DESCRIPTION:
This course is designed for students with little or no knowledge of Spanish. Course starts from the basics and elemental aspects of Spanish in order to build a basis from which to begin developing communicative and intercultural skills.

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: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
• Direct tasks
• Group and pair work
• Listening and audiovisual activities
• Class discussions
• Intensive and extensive readings
• Individual and group presentations
• Debates
• Role plays

REQUIRED WORK AND FORM OF ASSESSMENT:
• Individual/Group Presentations and Debate - 20%
• Written Essays and Quizzes/Glossaries - 20%
• Midterm Exam - 20%
• Final Oral Exam - 20%
• Final Written Exam - 20%

Individual/Group Presentations
Students make oral presentations related to the topics discussed in class. Students must use grammar, vocabulary and sociocultural contents studies in class.

Written Essays
Students write essays about topics discussed in class. Students must use grammar, vocabulary and sociocultural contents studies in class. Some essays may be related to field studies done along the course.

Quizzes and Class Activities
• Short vocabulary quizzes on vocabulary studied in class
• Short activities via Moodle (video watching and answering questions, forum participation, etc.)
• Class participation

Midterm Exam
Midterm exam assesses all contents studied in the first part of the semester. Test includes an audio comprehension exercise, grammar and vocabulary exercises, reading comprehension exercise and a short writing exercise.

Final Oral Exam
Oral final presentation on topics discussed during the course. Students do some research to develop a project to be presented in class. Students must use grammar, vocabulary and sociocultural contents studies in class. Some essays may be related to field studies done along the course.

Final Written Exam
Final exam assesses all contents studies during the semester. Exam includes an audio comprehension exercise, grammar and vocabulary exercises, reading comprehension exercise and a short writing exercise.

LEARNING OUTCOMES:
By the end of the course, students will be able to achieve key 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 (paraphrasing, repetition, talking around the point, body language etc.).
   B. Students will recognize what to expect and how to behave in a social interactional situation as well as in professional work settings.
   C. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language within the professional framework.
   D. Students will be able to distinguish between simple representations of formality and informality in the language.
   E. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
   F. Students will start to make informed comparisons between their host culture and the home culture.

II. Listening
   A. Students will be able to understand most spoken communication as long as native speakers are willing to repeat, adapt their speed and vocabulary while interacting.
   B. Students will be able to understand most spoken communication of moderate complexity on a wide range of concrete business topics covered in classes.
   C. Students will begin to understand the differences among native speakers from a variety of backgrounds, they will comprehend common colloquial expressions and slang as they relate to professional communication.

III. Speaking
   A. Students will be able to initiate and develop simple conversation on everyday social and professional activities and routines.
   B. Students will be able to speak on and discuss some concrete business/professions topics covered in classes.
   C. Students will be able to describe companies, products and services.
   D. Students will be able to participate and respond actively in some of simple professional interactions such as meetings and presentations.
   E. Students will be able to express self in a specific business presentation.
   F. Students will be able to negotiate meaning when encountered in an unexpected business/professional communicative situation.

IV. Reading
   A. Students will be able to read and understand simple and modified academic and newspaper articles and some professional reports using background knowledge to aid their comprehension.
B. Students will be able to read and understand the main ideas of business texts using reading strategies developed during the course.  
C. Students will be able to understand some data, strategy and graphs related to simple business situations: specific reports about topics covered in class, text messages, letters, emails.

V. Writing  
A. Students will be able to write short texts on personal description, messages and stories as essays for class that narrate, describe, report, compare, with developing degrees of grammatical and lexical accuracy.  
B. Students will be able to write short texts essays for class that narrate, describe, report, compare, on some business 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:  
90% according with IES Santiago attendance policy.

CONTENT:  

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| Unit 1 | • Functional: Asking for/Giving information (personal information, time, general descriptions, etc.); talking about professions and work environments.  
         • Grammatical: present tense indicative, time expressions, numbers, adverbs of frequency, and language resources to describe people and work.  
         • Vocabulary: daily routine activities, work and leisure.  
         • Culture: time perception in different cultures. Apologizing for being late | • Describing people, professions and work settings  
         • Giving personal/professional information  
         • Telling the time  
         • Discussing the value of time for different cultures and situations |
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| **Unit 2** | • Functional: talking about habits and likes related to leisure and travelling, reacting to opinions. Locating objects, giving directions and describing how to get somewhere, expressing recommendations.  
• Grammatical: Use of prepositions to describe movement and direction, resources for giving recommendations. Food and meals.  
• Vocabulary: Vocabulary related to travelling, cities and describing places.  
• Culture: tourist attractions in Santiago and Chile. Being a tourist/foreigner in Latin America | • Describing places and travel destinations  
• Expressing preferences about travelling.  
• Talking about cities and touristic sights.  
• Giving directions.  
• Giving recommendations | • I. A, B, C, D, E  
• II. A, B  
• III. A, F  
• IV. A  
• V. A, C |
| **Unit 3** | • Functional: Talking about rules for class, work and society; talking about companies. Asking for favors, giving excuses and justifications. Different ways to say thank you. Writing messages and emails.  
• Grammatical: Prohibition structures; quantifiers. Sequencing adverbs and expressions of politeness in written texts.  
• Vocabulary: Daily life; Chilean companies; Chilean customs: Home, Work, university...  
• Culture: Courtesy: tú/usted. Different levels of formality according to different situations. | • Talking about habits in US and Chile  
• Describing companies  
• Giving recommendations, instructions, orders and warnings.  
• Expressing courtesy and respect.  
• Asking for a favor  
• Course-related excursion  
• **Quiz 1** | • I. A, B, C, D, E, F  
• II. A, B  
• III. A, B, C, F  
• IV. A, B  
• V. A, C |
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| Unit 4 | • Functional: Talking about experiences in the past; beginning, duration, and location of an action at any specific time  
• Grammatical: past tense forms; time and sequencing adverbs.  
• Vocabulary: Vocabulary related with experiences, anecdotes, feelings and emotions.  
• Culture: Changes when living abroad | • Talking about the past experiences and anecdotes  
• Asking for information and details about personal information, experiences and stories in the past.  
• Essay 2 Due  
• Oral Presentation: Company Structure | • I. A, B, C, D, E, F  
• II. A, B, C  
• III. A, B, C, D, F  
• IV. A, B, C  
• V. A, B, C |
| Unit 5 | • Functional: Designing an advertising campaign. Talking about marketing and commercials. Comparing quality and price of product and services.  
• Grammatical: Affirmative and negative; imperative with pronouns. Comparative and superlative forms using adjectives and adverbs.  
• Vocabulary: All about advertising  
• Culture: Chilean commercials, advertising values, etc. | • Discussing advertising in different cultures  
• Comparing different products and services and the way they are advertised.  
• Developing a commercial.  
• Midterm Exam | • I. A, B, C, D, E, F  
• II. A, B, C  
• III. A, B, C, D, F  
• IV. A, B, C  
• V. A, B, C |
| Unit 6 | • Functional: Talking about the most important moments in recent past times  
• Grammatical: Preterite Imperfect; time markers for past and present; then and now comparison  
• Vocabulary: Discoveries, events and inventions that changed history. Time markers, historical events, emotions.  
• Culture: History and facts about Chile: A woman president. | • Discussing how life has changed.  
• Events and moments that changed your life.  
• Oral Presentation: Course-related excursion | • I. A, B, C, D, E, F  
• II. A, B, C  
• III. A, B, C, D, E, F  
• IV. A, B, C  
• V. A, B, C |
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| Unit 7 | • Functional: Talking about future actions and situations. Expressing conditions. Structures to formulate hypothesis.  
• Grammatical: The Future tense. Structures: Si + Presente de Indicativo + Future. Words and phrases expressing probability: seguramente, probablemente, posiblemente, etc. Es probable, seguro, posible, etc.  
• Vocabulary: Problems of the world: clima, contaminación, pobreza, etc. About circumstances and situations related to life experiences: Casarse, tener éxito, hacerse rico, tener hijos, etc.  
• Culture: Job interviews. Curriculum Vitae | • Talking about the future  
• Dream life/job  
• Job interview  
• Cover letter and CV  
• Quiz 2 | • I. A, B, C, D, E, F  
• II. A, B, C  
• III. A, B, C, D, E, F  
• IV. A, B, C  
• V. A, B, C |
| Unit 8 | • Functional: review and enhancement of contents.  
• Grammatical: review and enhancement of contents.  
• Vocabulary: review and enhancement of contents.  
• Culture: review and enhancement of contents. | • Presentation in Spanish  
• Written Exam | • I. A, B, C, D, E, F  
• II. A, B, C  
• III. A, B, C, D, E, F  
• IV. A, B, C  
• V. A, B, C |

**REQUIRED READINGS:**
Course dossier designed by the Spanish coordinator (Prof. Claudia Flores) which includes Spanish reading and audio/visual material taken from magazines, journals, academic and other current pedagogical and relevant sources.

• Diario El Mercurio. (distintas ediciones entre 2010-2016)
• Diario La Tercera. Abril 2013
• www.clinicaalemana.cl
• www.icarito.cl
• www.indiana.edu
• www.hts.cl
• www.minsal.cl (Ministerio de Salud de Chile)
• Revista ICARITO. Publicación semanal del diario LA TERCERA. (diversas ediciones 2016)
• Revista Mujer. Publicación semanal del diario LA TERCERA. (diversas ediciones entre 2004-2016)
• Revista YA. Publicación semanal del diario EL MERCURIO. (diversas ediciones entre 2004-2016)
• materiales extraídos de diversas páginas de internet
• materiales inéditos preparados por la profesora.