SP 351 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I
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 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 (‘field studies’), written assignments, debates, oral presentations, and critical reading of articles.

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.

REQUIRED COURSE MATERIALS:

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

METHOD OF PRESENTATION:
The course content will be delivered through a communicative student-centered methodology. 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. Students will also write compositions. These written assignments will provide the students with the opportunity to put new vocabulary and grammatical lessons into practice.

Course-related trips, like intercultural discoveries, are an important part of the course. These activities give the students the opportunity to know and to understand cultural differences, and to interlock aspects of the Spanish culture and verbal interaction. All of them are organized with pre and post activities that help students to improve their skills and promote interaction with Spanish people. In addition, class debates and student presentations will be assigned so that students can express and exchange views on a prepared topic. Therefore, students will develop oral presentation skills and receive constructive feedback from their peers and professor to improve their oral and interactional competences.
Information and communication technology will be very present in the classroom. Some assignments will involve internet research; others will involve blog posts, podcasts, or the use of Twitter. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.

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 must 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 taken into account. 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 a number of 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 in 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 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:

**Intercultural Communication**

A. Students will begin to identify 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 start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
C. Students will be able to identify some gestures and body language, and they may be able to integrate some of those non-verbal actions into their interactions with native speakers.

**Listening**
A. Students will be able to understand some 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 begin 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.

**Speaking**
A. Students will be able to speak on and discuss concrete every day 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 and respond actively in a variety of interactions.

**Reading**
A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
B. Students will begin to read and understand the main ideas of academic texts with assistance.

**Writing**
A. Students will be able to meet many 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 with developing degrees of grammatical and lexical accuracy.
C. 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 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 unjustified student absence. Seven absences in any course will result in a failing grade.

**CONTENT:**

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<th>Week</th>
<th>Content</th>
<th>Assignments</th>
<th>Corresponding Learning Outcome(s)</th>
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<tr>
<td>Week 2</td>
<td><strong>1. Functional</strong>: Expressing opinions and emotions</td>
<td>-Cinema survey.</td>
<td>I. B</td>
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| Week 3 Unit 6 | 1. **Functional**: Expressing opinions and emotions  
2. **Grammatical**: Indicative/subjunctive  
3. **Vocabulary**: Cinema  
4. **Culture**: Spanish cinema | - Writing a synopsis.  
- Film viewing and discussion.  
- Movie critique: the best movie. | I. A, B  
II. A, B  
III. A, B  
IV. A, B  
V. B |
|---|---|---|
| Week 4 Unit 7 | 1. **Functional**: Expressing hypothesis, expressing different degrees of probability.  
2. **Grammatical**: Hypothesis with indicative and subjunctive. Uses of the future and futuro compuesto tenses.  
3. **Vocabulary**: Jobs and working conditions.  
4. **Culture**: Jobs in Spain vs. USA. | - 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. | I. A, B  
II. A, B  
III. A  
IV. A, B  
V. A |
| Week 5 Unit 7 | 1. **Functional**: Talking about the future, related events in the future.  
2. **Grammatical**: Uses of future and present subjunctive tenses to talk about the future.  
3. **Vocabulary**: Tools and inventions, describing functions.  
4. **Culture**: Global problems and solutions, the Spanish perspective. | - 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. | I. A, B  
II. A, B  
III. A, B  
IV. A  
V. A, B |
| Week 6 Unit 7 | 1. **Functional**: Constructing logical relations in a text, expressing cause and consequence.  
2. **Grammatical**: Uses of future and present subjunctive tenses to talk about the future.  
3. **Vocabulary**: The environment.  
4. **Culture**: Environmental issues in Spain. | **Midterm**  
- Text on climate change and its effect on the planet.  
- Linking facts according to logical relations of cause and consequence.  
- Discussing what the future looks like in environmental terms.  
- Do Spaniards care about the environment? | I. B, C  
II. A, B  
III. A, B  
IV. A, B  
V. B |
| Week 7 Unit 8 | 1. **Functional**: Expressing condition.  
2. **Grammatical**: Verbal tense correlation in conditional sentences.  
3. **Vocabulary**: language and communication. | - Survey on your linguistic background.  
- Video / listening comprehension: How | I. B, D  
II. A, B  
III. A, B  
IV. A, B  
V. A |
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<tr>
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<th>Unit 8</th>
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| **4. Culture:** Stereotypes about languages and linguistic abilities | well/badly do Spaniards speak English?  
-Expressing condition on a variety of hypothetical situations.  
**Field Study 2:** “Els Encants, un mercado con encanto” |

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<th>Week 9</th>
<th>Unit 8</th>
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| **1. Functional:** Expressing knowledge of languages, debating about Linguistic Politics.  
**2. Grammatical:** Personal Pronouns.  
**3. Vocabulary:** Language and Communication  
**4. Culture:** Linguistic diversity in Spain. | Pronouns: Understanding the role of the event/state participants  
I. A, B, C  
II. A, B  
III. A, B  
IV. A, B  
V. B, C |

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<th>Week 10</th>
<th>Unit 10</th>
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| **1. Functional:** Describing situations from different perspectives.  
**2. Grammatical:** Reflexive Verbs and Pronominal Verbs.  
**3. Vocabulary:** Language and Communication  
**4. Culture:** Bilingualism in Cataluña. | “Difficult languages”.  
Research on linguistic diversity in Cataluña, Spain, and the E.U. versus U.S.A.  
I. B  
II. A, B  
III. A, B  
IV. A,B  
V. B, C |

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<th>Week 11</th>
<th>Unit 10</th>
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| **1. Functional:** Expressing opinion, denying events, debating.  
**2. Grammatical:** Discourse makers to express concession and to deny information.  
**3. Vocabulary:** Social issues.  
**4. Culture:** “Los indignados”. | -Room-mate casting.  
-Dealing with complaints.  
-Reading: The 68’ Revolution and the Indignados Revolution.  
I. B  
II. B  
III. A, B  
IV. A, B |

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<th>Week 12</th>
<th>Unit 10</th>
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| **1. Functional:** Describing, expressing feelings and opinions about past experiences.  
**2. Grammatical:** Review for final exam.  
**3. Vocabulary:** Society, Economy and Cultural conventions.  
**4. Culture:** Cultural conventions. Reflecting on experiential learning in a new culture. | -Final Exam  
-Oral presentations  
I. B  
II. A  
III. A  
IV. A  
V. B |