SP 324 BUSINESS SPANISH: INDEPENDENT ABROAD
IES Abroad Barcelona

DESCRIPTION:
In this course the student will gain proficiency in the skillful use of the language and will be able to refine the tools necessary to engage native speakers in fluid conversation, and will also be able to maintain a complex argumentation. At the end of the semester the students will be able to successfully make own communicative situations in the business world and to handle his/herself within Spanish business culture.

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 302 Emerging Independent Abroad II 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. The first approximation to the contents will be through texts (written and oral). 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. Also, homework will be assigned so that the students can systematize, practice, and clarify doubts.

The aim of class discussions and debates in class 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.

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.

There will be special assignments related to course-related trips. Students have the opportunity to know better specific aspects of the Spanish business culture.

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 - 15%
- Business oral class activities - 10%
- Group projects - 10%
• Quizzes (listening, speaking, reading, writing, intercultural communication) - 10%
• Oral Marketing campaign presentation - 10%
• Compositions - 15%
• Course-related trips - 10%
• Class participation - 10%

On the form and the assessment criteria on oral activities, 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 also 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.

Group projects and oral presentations have a specific rubric evaluation that includes both, grammar improvement and progression group work, because part of the group work is done in class, to prepare students to work in a real professional context.

Students receive individual assessment sheet for the following activities:
• Written-Expression: compositions
• Oral presentations: Course-related trip Mercat, video CV
• Group Projects: web project, market research
• Oral-class activities: role-plays activities
• Final oral presentation: market campaign

**Final Research Paper**

At the end of the course there will be a Final Research Project: Create your own business in Spain. For the final presentation, students individually or in pairs can selecting the topic that is most interesting to them from a variety of possibilities that have clear requirements that the student have to complete:
• Create your own business in Spain
• A marketing campaign
• Prepare an event at the company

One week before the final presentation; students have to deliver a draft with the content and presentation development. The teacher reviews the draft and helps to understand and improve those aspects that are not clear or where the student is struggling.

**LEARNING OUTCOMES:**

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent 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 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 begin to identify at a basic level key host cultures in a business context, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes
   b. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host culture.
   c. Understand and respond to exchanges related to business.
   d. Understand the vision, mission and values of some Spanish companies

II. Listening
   a. Students will be able to understand some spoken communication of moderate complexity on a wide range of
concrete
b. business topics covered in classes.
c. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native
d. speakers, and they will comprehend common colloquial expressions and slang.

III. Speaking
a. Students will be able to speak on and discuss concrete business topics covered in classes, as well as other business
topics of
b. particular interest to them.
c. Students will be able to describe companies, products and services.
d. Students will be able to participate and respond actively in a variety of business interactions: negotiations,
presentations,
e. business lunch, meetings.
f. Students will be able to express self in a specific business presentation.
g. Students will be able to make a solid argument for a particular strategy.

IV. Reading
a. Students will be able to read and understand articles, reports, economic newspaper articles, and online texts using
b. background knowledge to aid their comprehension.
c. Students will begin to read and understand the main ideas of business texts with assistance.

V. Writing
a. Students will be able to understand data, strategy and graphs related to business situations
b. (Reports, financial information, notes, text messages, letters, emails).
c. Students will be able to write brief essays for class that narrate, describe report, compare, contrast, and summarize
range on a wide
d. Students will be able to edit their own and their peers’ writing for common errors covered in class.

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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
<th>Corresponding Learning Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Unit 1</td>
<td></td>
<td>I.A., I.B, II.A., III.A, III.B., IV.A., V.B.</td>
</tr>
<tr>
<td></td>
<td>La nueva empresa</td>
<td>Grammar exercises:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Progressive forms</td>
<td></td>
</tr>
</tbody>
</table>
1. Functional: Design and presentation of a web site
2. Grammatical: Progressive forms in context, textual organizers, temporary references, connectors of cause and consequence
3. Vocabulary: Vocabulary related to Internet, companies and flowcharts
4. Culture: Qualities of an entrepreneur Spain vs. USA

**Composition 1:**
Innovative companies:

Video: Kukuxumuxu and Imaginarium

**Project work 1:**
Thinking and talking about a new business.

**Week 2**

**Unit 2**
**Ingresar en una empresa**

1. Functional: Job interviews
2. Grammatical: Revision of ser/estar, past tenses in context
3. Vocabulary: Vocabulary related to offers of employment
4. Culture: The ideal candidate

**Grammar exercises:**
- Ser/estar
- Past tenses
- Vocabulary related to job interview

**Role-play:** Hacia la última ronda

**Role-play:** Dinámica de grupos

**Composition 2:**
Looking for employment

**Week 3**

**Unit 2**
**Ingresar en una empresa**

1. Functional: Talking about education and past experiences
2. Grammatical: Past tenses in context
3. Vocabulary: Vocabulary related to CV and qualities
4. Culture: Cultural features of job interviews (Spain vs. USA)

**Grammar exercises:**
- Past tenses about past job experiences
- Vocabulary related to CV and job interview

**Project 2:** Designing my Video CV

**Role-play:** Looking for the perfect candidate

**Week 4**

**Unit 3**
**Recursos Humanos**

1. Functional: Describing, expressing and resolving problems, making proposals and solutions; problem solving

**Grammar exercises:**
- Conditional tense
- Impersonal “se”
- Subjunctive to suggest recommend and making opinions
- Problem solving
- Vocabulary related to RRHH
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Functional</th>
<th>Grammatical</th>
<th>Vocabulary</th>
<th>Culture</th>
<th>Composition 3: Problem solving</th>
<th>Role-Play: Problem solving. Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>Recursos Humanos</td>
<td>Conditional tenses, the impersonal “se”, subjunctive to suggest and to recommend.</td>
<td>Vocabulary related to Human Resources</td>
<td>Cultural aspect of working conditions (Spain vs. USA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>Discusiones y Negociaciones</td>
<td>Tools to handle difficult conversations: empathy, assertiveness, active listening; Use of indicative subjunctive tenses to negotiate.</td>
<td>Vocabulary related to negotiating.</td>
<td>Working conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>Consumidores y productos</td>
<td>Describing customers and products: Profiles, making a slogan</td>
<td>Affirmative and negative imperative, imperative and pronouns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grammar exercises:**
- Structures to express feelings, emotions, opinion
- Structures to negotiate, supporting or refusing a proposal
- Imperative
- Imperative and pronouns

**Role play:**
- Problem solving.
- Negotiating with a client/ with a hotel.
- Midterm Course-related trip: Market Research
- Project 3 Market research
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Unit 5</th>
<th>Consumidores y productos</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Culture: Cultural sponsorship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Functional: Expressing feelings, doubts, presenting a market research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Grammatical: Present of subjunctive, concessive clauses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Vocabulary: Vocabulary related to describing products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Culture: Consumers - Spain vs. EEUU</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar exercises:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Subjunctive: concessive clauses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Vocabulary related to publicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Composition 4:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atra pa al consumidor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Video:</strong> Consumers and products.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Unit 6</th>
<th>La comunicación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functional: Tools to handling difficult conversations: expressing conditions, opinion when discussing and negotiating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Grammatical: Conditional clauses (first and second conditionals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Vocabulary: Vocabulary related to marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Culture: Cultural differences in oral communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar exercises:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Structures to express conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- First and second conditionals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Role play:</strong> Spanish advertisings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EEUU vs. Spanish advertising culture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Unit 6</th>
<th>La comunicación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functional: Presenting an advertising campaign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Grammatical: Third conditional, para/por and specific business prepositional verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Vocabulary: Vocabulary related to advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Culture: Advertising in Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar exercises:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Para/por</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Prepositional verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Video:</strong> Making decisions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Unit 7</th>
<th>El Dinero</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functional: Expressing wishes, hypothesis, causes and consequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar exercises:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Present subjunctive: temporary uses, hypothesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Role play:</strong> Simulation an Invest in Stock Market</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Composition:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>1. Functional: Expressing opinion, referring to promises and statements</td>
<td>Where to invest?</td>
</tr>
<tr>
<td>:---</td>
<td>:---</td>
<td>:---</td>
</tr>
<tr>
<td></td>
<td>3. Vocabulary: Vocabulary related to Business ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Culture: Business ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final oral presentations: (In groups: Make and advertising campaign)</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE-RELATED TRIPS:**

- Prepare and develop Market research:

To launch a new product to the market with guarantees of success, it is very important to know the market and consumer habits of customers. Students in class will watch videos on consumers and they will read some articles on the subject and then they will do the market research. Through this course-related trip, students will contact the Spanish and will make questions about their weekly shopping habits. They will also investigate a specific product that is interesting to students (coffee, milk, olive oil).

After getting all the information, students will work in groups, and they will discuss in class the experience and will explain the results of the market study on the buying habits of the Spanish. Finally, they will prepare and make an oral presentation each group will present in class.

- Visit a company:

During the semester, students will approach the Spanish business culture in different ways, depending on the opportunities you have at any time to visit a local company, attending a conference or go to some relevant exposure that is in Barcelona at that time.

According to the activity, but always activities related to the business world, students must answer specific questions or search for information or discuss the experience and compare it with the culture in the U.S. On this type of course-related trip in quizzes that are made throughout the course there is a question of reflection.

**REQUIRED COURSE MATERIALS:**

- Course reader SP324 (2016). Barcelona, IES Abroad Barcelona.

**RECOMMENDED MATERIALS:**

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