



## SP 102 SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD II

IES Abroad Barcelona

**DESCRIPTION:** By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening, and speaking to accomplish a variety of basic everyday needs in the host culture as described in the learning outcomes below.

In this course the student will be able to describe things, people, and events in detail. The student will also be able to express opinion and will be able to recognize a wide range of common interactions.

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:** 40 hours

**LANGUAGE OF INSTRUCTION:** Spanish

**PREREQUISITES:** Completion of IES Abroad's SP 101 Novice Abroad I outcomes in the *MAP for Language & Intercultural Communication*, determined by placement test.

**REQUIRED COURSE MATERIALS:** Corpas, J., García, E., Garmendia, A. (2013). *Aula 2, nueva edición*. Barcelona, Difusión 2013. [ISBN: 9788415640073]

**RECOMMENDED READINGS:**

*Varios (2003). Bilingual dictionary: Español/Inglés—English/Spanish, Cambridge Klett Pocket. Cambridge University Press PRESS*

**METHOD OF PRESENTATION:**

- The course content will be delivered through a communicative student-centered methodology. Students will work individually and in groups in order to acquire and to practice, both written and orally, new concepts and vocabulary. In addition, homework will be assigned so that the students can systematize, practice, and clarify doubts about the new material. Students will also present compositions. These written assignments will provide the students with the opportunity to put new vocabulary and grammatical lessons into practice.
- There will be special assignments related to field study trips. The city of Barcelona and its people are the perfect scenario for practicing the target language and learning about the ways people live. Therefore, we will draw on this setting to collect pieces of information for our class discussions and to develop a firsthand appreciation of Spanish language. Information and communication technology will be very present in the classroom. Some assignments will involve internet research; others will involve blog posts, a podcast or twitter. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.

**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.

#### **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. So 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 course of 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 an onsite research to a local destination of interest. The work will be evaluated on the basis of 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 (cell-phones off, laptop for notes only, etc.)

### **LEARNING OUTCOMES:**

By the end of the course, students will be able to achieve some of the outcomes for the Novice 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 meet simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (repetition, talking around the point, body language etc.).
  - B. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language.
  - C. Students will be able to distinguish between basic representations of formality and informality in the language.
  - D. Students will understand that there are differences between cultural stereotypes and generalizations between the home culture and the culture of Barcelona.
  - E. Students will start to make informed comparisons between their host culture and their home culture.
- II. Listening
  - A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
  - B. Students will be able to use context to understand the gist of some simple spoken language they overhear, including the media, conversations between others, and announcements.
- III. Speaking
  - A. Students will be able to use simple phrases appropriately in everyday situations (home, the IES Abroad Center, and the community)
  - B. Students will be able to express many simple needs by asking questions, and get what they need in uncomplicated, everyday situations.
- IV. Reading
  - A. Students will be able to identify and understand many simple sentences and deduce some meaning from context if it is relevant to their studies.

B. Students will be able to interpret main ideas in short passages and news headlines if they are relevant to them.

V. Writing

A. Students will be able to write short texts about simple and concrete topics they have studied, such as themselves, their families, their friends, their likes, dislikes, plans, experiences and their daily routines.

B. Students will be able to send simple emails, text messages, and fill out some simple forms.

**ATTENDANCE POLICY:**

Attendance is mandatory for all IES classes, including field studies. 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% of the final grade will be deducted for every additional absence. Seven absences in any course will result in a failing grade.

**CONTENT:**

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1 Unit 1	1. Functional: Describing your daily routine talking about schedules. 2. Grammatical: Present tense. Regular verbs. 3. Vocabulary: Daily action verbs, free time verbs. 4. Culture: Life in Spain.	Interviewing a class peer about his/her schedules.	I.A.,I.D.,I.E, II.A, III.A, IV.A V.A
Week 2 Unit 1	1. Functional: Describing your daily routine talking about schedules. 2. Grammatical: Expressions of frequency. Irregular & Reflexive verbs. 3. Vocabulary: Daily action verbs. Time and parts of the day. 4. Culture: Schedules: Spain vs USA.	Writing about your daily routine.  <b>Composition 1</b>	I.A.,I.D.,I.E, II.A, III.A, IV.A V.A
Week 3 Unit 2	1. Functional: Talking about historical events. 2. Grammatical: Past Tense. Regular Verbs. 3. Vocabulary: Context Clues about past events ( <i>ayer, hace...</i> ) 4. Culture: Resume.	<b>Course-related trip 1</b>	I.A.,I.E,II.A,II.B,III.A,I II.B,IV.B.,V.A.
Week 4 Unit 2	1. Functional: Talking about biographies 2. Grammatical: Past Tense. Irregular Verbs. 3. Vocabulary: Relevant events in a person's life ( <i>nacer, licenciarse...</i> ). 4. Culture: Spanish cinema.	Internet research and oral presentation about a celebrity biography.  <b>Composition 2</b>	I.A.,I.E,II.A,II.B,III.A,I II.B,IV.B.,V.A.
Week 5 Unit 3	1. Functional: Describing people's appearance and personality, talking about personal relationships and family. 2. Grammatical: Verbs: <i>parecerse, llevarse bien/mal</i> , possessive adjectives, 3. Vocabulary: Personal and family relationships. Clothes. Description of appearance and personality. 4. Culture: Families in Spain.	Describing a person in the class.  Writing a profile for a Dating Agency.  Presenting your family to the class.	I.A,I.E,II.A,III.A,IV.AV .A,V.B
Week 6 Unit 4	1. Functional: Describing your house, comparing, expressing likes and dislikes. 2. Grammatical: <i>más...que, menos...que, tan ...como</i> . 3. Vocabulary: Prepositions, furniture, parts of the house, comparative adjectives.	Planning and presenting your ideal house.  Comparing cities with small villages.	I.D,I.E,II.A.,III.A,III.B., IV.A, V.A

	4. Culture: Comparing USA/Spain (houses, life...)	<b>Composition 3</b>	
Week 7 Unit 5	1. Functional: Greetings/Goodbyes. Ongoing actions (in the present). 2. Grammatical: <i>Estar + gerundio</i> . 3. Vocabulary: Activity verbs. 4. Culture: Social contact situations, Greeting people appropriately.	<b>Midterm Oral Exam 1</b>	I.B.,I.C,II.B,II.A,III.B,I V.A,IV.B,V.A.
Week 8 Unit 6	1. Functional: Talking about past events. Talking about intentions and plans. 2. Grammatical: Present Perfect. <i>Ir + a + infinitivo</i> . 3. Vocabulary: Context clues about future & past. 4. Culture: Leisure time in Barcelona (movies, theater, concerts, exhibitions).	Interviewing a person in the class about his/her futures experiences  <b>Composition 4</b>	I.A,I.B, II.B,III.A,III.B.,IV.B,V. B
Week 9 Unit 7	1. Functional: Expressing likes & dislikes about food & habits, buying food, explaining a recipe. 2. Grammatical: <i>se + impersonal</i> , direct object pronouns. 3. Vocabulary: food, cooking techniques, food containers, weight and measurements. 4. Culture: Spanish food habits, typical Spanish meals.	Planning a menu. Writing a recipe. Oral presentation about a family meal in the USA.	I.A.,I.E,II.A,II.B,III.A,I II.B,IV.B.,V.A.
Week 10 Unit 9	1. Functional: Describing illness. 2. Grammatical: Verb <i>doler</i> , <i>tener dolor de + nombre</i> , <i>tener + nombre</i> . 3. Vocabulary: parts of the body, health conditions, natural remedies. 4. Culture: Alternative medicine & home remedies.	Giving recommendations for different problems.  <b>Course-Related Trip 2</b>	I.A.,I.E,I.D.,II.A,II.B,II I.A,III.B,IV.B.,V.A.
Week 11 Unit 9	1. Functional: giving advice about illness and problems. 2. Grammatical: Advice expressions: <i>deberías + infinitivo</i> , <i>tener que+ infinitivo</i> . <i>Ser/Estar</i> . 3. Vocabulary: feelings, symptoms. 4. Culture: Body language and gesture.	<b>Composition 5</b>	I.A.,I.E,I.D.,II.A,II.B,II I.A,III.B,IV.B.,V.A.
Week 12	1.Functional:Review 2.Grammatical:Review 3.Vocabulary: Review 4. Culture: Coming back home. My experience abroad.	<b>Oral presentations Oral exam 2 Final exam</b>	