater security.

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 201 Emerging Independent Abroad outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

METHOD OF PRESENTATION:

In this course we are going to work with a student business book and additional materials with articles about Spanish business.

CLASS DISCUSSION: The aim of class discussions is to provide the student with a more holistic view. They offer the student the opportunity to argue their views and hear the perspective of other students on selected topics.

GUEST SPEAKERS: Students can hear firsthand from practitioners in the field.

CLASS DEBATE: The debate provides a lively forum for exchange of views on a prepared topic.

STUDENT PRESENTATIONS: Presentations provide the student presenting with the opportunity to develop oral presentation skills and to receive constructive feedback from their peers and professor on their approach.

HOMEWORK AND DAILY PARTICIPATION: Students will work individually and in groups to systematize and to practice orally all the grammatical concepts learned in class, with the opportunity to clarify doubts.

COURSE-RELATED TRIPS: Firsthand appreciation of Spanish language. Students have the opportunity to know better specific aspects of the Spanish business culture, and to know how the stock market works or how the banking system works. We are going to visit different places in Barcelona and Spanish business.

ROLE PLAYS: Real-life business situations: job interview, sales pitch, etc.

At the end of the course there will be a Final Research Project: Create your own business in Spain.

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 (Group Projects): 10%;
- Quizzes (listening, speaking, reading, writing, intercultural communication): 15%;
- Video/Oral presentation: 10%;
- Compositions: 15%;
- Course-related trips - 10%
- Class participation - 10%

Referring the assessment criteria on the oral activities, this takes place throughout the course, in addition to quizzes and exams, the teacher carries out an ongoing assessment of all oral tasks performed in the classroom: oral activities, group-projects, discussions and oral presentations.

The evaluation criteria for each type of activity are explained to students at the beginning of the course and students receive an assessment sheet for each oral task. In the evaluation sheets that students receive the teacher writes a personalized comment on their performance and progress in oral communication.

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:

1. Intercultural Communication
 - a. Students will be able to solve some troublesome daily business 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 within a business context.
 - c. Students will be able to distinguish between verbal and nonverbal communication that reflects politeness, formality, or informality within a business context.
 - d. Students will be able to recognize simple patterns of intonation and their meaning.
2. Listening
 - a. Students will be able to understand some interaction (media, speeches, 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 business topics covered in class.
3. 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 explain moderately complicated situations involving business subjects.
 - c. Students will be able to describe plans and business projects
 - d. Students will be able to describe companies and products.
 - e. Students will be able to participate and respond actively in a variety of business interactions: negotiations, presentations, business lunch, meetings.
4. Reading
 - a. Students will be able to comprehend critical business papers.
 - b. Students will be able to understand financial information and argumentation.
 - c. Students will be able to support their understanding of texts using context, visual aids, dictionaries, or with the

assistance of others to facilitate comprehension.

5. 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 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 (Unit 1, Socios 2) Compañeros de trabajo	1. Functional: Describing people and work relationships. 2. Grammatical: Present tense (regular/irregular), <i>estar + adjetivos</i> 3. Vocabulary: Vocabulary related to a work environment in Spain, describing people and the best candidate for a new job 4. Culture: Spanish companies vs EEUU companies	P. 10-19 Describing companies and a professional daily routine	I.A., I.B, II.A, II.B, III.B, IV.C., V.A. V.B.
Week 2 (Unit 1, Socios 2) Compañeros de trabajo	1. Functional: Describing jobs and talking about experiences in the past 2. Grammatical: Past Tense: <i>estar + gerundio, por/para</i> 3. Vocabulary: Vocabulary related to positions and responsibilities 4. Culture: Working in Spain	P. 10-19 Composition1: Writing e-mails Giving instructions in a department Quiz 1	I.A., I.B, II.A, II.B, III.A., III.B, IV.C., V.B.

<p>Week 3 (Unit 2, Socios 2) De viaje</p>	<p>1. Functional: Express feelings, wishes, suggestions and preferences, expressing conditions. Talking about experiences in the past</p> <p>2. Grammatical: Past tense: Present Perfect, Conditional tense, quantifiers</p> <p>3. Vocabulary: Vocabulary related to weather</p> <p>4. Culture: City transportation in Spain</p>	<p>P. 20-31</p> <p>Composition 2: Your favourite trip</p> <p>Course-related trip 1: Organize business meeting</p> <p>Quiz 2</p>	<p>I.A., I.B, II.A, II.B, III.A., III.B, III.C., IV.C.,V.B.</p>
<p>Week 4 (Unit 3, Socios 2) Productos de ayer y de hoy</p>	<p>1. Functional: Describing about diary routine in the past</p> <p>2. Grammatical: Past tenses: <i>Indefinido/Imperfecto</i> (regular)</p> <p>3. Vocabulary: Vocabulary related to past events and past experiences</p> <p>4. Culture: Costumer assistant: How write letters</p>	<p>P. 31-43</p> <p>Comparing working organizations in the past and the present</p>	<p>I.A., I.B, II.A, II.B, III.A., III.B, III.E., IV.C.,V.B.</p>
<p>Week 5 (Unit 3, Socios 2) Productos de ayer y de hoy</p>	<p>1. Functional: Explaining the history of Spanish companies, describing great inventions</p> <p>2. Grammatical: Past tenses: <i>Indefinido/Imperfecto</i> (regular/irregular)</p> <p>3. Vocabulary: Products and inventions</p> <p>4. Culture: Historical background and daily</p>	<p>P. 31-43</p> <p>Explaining the history of Spanish companies</p> <p>Comparing different products.</p> <p>Quiz 3</p> <p>Course-related trip 2: Visit Spanish</p>	<p>I.A., I.B, II.A, II.B, III.A., III.B, III.E., IV.C.,V.B.</p>

	routine habits	companies	
<p>Week 6</p> <p>(Unit 4, Socios 2)</p> <p>Normas en la empresa</p>	<p>1.Functional: Talking about rules and talking about habits</p> <p>2.Grammatical: <i>Imperativo afirmativo/negativo</i>, Impersonal <i>se</i>, Pronouns <i>OD/OI</i></p> <p>3.Vocabulary: Vocabulary related to description of the office, and health issues.</p> <p>4.Culture: Working rules in Spain vs. US</p>	<p>P. 44-53</p> <p>Midterm</p> <p>Composition 3:</p> <p>The best work environment</p>	<p>I.A., I.B, I.C., II.A, II.B, III.A., III.C., III.E., IV.C.,V.B.</p>
<p>Week 7</p> <p>(Unit 5, Socios 2)</p> <p>Dinero</p>	<p>1.Functional: Talking about the future</p> <p>2.Grammatical: <i>Future tense, Perifrasis verbales</i></p> <p>3.Vocabulary: Bank and finances</p> <p>4.Culture: Bank form in Spain</p>	<p>P. 54-65</p> <p>Oral Exam (Group Project):</p> <p>Spanish banks</p> <p>Quiz 4</p>	<p>I.A., I.B, I.C., II.A, II.B, III.A., III.E., IV.A.,V.A.,V.B.</p>
<p>Week 8</p> <p>(Unit 5, Socios 2)</p> <p>Dinero</p>	<p>1. Functional: Express possibility, need or convenience</p> <p>2.Grammatical: <i>Presente de Subjuntivo</i></p> <p>3.Vocabulary: Bank and finances</p> <p>4.Culture:: Bank negotiations</p>	<p>P. 54-65</p> <p>Giving recommendations for good intercultural negotiations</p>	<p>I.A., I.B, II.B, III.A., III.C., III.D., III.E., IV.A.,V.B.</p>

<p>Week 9 (Unit 7, Socios 2)</p> <p>Internet</p>	<p>1. Functional: Expressing wishes, intentions, advising and recommendations. Speaking about descriptions of time</p> <p>2. Grammatical: <i>Presente de Subjuntivo</i>, Expressions of time: <i>hace, desde hace...</i></p> <p>3. Vocabulary: Internet</p> <p>4. Culture: Social networks in Spain vs. US</p>	<p>P. 76-85</p> <p>Composition 4:</p> <p>Creating and describing a web</p> <p>Quiz 5</p>	<p>I.A., I.B, II.B, III.A., III.B., III.E.,IV.A.,IV.B V.A.</p>
<p>Week 10 (Unit 9, Socios 2)</p> <p>Estrategias de Publicidad</p>	<p>1. Functional: Expressing conditions, probability, and opinion, agree and disagree</p> <p>2. Grammatical: <i>Presente de Subjuntivo</i>, Expressions of agree and disagree</p> <p>3. Vocabulary: All about advertising</p> <p>4. Culture: Spanish commercials, advertising values...</p>	<p>P. 98-107</p> <p>Course-related trip 3:</p> <p>Analysing Spanish commercials</p> <p>Oral Exam (Group Project):</p> <p>Role-play about advertising campaign</p>	<p>I.A., I.B, I.C., II.B, III.A., III.B., III.D., III.E., IV.A.,IV.B.,V.B.</p>
<p>Week 11 (Unit 11, Socios 2)</p> <p>Presentaciones y conferencias</p>	<p>1. Functional: Creating and developing an oral presentation</p> <p>2. Grammatical: Relative Pronouns, differences between <i>qué/cuál</i></p> <p>3. Vocabulary: Quantifiers: <i>alguien, nadie...</i></p> <p>4. Culture: Differences of oral presentations</p>	<p>P. 88-99</p> <p>Composition 5:</p> <p><i>Mi propio negocio</i></p> <p>Quiz 6</p>	<p>I.A., I.B, I.C., II.B, III.A., III.C., III.D., IV.A.,IV.B.,V.B</p>

	in Spain vs. US		
Week 12	1.Functional: Preparing the final oral presentation <i>Mi propio negocio</i> 2.Grammatical: Review 3.Vocabulary: Review 4.Culture: Review	Final Exam Oral presentation: <i>Mi propio negocio</i>	I.A., I.B, II.B, III.A., III.E., IV.A.,IV.B.,V.B

REQUIRED COURSE MATERIALS:

Martínez, L., Sabater, M. L. (2008). *Socios 2. Nueva edición*. Barcelona, Difusión. [ISBN: 978-84-8443-418-4].

RECOMMENDED MATERIALS:

- Interviews with business professionals
- Business newspaper articles.
- Business news.
- Business news.