DESCRIPTION:
This course is designed for students with an intermediate Spanish level to improve oral expression, taking advantage of the linguistic and cultural immersion which is characteristic of study abroad. The SP347 student has already acquired basic linguistic, communicative, and intercultural competences and wants to reinforce them through review and improvement. The student will be able to express them self in a broad array of scenarios, talking about self or others, with precision and a large degree of understanding. Immersion in Spanish daily life, use of authentic materials, and the improvement of oral and written strategies, will favor the acquisition of the necessary linguistic resources to better manage daily life in Spanish society. 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 Abroad outcomes from the MAP for Language and Intercultural Communication, determined by placement test.

METHOD OF PRESENTATION:
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. Also, students need to bring to class required materials, be ready, speak Spanish during class, participate and collaborate with their classmates and pay attention.

Essays
Each student will present written assignments about different topics and grammatical items. Essays provide the students with an opportunity to apply theoretical material to text. The work will be evaluated according to the grammar, new vocabulary, and creative content.

Oral Presentations/Video
In oral presentations, the teacher will give a list of possible topics according to they studied in class. They will present on a topic of their choice to rest of class. These activities give an opportunity to put oral presentation skills into practice. In the video activity students work in group about their abroad experience in Barcelona.

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 - 15% (10% oral, 5% written)
- Final Exam - 20% (12% oral, 8% written)
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. This course includes all the skills needed to become a competent user of Spanish. However, it is focused on improving the student’s oral skills. That is why most of the tasks involve speaking, listening, and reading mainly. 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 many daily troublesome situations and meet needs with limited help.
   b. Increasingly, students will be able to make informed comparisons between the host culture and the students’ home cultures.
   c. Students will be able to distinguish and begin to imitate verbal and nonverbal communication that reflects politeness, formality, or informality.
   d. Students will be able to recognize some patterns of intonation, their meaning, and cultural implications.

II. 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.

III. 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.

IV. 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.

V. 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.
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<th>Week</th>
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<th>Assignments</th>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Unit 2</strong>&lt;br&gt;• Functional: Interacting in debates: giving opinion, (dis)agreeing, interrupting&lt;br&gt;• Grammatical: Personal pronouns, Pronominal verbs with changing meaning.&lt;br&gt;• Vocabulary: Learning activities, educational institutions.&lt;br&gt;• Culture: Spanish educational system vs. American system&lt;br&gt;• Description: How is the US educational system compared to the Spanish one?&lt;br&gt;• Debate/podcast: Public or private education&lt;br&gt;• Expressing opinion about school failure</td>
<td>• I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B&lt;br&gt;• I.B, I.D, II.A, II.B, III.A, III.B, IV.A, IV.B&lt;br&gt;• I.A, I.B, I.C, V.B</td>
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| Week 4 | Unit 4  | • Talking about different Spanish political parties  
• Debate/podcast: Political situation in Catalonia.  
• I.D, II.A, II.B, III.B  
| Week 4 | • Functional: Talking about politics in Spain. Speak turns  
• Grammatical: Temporary sentences (infinitive/indicative/subjunctive present)  
• Vocabulary: Politics  
• Culture: Spanish political parties. Political situation in Spain | |
| Week 5 | Unit 5  | • Talking about personal experiences.  
• Key events in the History of Spain and the US. Main personalities. Oral presentation | • I.B, I.D, II.A, II.B, III.A, III.B, IV.A, IV.B  
| Week 5 | • Functional: Talking about past events  
• Grammatical: Past tenses: Simple past and Present perfect  
• Vocabulary: Storytelling, biographies  
• Culture: Main personalities in Spain. | |
| Week 6 | Unit 6  | • A mysterious story  
• Ana y Manuel (Video)  
• Written Assignment: Explaining anecdotes  
• Reading Comprehension: Anecdotes  
• Oral Exam  
• Midterm | • I.B, I.C, I.D, II.A, II.B, IV.A, IV.B, V.A  
• II.A, II.B, III.A, III.B, IV.A, V.B  
• V.A, V.B |
| Week 6 | • Functional: Talking about past events.  
• Grammatical: Simple past vs Imperfect. Past perfect  
• Vocabulary: Travels, transportation, leisure  
• Culture: Spanglish | |
| Week 7 | Unit 7  | • Oral Presentation of topical issues  
• Reading and Understanding Spanish Newspapers | • I.B, I.C, II.A, II.B, III.A, III.B  
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| Week 8 | Unit 8  | • Functional: Talking about Architecture and Art. Describing objects, and places. Expressing feelings and emotions. Use of Indicative/Subjunctive with verbs of opinion and feelings  
  • Grammatical: Verbs of Perception, and Emotions. Contrast between indicative and subjunctive mood. Comparisons  
  • Vocabulary: Mass media, professions  
  • Culture: Architecture and Art in Barcelona. Comparing Barcelona to some cities in the US  
  • Describing cities: Barcelona  
  • Debate/podcast: How can cities be more eco-friendly cities?  
  • Written Assignment: The ideal city  
  • Course-related trip: Barrios de Barcelona  
  • Discovering hidden places of Barcelona | • I.B, I.C, II.A, II.B, III.A, III.B  
  • I.B, I.C, II.A, II.B, III.A, III.B  
  • V.A, V.B  
| Week 9 | Unit 9  | • Functional: Expressing probability, and hypothesis  
  • Grammatical: Future and Conditional tenses. Temporary sentences (indicative or subjunctive)  
  • Vocabulary: Health (doctors, illnesses, body)  
  • Culture: Spanish Public Health System vs. American Health System  
  • At the Doctor’s (role play)  
  • Debate: What does “healthy life” mean? Consider the following points: vegetarianism, smoking, fast food, practicing sports...  
  • A healthy menu for one week | • I.A, I.B, II.A, II.B, III.A, III.B  
  • I.A, I.B, II.A, II.B  
  • III.A, III.B, IV.A, IV.B  
  • II.A, II.B  
  • III.A, III.B, V.A |
| Week 10| Unit 10 | • Functional:  
  • Grammatical: Use of conditional clauses  
  • Vocabulary: Jobs and working conditions  
  • Culture: Jobs in Spain vs. USA.  
  • Debate/podcast:  
  • The best job in the world.  
  • Contrast between Working conditions in Spain and the US | • II.A, II.B, III.A, III.B  
  • I.B, I.C, I.D, II.A, II.B, III.A, III.B |
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| Week 11 | Unit 11 | • Cinema survey  
• Talking about movies  
• Cinema vs Theater,  
• Cinema vs Literature,  
• Cinema vs Books  
• Written Assignment: Synopsis of a film  
• Reading Comprehension: Synopsis of a film | • IV.A., IV.B  
• II.A, II.B, III.A, III.B  
• II.A, II.B, III.A, III.B, IV.A, IV.B  
• V.B  
• IV.A, IV.B |
| | | • Functional: Express and answer an opinion  
• Grammatical: Contrast between indicative and subjunctive mood with verbs that express opinion  
• Vocabulary: Cinema  
• Culture: Habits and likes about cinema | |
| Week 12 | Unit 12 | • Review for the Final Exam  
• Video presentation  
• Oral Exam  
• Final Exam | • I.A, I.B, I.C, I.D, II.A, II.B, III.A, III.B |
| | | • Functional: Video contest  
• Grammatical: review of verb tenses, and contrast between indicative and subjunctive mood.  
• Vocabulary: Cinema  
• Culture: Spanish cinema vs. American cinema | |

**COURSE-RELATED TRIPS**
Firsthand appreciation of Spanish language. Students learn about specific aspects of Spanish culture, and to develop verbal interaction with peers and community. We have two different outside course-related trips and students will have to fulfill different tasks for every course-related trip:
- Pre activity (individual research about the topic)
- Field Activity (consists in the gathering of data and/or information about the current topic)
- Final Activity: Students will have to produce an oral or written text with the conclusions about the previous activities

**REQUIRED COURSE MATERIALS:**
- SP347 IES Abroad Barcelona Moodle page.

**RECOMMENDED MATERIALS:**