



**SP 403 SPANISH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD III**  
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:** 4 credits

**CONTACT HOURS:** 60 hours

**LANGUAGE OF INSTRUCTION:** Spanish

**PREREQUISITES:**

This course builds upon the skills introduced in Emerging Competent Abroad II. Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*, as well as selected outcomes defined in Emerging Competent Abroad. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation.

By the end of this course, students will have started to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Emerging Competent Abroad speakers understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture. They lack some of the depth of understanding and sophistication of those who have spent more time living and working in the local context.

**METHOD OF PRESENTATION:**

- Work in groups to practice Spanish in a safe context in a well-organized and sequenced method.
- Conduct a research Project in order to get in direct contact with the interculturality of Granada.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- Active class participation and attitude - 25%
- Language research project - 20%
- Compositions - 25%
- Midterm exam - 10%
- Final exam - 20%

**LEARNING OUTCOMES:**

Students who are placed in this level should be capable of achieving the outcomes in the 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 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 describe and analyze 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 analyze the validity of their own cultural beliefs, behaviors, and norms by contrasting and

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comparing them with the host cultures.

- C. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
- D. Students will assume responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

#### II. Listening

- A. Students will be able to identify a wide range of social and cultural dialects of the spoken language.
- B. Students will be able to understand most native speakers and non-native experts and comprehend a wide array of moderately complex interactions.

#### III. Speaking

- A. Students will be able to participate fully in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
- B. Students will be able to make arguments to support hypotheses and opinions on topics of their interest.
- C. Students will talk about abstract topics if they have been previously studied or are personally familiar.
- D. Students will be able to understand different levels of formality.

#### IV. Reading

- A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment.
- B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals etc. on abstract topics with limited assistance.
- C. Students will take responsibility for the selection of their reading materials based on their own interests.

#### V. Writing

- A. Students will be able to write for a wide range of native audiences and express themselves quite clearly and effectively.
- B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with limited assistance.
- C. Students will be able to use a variety of formal written styles with accuracy.

#### **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:**

Topic	Content	Assignments
<b>Topic 1</b>	<p><b>Informacion general sobre Espana</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>Expressing impersonality and results of actions without identifying their agents.</li> <li>Expressing a variety of functions related to verbs that change meaning when accompanied by a pronoun: arranging meetings, expressing agreement, etc.</li> <li>Expressing accidental or involuntary actions.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>Uses and differences between “pasiva refleja” and impersonal structures.</li> <li>Verbs that change meaning when accompanied by a pronoun: <i>quedar/ quedarse, echar/ echarse, fijar/ fijarse, aprovechar/ aprovecharse</i>, etc.</li> <li>Special uses of “lo”, “la” and “le”: <i>pegarlo vs. pegarle; ayudarlo/ ayudarla vs. ayudarle; leísmo</i>; etc.</li> <li>Accidental or involuntary <i>se</i>.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Vocabulary related to cultural traditions.</li> <li>Vocabulary related to the territorial organization of Spain.</li> <li>Vocabulary related to politics.</li> <li>Vocabulary related to current events.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>Territorial organization of Spain.</li> <li>Politics in Spain.</li> <li>Main newspapers in Spain.</li> <li>Curiosities about Spanish traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>Interaction with native speakers in order to know more about the topics discussed in class.</li> <li>Online research on the main political parties in Spain.</li> <li>Composition 1. Description of one of the Spanish autonomous communities.</li> </ul>
<b>Topic 2</b>	<p><b>Historia reciente de Espana I</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>Narrating historical events (I).</li> <li>Organizing oral and written texts about the past.</li> <li>Describing past experiences.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>Review of all the past tenses.</li> <li>Special uses of the Spanish past tenses.</li> <li>Elements used to organize a discourse about past events.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Vocabulary related to history.</li> <li>Vocabulary related to women rights.</li> <li>Vocabulary related to Franco dictatorship.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>Lack of civil rights under Franco dictatorship.</li> <li>The situation of women during Franco dictatorship.</li> <li>Propaganda during Franco dictatorship.</li> </ul>	<ul style="list-style-type: none"> <li>Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>Participating in a Forum debate in Moodle.</li> <li>In groups, students need to write a summary of the topic they want to research for their linguistic essay.</li> <li>Reading an article about women roles during Franco dictatorship.</li> <li>Watching an episode of the tv show <i>Cuéntame</i>.</li> </ul>

Topic	Content	Assignments
<b>Topic 3</b>	<p><b>Historia reciente de Espana II</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>• Narrating historical events (II).</li> <li>• Expressing wishes, intentions, petitions, recommendations, goals, permissions and prohibitions.</li> <li>• Expressing declarations and non-declarations of the world.</li> <li>• Adding new information using formal, informal and emphatic markers.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>• Verbs that change meaning when used in preterit or in imperfect.</li> <li>• Introduction to the declarative theory of the contrast indicative/subjunctive.</li> <li>• Use of subjunctive with intentional structures.</li> <li>• Discourse markers (I): “Aditivos”.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Vocabulary related to history.</li> <li>• Vocabulary needed to narrate the main events during the Spanish transition to democracy.</li> <li>• Vocabulary needed to describe the “movida madrileña”.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• The Spanish transition to democracy.</li> <li>• The “Movida madrileña”.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>• Interaction with native speakers in order to know more about the topics that will be discussed in class.</li> <li>• Online research on the topics discussed in the class presentations.</li> <li>• Class presentations about the Spanish transition to democracy and the “Movida madrileña”.</li> </ul>

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<b>Topic 4</b>	<p><b>Introduccion a la escena musical in Granada</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>• Reporting what other people have said: reporting declarations and petitions.</li> <li>• Paraphrasing information.</li> <li>• Questioning the importance of what has been previously said.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>• The use of verbs that report what other people have said + indicative and subjunctive.</li> <li>• Isolated and “fossilized” uses of subjunctive.</li> <li>• Discourse markers (II): “Explicativos”.</li> <li>• Discourse markers (III):</li> <li>• “Distanciadores”.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Verbs used to report what other people have said.</li> <li>• Vocabulary related to music.</li> <li>• Vocabulary used in a song by a music band from Granada.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Spanish popular music.</li> <li>• Song by a music band from Granada.</li> <li>• Cultural implications of typical features of linguistic phenomena in Andalucía.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>• Listening to a song from a music band from Granada and analyzing its meaning.</li> <li>• Composition 2. Fictional autobiography.</li> </ul>
<b>Topic 5</b>	<p><b>Nos convertimos en Guionistas</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>• Expressing possibility.</li> <li>• Expressing valorations.</li> <li>• Rectifying information.</li> <li>• Introducing digressions in our discourse.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>• Uses of subjunctive to express possibility.</li> <li>• Uses of subjunctive to express valorations.</li> <li>• Discourse markers (IV): “Rectificadores”.</li> <li>• Discourse markers (V): “Digresores”.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Vocabulary related to cinema.</li> <li>• Sophisticated vocabulary used to make descriptions.</li> <li>• Vocabulary related to a short film watched in class.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Narrative strategies used in short films.</li> <li>• Social issues depicted in the short film <i>Los elefantes nunca olvidan</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>• Watching the short film <i>Los elefantes nunca olvidan</i> by Lorenzo Vigas.</li> <li>• In groups, writing an alternative ending for the short film <i>Los elefantes nunca olvidan</i>.</li> </ul>

Topic	Content	Assignments
<b>Topic 6</b>	<p><b>Tradiciones culinarias</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>• Specifying and not specifying people, objects and places.</li> <li>• Recapitulating information.</li> <li>• Presenting counterarguments.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>• Relative clauses with indicative and subjunctive.</li> <li>• Verb in subjunctive + relative pronoun + verb in subjunctive: <i>vaya donde vaya, venga quien venga, hagamos lo que hagamos</i>, etc.</li> <li>• Discourse markers (VI): “Recapitulativos”.</li> <li>• Discourse markers (VII): “Contraargumentativos”.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Vocabulary related to culinary traditions.</li> <li>• Vocabulary related to the ecological impact of our food choices.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Culinary traditions in Spanish culture.</li> <li>• Cultural differences in the world in our approach to food.</li> <li>• The ecological impact of our food choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>• In groups, creating a culinary guide.</li> <li>• Interaction with native speakers in order to know more about the topics that will be discussed in class.</li> <li>• Composition 3. Analysis of a recent event students have read about in a Spanish newspaper.</li> </ul>
<b>Topic 7</b>	<p><b>Reflexiones sobre la experiencia intercultural del viaje a Marruecos</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>• Expressing consequence.</li> <li>• Describing sensorial experiences.</li> <li>• Describing intercultural experiences.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>• Discourse markers (VIII): “Consecutivos”.</li> <li>• The use of indicative and subjunctive with temporal structures.</li> <li>• Verbal periphrasis.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Vocabulary related to the senses.</li> <li>• Vocabulary related to interculturality.</li> <li>• Spanish words of Arabic origin.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Traditions in Moroccan culture.</li> <li>• Introduction to Al-Ándalus.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>• Participating in a Forum debate in Moodle.</li> <li>• Reading an article about the influence of Arabic on Spanish vocabulary.</li> <li>• Creating a glossary in Moodle of Spanish words with Arabic origin.</li> </ul>

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<b>Topic 8</b>	<b>Espanol conversacional I</b>  Functional: <ul style="list-style-type: none"> <li>• Intensifying information</li> <li>• Attenuating information.</li> <li>• Using language in a rhetorical way.</li> </ul> Grammatical: <ul style="list-style-type: none"> <li>• Structures used to intensify information: <i>muy pero que muy + adjetivo, anda que no + frase, con la de + frase, etc.</i></li> <li>• Structures used to express attenuation: <i>casi que + frase, según cuentan, etc.</i></li> </ul> Vocabulary: <ul style="list-style-type: none"> <li>• Colloquial expressions.</li> <li>• Common figures of speech.</li> </ul> Culture: <ul style="list-style-type: none"> <li>• Comparison of colloquial expressions in Spanish and English.</li> <li>• Comparison of hyperboles in Spanish and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>• Reading an article about ideology in popular music.</li> <li>• Debate in class.</li> <li>• Composition 4. Analysis of two articles that students have read for their language research project.</li> </ul>
<b>Topic 9</b>	<b>Espanol conversacional II</b>  Functional: <ul style="list-style-type: none"> <li>• Expressing functions associated with the “imperativos lexicalizados”: agreement and disagreement in an informal way, encouragement, surprise, etc.</li> <li>• Taking turns in conversations.</li> <li>• Sounding natural in a conversation.</li> </ul> Grammatical: <ul style="list-style-type: none"> <li>• “Imperativos lexicalizados”.</li> <li>• “Lo + adjetivo”.</li> </ul> Vocabulary: <ul style="list-style-type: none"> <li>• Common words with different uses in conversational Spanish.</li> <li>• Words used for turn-takings in conversations.</li> <li>• Vocabulary related to comic books.</li> </ul> Culture: <ul style="list-style-type: none"> <li>• Comparison of turn-taking in conversation in Spanish and English.</li> <li>• Comic book conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>• Creating a glossary in Moodle of conversational vocabulary.</li> <li>• Reading excerpts from a Spanish comic book.</li> <li>• In groups, creation of a comic using a digital tool.</li> </ul>

Topic	Content	Assignments
<b>Topic 10</b>	<p><b>Espanol academico</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>Using an academic style in our papers and exams.</li> <li>Using precise and concise vocabulary that is adequate to the academic context.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>Combinations of verbs and prepositions.</li> <li>Verbs that change meaning with different prepositions.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Mechanisms to enrich our vocabulary.</li> <li>Nominalization and its use in discourse.</li> <li>Common vocabulary in academic texts (<i>centrarse en, abordar, esquematización, esgrimir un argumento, concluyente, etc.</i>).</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>Academic conventions in Spain.</li> <li>Intercultural comparison of the educative systems of Spain and America.</li> </ul>	<ul style="list-style-type: none"> <li>Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>Participating in a Forum debate in Moodle.</li> <li>Reading an article about female artists from different periods of history.</li> <li>Composition 5. Biography of an artist.</li> </ul>
<b>Topic 11</b>	<p><b>La publicidad y la construccion de significados simbolicos</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>Persuading others to do something.</li> <li>Describing objects.</li> <li>Analyzing the strategies used in publicity.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>Grammar rules to create compound words.</li> <li>Special uses of <i>por</i> and <i>para</i>.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Typical compound words in Spanish.</li> <li>Vocabulary related to publicity.</li> <li>Vocabulary related to inventions.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>Publicity and strategies of persuasion.</li> <li>Famous advertisements and the construction of symbolic meanings for products.</li> </ul>	<ul style="list-style-type: none"> <li>Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>Reading an article about publicity strategies and their influence on consumers.</li> <li>In groups, students will analyze the strategies of persuasion used in famous advertisements and their construction of symbolic meanings for products.</li> <li>Class presentations.</li> </ul>

Topic	Content	Assignments
<b>Topic 12</b>	<p><b>Sexismo lingüístico</b></p> <p>Functional:</p> <ul style="list-style-type: none"> <li>• Describing the ideological implications of language.</li> <li>• Using metalanguage in order to describe linguistics categories.</li> </ul> <p>Grammatical:</p> <ul style="list-style-type: none"> <li>• The use of indicative and subjunctive in concessive clauses.</li> <li>• Conditional clauses.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Vocabulary related to feminist discourse.</li> <li>• Vocabulary related to the linguistics discipline.</li> <li>• Colloquial expressions.</li> </ul> <p>Orthography:</p> <ul style="list-style-type: none"> <li>• RAE's main new orthographic rules.</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Relations between language and culture.</li> <li>• Comparison of the cultural implications of common expressions in Spanish and English.</li> <li>• Excerpts from feminist papers on the concept of linguistic gender.</li> <li>• Excerpts from a RAE article on the concept of linguistic gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities in Moodle in order to practice the language contents explained in class.</li> <li>• Reading an article about Spanish language and sexism.</li> <li>• Debate in class about the article that students have read.</li> <li>• Composition 6. Spanish language and sexism.</li> </ul>

**REQUIRED READINGS:**

- Dossier by the instructor.
- Reading about women roles during Franco dictatorship.
- Reading about the influence of Arabic on Spanish vocabulary.
- Reading about ideology in popular music.
- Reading about female artists from different periods of history.
- Reading about publicity strategies and their influence on consumers.
- Reading about Spanish language and sexism.
- Excerpts from a Spanish comic-book.

**REQUIRED VIEWINGS:**

- Vidas, L. (2004). *Los elefantes nunca olvidan*.
- VV. AA. (2001). *Cuéntame*. Episodio 1.

**RECOMMENDED READINGS:**

- Kendris, C. (2003). *501 verbs*. Barron's Educational Series.
- Matte Bon, F. (1992). *Gramática comunicativa del español*. Madrid: Edelsa.
- VV. AA. (2006). *Ventilador*. Barcelona: Difusión.

**Online Dictionaries**

- REAL ACADEMIA ESPAÑOLA: Diccionario de la lengua española. Disponible en: <https://www.rae.es/>
- REAL ACADEMIA ESPAÑOLA: Diccionario panhispánico de dudas. Disponible en: <https://www.rae.es/obras-academicas/diccionarios/diccionario-panhispanico-de-dudas>

**Other Dictionaries**

- Casares, J. (1994). *Diccionario ideológico de la lengua española: desde la idea a la palabra, desde la palabra a la idea*. Barcelona: Gustavo Gili. (Very useful for synonyms and word families).



- VV. AA. (2004). *Diccionario REDES*. Madrid: SM. (Very useful for word colocations).