SP 342 SPANISH GRAMMAR THROUGH COMPOSITION: INDEPENDENT ABROAD
IES Abroad Barcelona

DESCRIPTION:
This course is designed for students with an advanced Spanish level in order to improve their writing, reading and oral expression, taking advantage of linguistic and cultural immersion.

In this course the student will gain proficiency in the skillful use of the language and will be able to refine the necessary tools to engage native speakers in fluid conversation, and will also be able to maintain a complex argumentation. In addition, this course emphasizes a language-in-use perspective. Students will develop their language skills and intercultural competence by means of research projects (course-related trips), written assignments, debates, oral presentations, and critical reading of articles and a novel.

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

METHOD OF PRESENTATION:
- Class discussion: The aim of class discussions is to provide the student with a more holistic view of Spanish language. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics. Besides, they can provide with topics for writing.
- Class debate: The debate provides a lively forum for exchange of views on a prepared topic.
- Course-related trips: Like intercultural discoveries, course-related trips are an important part of the course. These activities give the students the opportunity to learn about and understand cultural differences and to connect aspects of the Spanish culture. All of them are organized with pre- and post-activities that help students to improve their skills and promote interaction with Spanish people.
- Quizzes: Six tests, both oral and written, some of them pop, to help the student check the understanding of the material covered in class.
- Student presentations: Presentations provide the student with the opportunity to develop oral presentation skills and to receive constructive feedback from their peers and professor on their approach.
- Reading comprehension: Students will develop reading strategies to be able to read five authentic short stories written by Spanish contemporary authors, to analyze literary texts, and to comment on these stories.
- Writing: Short texts plus three 2-page essays, (outline, draft, and final version), written following lexical and grammatical steps reviewed in class. These essays will be uploaded to the student’s wiki (each student will have one), so that they can be peer-evaluated.
- Homework and daily participation: 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, students need to bring to class required materials, be ready, speak Spanish during class, participate and collaborate with their classmates and pay
attention. Attendance is mandatory for all IES classes, including course-related trips.

- 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%
- Compositions and Essays - 30%
- Quizzes (listening, speaking, reading, writing, intercultural communication) - 10%
- Video/Oral presentation - 5%
- Course-related trips - 5%
- Reading comprehension - 10%
- Homework and Class participation - 10%

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:

1. **Intercultural Communication**
   a. Students will be able to identify and describe at a basic level key host cultures, subcultures, 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 be able to discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
   c. Students will be able to interpret gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.
   d. Students will know how to conform to socio-cultural norms in almost any transactional event.

2. **Listening**
   a. Students will be able to understand most spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
   b. Students will be able to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

3. **Speaking**
   a. Students will be able to speak on and discuss a wide range of concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
   b. Students will be able to participate, initiate, and respond actively in a wide variety of interactions. C. Students will be able to narrate sequences of events with some degree of accuracy.

4. **Reading**
   a. Students will be able to read and understand a wide variety of articles, stories, and online texts using background knowledge to aid their comprehension.
   b. Students will be able to read and understand academic texts with assistance.

5. **Writing**
   a. Students will be able to meet their everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
   b. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics.
   c. Students will be able to edit their own and their peers’ writing.
**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:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
<th>Corresponding Learning Outcome(s)</th>
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| **Week 1** | Unit 1 | -Survey about reading habits.  
-Review of irregular pasts; activities contrasting past tense uses.  
-Analyzing short stories and fairy tales.  
-Reading: La lengua de las mariposas.  
-Writing a modern fairy tale. | I. A, B  
II. A, B  
III. A, B, C  
IV. A, B  
V. A, B,C |
| 1. **Functional:** Talking about books. expressing likes and dislikes about literature; explaining anecdotes and narrating stories in the past.  
2. **Grammatical:** Past tenses, time conjunctions and time adverbs to narrate in the past. Rules of accentuation. Narrative texts.  
3. **Vocabulary:** Literary genres, narrative discourse organizers for both oral and written stories.  
4. **Culture:** Spanish and Latin-American literature, short stories. | |
| **Week 2** | Unit 2 | -Cinema survey.  
-Cinema vocabulary.  
-Movies synopsis.  
-Re-telling movies.  
-Reading: La lengua de las mariposas. | I. B, C  
II. A, B  
III. A, B, C  
IV. A, B  
V. A, B,C |
| 1. **Functional:** Expressing opinions and emotions.  
3. **Vocabulary:** Cinema.  
4. **Culture:** Spanish cinema. | |
| **Week 3** | Unit 3 | -Film viewing and discussion.  
-Movie critique: the best movie.  
-Reading: Las vistas.  
-Writing a synopsis. | I. A, B, C, D  
II. A, B  
III. A, B, C  
IV. A, B  
V. A, B,C |
<p>| 1. <strong>Functional:</strong> Expressing opinions and emotions. | | | |</p>
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<th>Unit 4</th>
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<td><strong>1. Functional</strong>: Expressing hypothesis, expressing different degrees of probability.</td>
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<td><strong>3. Vocabulary</strong>: Jobs and working conditions.</td>
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<td><strong>4. Culture</strong>: Jobs in Spain vs. USA.</td>
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**Course-Related Trip 1**

- Making predictions about the future.
- Do you know or can you guess?
- Edward Hopper’s paintings: hypothesis about them.
- **Reading**: The job market in Spain.
- **Reading**: Las vistas.
- **Writing**: Evolution of life in Spain.

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<th>Unit 5</th>
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<td><strong>1. Functional</strong>: Talking about the future, related events in the future.</td>
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<td><strong>2. Grammatical</strong>: Uses of future and present subjunctive tenses to talk about the future. Rules of punctuation. Instructive texts.</td>
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<td><strong>3. Vocabulary</strong>: Tools and inventions, describing functions.</td>
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<td><strong>4. Culture</strong>: Global problems and solutions, the Spanish perspective.</td>
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- Science: Inventions that have changed our lives.
- Related events in the future: your future.
- Global problems and its solutions.
- Your invention to change the world.
- **Reading**: Una carencia íntima.

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<tr>
<td><strong>1. Functional</strong>: Constructing logical relations in a text, expressing cause and consequence.</td>
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- Text on climate change and its effect on the planet.
- Linking facts according to logical relations of cause and consequence.

- Science: Inventions that have changed our lives.
- Related events in the future: your future.
- Global problems and its solutions.
- Your invention to change the world.
- **Reading**: Una carencia íntima.
| Week 7 | Unit 7 | -Survey on your linguistic background.  
-Video / listening comprehension: How well/badly do Spaniards speak English?  
-Expressing condition on a variety of hypothetical situations.  
-Reading: La casa feliz.  
-Writing: Is it important to protect the environment? To what extent can we help to protect it? |
|---|---|---|
| **1. Functional:** Expressing condition.  
**2. Grammatical:** Verbal tense correlation in conditional sentences. Rules for “b” and “v”.  
**3. Vocabulary:** language and communication.  
**4. Culture:** Stereotypes about languages and linguistic abilities | | I. A, B  
II. A, B  
III. A  
IV. A, B  
V. A, B, C |

| Week 8 | Unit 8 | -Pronouns: Understanding the role of the event/state participants.  
-Research on linguistic diversity in Cataluña, Spain, and the E.U. versus U.S.A.  
-Reading: La casa feliz. |
|---|---|---|
| **1. Functional:** Expressing knowledge of languages, debating about Linguistic Politics.  
**2. Grammatical:** pronouns. Rules for “g” and “j”.  
**3. Vocabulary:** Language and Communication  
**4. Culture:** Linguistic diversity in Spain. | | I. A, B  
II. A, B  
III. B, C  
IV. A, B |

| Week 9 | Unit 8 | -Survey on your use of Mass Media, followed by a discussion.  
-Reading: La casa feliz. |
|---|---|---|
| **1. Functional:** Describing situations from different perspectives.  
**2. Grammatical:** Indirect Speech | | II. A, B  
III. B  
IV. A, B  
V. A, C |
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<td><strong>1. Functional:</strong> Expressing opinion, denying events, debating.</td>
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<td><strong>3. Vocabulary:</strong> Social issues.</td>
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<td><strong>4. Culture:</strong> “Los indignados”.</td>
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4. **Culture:** Cultural conventions. Reflecting on experiential learning in a new culture.

**REQUIRED READINGS:**
- Moodle Class page.

**RECOMMENDED READINGS:**
- Online bilingual and monolingual dictionaries.
- On-line dictionary of synonyms.