



SP 301 SPANISH LANGUAGE IN CONTEXT: EMERGENT INDEPENDENT ABROAD I
IES Abroad Granada

DESCRIPTION:

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).

CREDITS: 6 credits

CONTACT HOURS: 90 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES:

Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad level, as defined by the IES Abroad *MAP for Language and Intercultural Communication*. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. Students who enter this level may be more proficient in reading and writing skills than oral communication, especially if they have never traveled or studied abroad previously. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies.

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

This course builds upon skills introduced in Novice Abroad. By the end of the course, the successful student will have begun to develop some communicative and cultural self-confidence necessary to attempt moderately complex tasks in Spanish, as described in the learning outcomes below

METHOD OF PRESENTATION:

The aim with this Spanish language course is to develop the communication skills of the students, taking advantage of the situation of linguistic immersion they live in while they are in Granada. Language is conceived as an instrument of communication used in varied environments and through different channels of communication.

- Introduction of new concepts by the instructors.
- Exercises and activities to practice the different communicative skills (speaking, reading, listening and writing).
- Group and cooperative work.
- Linguistic immersion in Spain.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Attitude and daily participation in class – 25%
- Midterm exam – 10%
- Final exam – 20%
- Weekly exercises and journal – 25%
- Personal and intercultural presentation – 20% (10% content; 10% presentation)

Active participation will be evaluated positively if the student:

- Is really present in class.
- Shows a real willingness and a positive attitude to learn.
- Is attentive to the instructor's explanations.
- Participates in the class' activities.
- Hands in the assignments within the expected deadlines.
- Interacts with the instructor and with the other students.
- Shows respect towards the instructor and the other students.

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:

- I. Intercultural Communication
 - A. Students will be able to solve some daily troublesome 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.
 - C. Students will be able to distinguish between verbal and non-verbal communication that reflects politeness, formality, or informality.
 - D. Students will be able to recognize simple patterns of intonation and their meaning.
- II. Listening
 - A. Students will be able to understand some interactions (media, speeches, music, 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 familiar and concrete topics.
- III. 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 address moderately complicated situations involving familiar subjects.
- IV. Reading
 - A. Students will be able to read passages and short texts (notes, detailed instructions, etc.) on familiar topics and understand the general meaning.
 - B. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.
- V. 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 classes, including course-related trips. For this course, if a student misses more than four classes, one third of a letter grade will be deducted from the final grade for every additional absence. Missed exams, presentations, or any other assignments can only be rescheduled in case of documented medical or family emergencies.

CONTENT:

Week	Contents	Assignments
Week 1	Unit 1: Somos lo que hacemos <ul style="list-style-type: none"> • Greetings and farewells. Introducing ourselves. • Identifying ourselves and describing (<i>ser, estar, llevar, tener</i> + vocabulary). • Talking about everyday actions. • Explaining routines (“presente de indicativo”, “verbos reflexivos”). • Gender: masculine and feminine. • A little bit of culture: new schedules and routines. 	<ul style="list-style-type: none"> • Grammar dossier: exercises. • Review of basic grammatical principles (alphabet, numbers, “presente de indicativo”, greetings and petition structures). • Intercultural reflection journal- First entry.
Week 2	Unit 1: Somos lo que hacemos <ul style="list-style-type: none"> • Expressing sensations and likes (“estructuras valorativas”). • Talking about stereotypes and giving general opinions: <i>todo el mundo, la gente</i>. • Giving recommendations: <i>es bueno, va bien, es importante, es necesario + infinitivo</i>. • Describing physical pain, aches and symptoms. Defective verbs and vocabulary related to health. • A little bit of culture: we go shopping (Review of “presente de indicativo”, “verbos reflexivos”, vocabulary for physical description). 	<ul style="list-style-type: none"> • Grammar dossier: exercises. • Intercultural reflection journal: Do I have a cultural shock?
Week 3	Unit 2: Estás en tu casa <ul style="list-style-type: none"> • Describing places and houses. Types of houses (apartment, semi-detached house, detached house, cottage, etc.). • Vocabulary related to the house: rooms, furniture. • Talking about everyday routines related to our domestic life. • Review of <i>ser</i> and <i>estar</i>. Integration of <i>hay</i>. • Expressing possession I (possessive pronouns). • Comparative structures. • Prepositions of place: <i>encima de, debajo de, al lado de</i> etc. • A little bit of culture: habits and behaviors at home. 	<ul style="list-style-type: none"> • Group work: carrying out a real-state project and presenting it in class. • Grammar dossier: exercises. • Intercultural reflection journal: video presentation of your homestay in Granada.

Week	Contents	Assignments
Week 4	<p>Unit 2: Estás en tu casa</p> <p>Unit 3: Vamos de paseo</p> <ul style="list-style-type: none"> The city. Urban vocabulary, places and interesting locations. Asking for drinks and food in bars and restaurants. Organizing a trip (vocabulary of means of transport) and giving directions. Expressing possession II (possessive adjectives). “Infinitivo”, “gerundio” and “participio”. Talking about actions in development (<i>estar + gerundio</i>), about plans (<i>ir a + infinitivo</i>), about possibility (<i>poder + infinitivo</i>) and about desires (<i>querer + infinitivo</i>). Basic uses of <i>por y para</i>. “Imperativo afirmativo” to make petitions and give orders. 	<ul style="list-style-type: none"> Grammar dossier: exercises. Intercultural reflection journal: Video of my favorite bar in Granada.
Week 5	<p>Unit 4: Érase una vez...</p> <ul style="list-style-type: none"> Demonstrative pronouns: <i>este, ese, aquel</i>. Talking about events in the recent past: “pretérito perfecto de indicativo”. Contrastive use of “presente” and “pretérito perfecto”. Temporal markers in “presente perfecto”. Prepositions and their use. Talking about our past: a professional and a personal <i>curriculum</i>. 	<ul style="list-style-type: none"> Grammar dossier: exercises. Intercultural reflection journal: a <i>curriculum</i>.
Week 6	<p>Unit 4: Érase una vez...</p> <ul style="list-style-type: none"> Talking about events in a distant past: “pretérito indefinido de indicativo”. Temporal markers in “pretérito indefinido”. Contrastive use of “pretérito perfecto” and “pretérito indefinido”. Vocabulary about historical events. A little bit of culture: we create our own quiz of general Spanish culture. 	<ul style="list-style-type: none"> Review of the contents for the mid-term exam. Questions and answers Grammar dossier: review exercises.
Week 7	<ul style="list-style-type: none"> Review of grammatical, lexical and functional contents of the previous weeks. Grammar and lexical reinforcement activities. <p>MIDTERM EXAM</p>	

Week	Contents	Assignments
Week 8	Unit 4: Érase una vez... <ul style="list-style-type: none"> • Describing the past: “pretérito imperfecto de indicativo”. • Markers in “pretérito imperfecto”. • Contrastive use of “pretérito perfecto”, “pretérito indefinido” and “imperfecto”. • Introduction to the contrastive use of “pretérito indefinido”. and “pretérito imperfecto de indicativo” to tell anecdotes and stories. • Discourse connectors. • A little bit of culture: Franco’s Spain. 	<ul style="list-style-type: none"> • Grammar dossier: exercises. • Intercultural reflection journal: how my life was before this study abroad program and how it is now.
Week 9	Unit 5: Mañana, podría ser... <ul style="list-style-type: none"> • Vocabulario sobre temas sociales y problemas del mundo. • El futuro de indicativo Uso y contraste con “ir a + infinitivo”. • Predecimos el futuro. Vocabulario de tecnología. • Marcadores de probabilidad (seguramente, probablemente...) • El condicional simple para expresar hipótesis sencillas y peticiones de cortesía (me gustaría, me encantaría, desearía...). • Verbos y estructuras para expresar opinión y participar en un debate. 	<ul style="list-style-type: none"> • Grammar dossier: exercises. • Intercultural reflection journal: how life will be in 20 years.
Week 10	Unit 6: ¡Te lo compro! <ul style="list-style-type: none"> • Word economy: pronouns. • Advertising: techniques, resources, theories. • Direct object pronouns. Forms and uses. • Neutral <i>lo</i>. • Practical activities to memorize the position of pronouns. 	<ul style="list-style-type: none"> • Grammar dossier: exercises. • Intercultural reflection journal.
Week 11	Unit 6: ¡Te lo compro! <ul style="list-style-type: none"> • Indirect object pronoun. Forms and uses. • Contrast and position of direct and indirect object pronouns • Pronouns with prepositions. • A little bit of culture: the Spanish gastronomy. Vocabulary about food and about cooking. We create a recipe. 	<ul style="list-style-type: none"> • Grammar dossier: exercises. • Intercultural reflection journal.

Week	Contents	Assignments
Week 12	Unit 7: Lo que yo quiero es... <ul style="list-style-type: none"> “El imperativo negativo”. Introduction to “subjuntivo”. Morphology and use. Expressing petition, desire and intention (<i>querer, desear, necesitar, pedir...</i>) with “infinitivo” y “subjuntivo”. Expressing recommendations with “infinitivo” and “subjuntivo”. “Las matrices intencionales”. Vocabulary to express petition, desire and need. A little bit of culture: writing an e-mail to ask for something (semi-formal). “Que + subjuntivo” to express good wishes in stereotyped social situations. 	<ul style="list-style-type: none"> Grammar dossier: exercises. Intercultural reflection journal.
Week 13	Unit 7: Lo que yo quiero es... <ul style="list-style-type: none"> “Subjuntivo” to express evaluation: “matrices valorativas”. Review of “verbos valorativos y defectivos”. Review of adjectives for description and evaluation. Writing an optimistic manifesto in groups. A little bit of culture: social relations and new types of families. 	<ul style="list-style-type: none"> Grammar dossier: exercises. Intercultural reflection journal: a letter to myself. Preparation of the final presentation of your intercultural journal
Week 14	<ul style="list-style-type: none"> Review of contents and presentation of final projects. 	
Week 15	FINAL EXAM	

REQUIRED READINGS:

- Grammar dossier by the instructor
- Materials and exercises provided by the instructor on Moodle.
- Spanish/English dictionary.

RECOMMENDED READINGS:

Grammar

- AA.VV. (2005), *Gramática Básica del Estudiante de Español*, Barcelona, Editorial Difusión; o (2011), *Gramática Básica del Estudiante de Español*, Edición revisada y aumentada.
- Matte Bon, F. (1992), *Gramática comunicativa del Español*, Madrid, Editorial Edelsa.

Dictionaries

- Clave: diccionario de uso del español actual. Madrid, SM, 1997.
- Diccionario de la lengua española. Real Academia Española. Madrid, Espasa Calpe, 2001. También en Internet: buscon.rae.es/diccionario/drae.htm

Phonetics

- Siles Artés, José (1994), *Ejercicios prácticos de pronunciación de español*, Madrid, SGEL.

Online Resources

- Página oficial del Instituto Cervantes
- Páginas de ejercicios gramaticales (useful for reinforcing knowledge)
 - (con explicaciones en inglés)
- Páginas de contenidos y actividades culturales
- Ejercicios de vocabulario