



SP 102I SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD II INTENSIVE

IES Abroad Barcelona

DESCRIPTION: In this course, the student will be able to describe in detail things, people, and events. The student will also be able to express opinion and will be able to recognize a wide range of common conversational vocabulary and 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: 7 credits

CONTACT HOURS: 108 hours

LANGUAGE OF INSTRUCTION: Spanish will be used in all instances, with emergency use of English for disambiguation.

PREREQUISITES: No previous knowledge of Spanish is required for this course.

REQUIRED COURSE MATERIALS:

J. Corpas, A. Garmendia y C. Soriano. (2013). Aula 1 Nueva edición. Libro del alumno. Barcelona: Difusión. [1]

J. Corpas, A. Garmendia y C. Soriano. (2013). Aula 2 Nueva edición. Libro del alumno. Barcelona: Difusión. [2]

RECOMMENDED MATERIALS:

Aula 1 Nueva edición Complemento de gramática y vocabulario

Aula 2 Nueva edición Complemento de gramática y vocabulario

www.wordreference.com

METHOD OF PRESENTATION:

- The course content will be delivered using a communicative student-centered methodology. Students will work individually and in groups in order to acquire and to practice (both written and orally) the new concepts and vocabulary. Also, homework will be assigned so that the students can systematize, practice, and clarify doubts about the new material. Students will also write compositions which will provide them the opportunity to put into practice the vocabulary and grammatical lessons learned in class.
- There will be special assignments for course related excursions. 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, or other social media. The e-learning module Moodle will provide instructions, assignments, and ancillary materials and activities.
- **Oral Presentation** will include all the grammar structures that they have worked on during the semester. Students will present their own biographies as a final project. They will demonstrate the complete command of Spanish Language. It will include: an important event in their lives, their experiences in Barcelona this semester and their future plans.

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 my host culture and my 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 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.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1	Unidad 1 [1] 1. Functional: Useful class language. Greetings. Talking about personal identity. 2. Grammatical: Sounds and letters. The three conjugations: <i>-ar, -er, -ir</i> . Present tense: <i>ser, tener, llamarse</i> . Genre in adjectives (nationalities) and nouns (professions). 3. Vocabulary: Nationalities, jobs. Numbers (0-100). Classroom items. 4. Culture: Spanish speaking countries and music.	Getting to know each other. Completing a poster with information related to a class member and introducing him/her to the rest of the class.	I.A, I.C, II.A, III.A, IV.A. II.A, III.A.
Week 2	Unidad 2 [1] 1. Functional: Expressing intentions and giving reasons. Talking about our interests. 2. Grammatical: Present tense: regular verbs. Reasons and finalities: Porque vs. para vs. por. Intentions:	Getting to know each other's interests. Oral presentation about the reasons why you study Spanish, the places that you want to travel to, and the cultural areas that you are more interested in. Interviewing people outside the classroom about their language	II.A, III.A. II.A, III.A. I.C, II.A, III.A, V.A.

	<p>quiero +infinitive. Definite article. Muy bien, bastante bien, regular/ un poco de, muy mal. A mí me interesa/n, a él/ella le interesa/n.</p> <p>3. Vocabulary: Leisure and hobbies. Languages. Cultural fields. Activities in the Spanish classroom.</p> <p>4. Culture: Interesting places in Spanish speaking countries.</p>	<p>abilities, the reasons why they study another language and their hobbies.</p>	
Week 3	<p>Unidad 3 [1]</p> <p>1. Functional: Describing places and countries. Talking about existence. Locating things. Talking about the weather.</p> <p>2. Grammatical: Hay/no hay vs. está. Mucho/a/s + noun, muy +adjective, verb+muy. Superlative. Cuál vs. Qué. Agreement in articles (definite and indefinite) and adjectives. Interrogatives (Qué, quién, cómo, dónde, cuál).</p> <p>3. Vocabulary: The weather.</p> <p>4. Culture: Pan-American Highway, getting to know Spanish speaking countries better.</p>	<p>Comparing Barcelona with the students' home city.</p> <p>Oral presentation about a neighborhood in Barcelona.</p> <p>Researching and preparing flash cards for a competition on Spanish speaking countries.</p> <p>Composition 1: Description of a Hispanic city that you want to visit or that you have already visited.</p>	<p>I.B, I.C, I.D, III.A.</p> <p>III.A, IV.A, V.A.</p> <p>IV.A, IV.B, V.A.</p> <p>V.A.</p>
Week 4	<p>Unidad 4 [1]</p> <p>1. Functional: Identifying objects. Expressing needs. Shopping (asking for products and prices) and talking about preferences.</p> <p>2. Grammatical: Demonstratives (<i>este/ese/aquel...</i>). <i>El/la/los/las +adjective. Qué+noun vs. Cuál/es. Tener que+ infinitive. Verb ir.</i></p> <p>3. Vocabulary: Numerals (100+). Colors. Clothing. Language of economic activities.</p>	<p>Role play: a dialogue in a shop.</p> <p>Course related trip: Flee-market (Els Encants). Buying a gift for a classmate.</p> <p>Oral presentation about a Spanish company.</p>	<p>I.C, I.B, II.A, III.B.</p> <p>I.A, I.B, I.C, I.D, II.A, III.A, III.B,</p> <p>III. A, IV.A, IV.B.</p>

	4. Culture: Companies in the Spanish speaking world. Flee-markets.		
Week 5	<p>Unidad 5 [1]</p> <p>Unidad 3 [2]</p> <p>1. Functional: Talking about personal relationships and family. Describing people’s appearance and personality. Asking and talking about tastes.</p> <p>2. Grammatical: Verb <i>gustar</i>. Possessive adjectives. Verbs: <i>parecerse, llevarse bien/mal</i>.</p> <p>3. Vocabulary: Personal and familiar relationships. Jobs. Description of appearance and personality. Clothes.</p> <p>4. Culture: Cultural Hispanic celebrities.</p>	<p>Presenting your family to the class.</p> <p>Describing a celebrity.</p> <p>Inventing a profile for a Dating Agency.</p> <p>Role-play: Speed Dating.</p>	<p>III.A.</p> <p>V.A, II.A. III.A.</p> <p>V.A, III.A.</p> <p>II.A, III.A, III.B.</p>
Week 6	<p>Unidad 6 [1]</p> <p>1. Functional: Talking about daily activities. Asking for and saying the time. Talking about schedules.</p> <p>2. Grammatical: Present tense (irregular and reflexive verbs).</p> <p>3. Vocabulary: Expressing the time. Days of the week and parts of the day. Frequency (<i>siempre, a veces, todos los días...</i>)</p> <p>4. Culture: La siesta. Spanish schedules.</p>	<p>Interviewing your classmates about their schedules and habits and finding common routines.</p> <p>Comparing Spanish and American schedules.</p> <p>Composition 2: The daily life of an American student in Barcelona.</p> <p>Midterm</p>	<p>II.A, III.A.</p> <p>I.D, I.E, III.A.</p> <p>I.B, I.D, III.A, V. A.</p>
Week 7	<p>Unidad 7[1];</p> <p>Unidad 7[2]</p> <p>1. Functional: Expressing tastes and food habits. Talking about food and eating habits. Asking about products</p>	<p>Role-play: A dialogue in a restaurant or in a bar.</p> <p>Deciding if a student follows a healthy diet.</p>	<p>I.A, I.B, I.C, II.A, III.B.</p> <p>II.A, III.A, IV.A.</p> <p>II.A, II.B, III.A, III.B, IV.A.</p>

	<p>and ingredients. Explaining a recipe. Asking questions in a bar and restaurant.</p> <p>2. Grammatical: Verbs poner and traer. Se impersonal. Direct Object pronouns. Y, pero, además.</p> <p>3. Vocabulary: Food and cooking. Weight and measure.</p> <p>4. Culture: Las tapas. Spanish food habits, typical dishes and products.</p>	<p>Role-play: In groups, several eating personalities try to write a shopping list on a tight budget.</p> <p>Course related trip: Santa Caterina market.</p> <p>Internet research and oral presentation about a typical Spanish dish.</p>	<p>I.A, I.B, I.C, I.D, I.E, II.A, III.A, III.B, IV.A.</p>
Week 8	<p>Unidad 8 [1];</p> <p>Unidad 2 [2]</p> <p>1. Functional: Describing your room, house, neighborhood, and town or city. Asking and giving instructions. Locating things in space. Comparing.</p> <p>2. Grammatical: Comparisons. <i>Hay</i> vs. <i>está</i>. Quantifiers (<i>algún, ningún, poco, mucho, varios, etc.</i>)</p> <p>3. Vocabulary: Furniture and parts of the house. Shapes, forms, styles and materials. Language to describe cities. <i>Cerca de, lejos, de, en... Al norte, al sur...</i> Services and stores. Prepositions of place.</p> <p>4. Culture: L'Eixample in Barcelona. Comparing US / Spanish urban architecture. Peculiar neighborhoods in Spanish speaking cities.</p>	<p>Drawing your classmate's room.</p> <p>Describing your neighborhood and your favorite places and buildings in Barcelona.</p> <p>Course related trip: A Barcelona's neighborhood. Oral presentation.</p>	<p>II.A.</p> <p>III.A, IV.B, V.A.</p> <p>I.A, I.B, I.C, II.A, II.B, IV.A.</p>
Week 9	<p>Unidad 9 [1];</p> <p>Unidad 6 [2]</p> <p>1. Functional: Talking about past experiences. Talking about travels. Describing people (qualities and defects). Talking about plans and intentions.</p>	<p>Interviewing a classmate about his/her life experiences.</p> <p>Finding out about your classmate's abilities.</p> <p>Deciding if a peer is suited to do the <i>Camino de Santiago</i> with you.</p>	<p>II.A, II.B, III.A, III.B.</p> <p>II.A, II.B, III.A, III.B.</p> <p>II. A, II.B, III.A, IV.B.</p> <p>V.A, V.B.</p>

	<p>2. Grammatical: Present Perfect. Saber+ infinitive; poder +infinitive; ir a + infinitivo.</p> <p>3. Vocabulary: Frequency. Personality description. Future time expressions.</p> <p>4. Culture: El Camino de Santiago. Leisure time in Barcelona.</p>	<p>Composition 3: E-mail to a friend: What you have already done and what you haven't done in Barcelona.</p>	
Week 10	<p>Unidad 2 [2]</p> <p>1. Functional: Talking about biographies and historical facts.</p> <p>2. Grammatical: Indefinite, Indefinite vs. Present Perfect.</p> <p>3. Vocabulary: Life events (<i>nacer, licenciarse</i>, etc.) Time expressions with the indefinite (<i>ayer, hace</i>, etc.)</p> <p>4. Culture: Spanish cinema.</p>	<p>Writing your resume in Spanish.</p> <p>Role-play: Job interview.</p> <p>Oral presentation about a celebrity.</p> <p>Composition 4: A classmate or friend biography.</p>	<p>V.A.</p> <p>II.A, II.B, III.A, III.B.</p> <p>III.A, III.B.</p>
Week 11	<p>Additional material</p> <p>1. Functional: Describing past habits. Comparing the past with the present. Narrating in the past.</p> <p>2. Grammatical: Imperfect. Imperfect vs. Present. Imperfect vs. Indefinite. Past Continuous.</p> <p>3. Vocabulary: Time expressions with Imperfect (<i>de repente, mientras, de niño/a</i>, etc.). Life events and childhood.</p> <p>4. Culture: Spanish History.</p>	<p>Interviewing your classmates' about their childhood/past life events.</p> <p>Researching on the internet about recent Spanish History.</p> <p>Designing questions for an interview about Spanish History/ changes in Spain.</p>	<p>II.A, II.B, III.A, III.B.</p> <p>I.D,</p> <p>I.C, IV.A, IV.B, V.A.</p> <p>I.A, I.B, I.C, II.A, II.B, III.A, III.B.</p> <p>V.A.</p>
Week 12	<p>Unidad 5 [2]</p> <p>Unidad 9 [2]</p> <p>1. Functional: Giving instructions, to greet, ask favor and permission.</p>	<p>Role play: Greeting people.</p> <p>Ask and giving class objects.</p> <p>Role-play: I have a problem.</p>	<p>IV.A, II.A, II.B, III.A, III.B.</p> <p>II.A, II.B, III.A, III.B.</p> <p>III.A, III.B.</p>

	<p>1. Describing illness, giving advice about illness and problems.</p> <p>2. Grammatical: ser+ gerund.</p> <p>2. Verbs doler, ser/estar.</p> <p>3. Vocabulary: Activity verbs.</p> <p>3. Parts of the body, feelings, pains, symptoms.</p> <p>4. Culture: Social contact situations, Greeting people appropriately.</p> <p>4. Body language and gesture.</p>	<p>Giving recommendations for different problems.</p> <p>Oral Presentation: My biography.</p> <p>Final Exam</p>	
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