



SP 321 SPANISH FOR PROFESSIONS: INDEPENDENT ABROAD

IES Abroad Multi-location Emerging Economies

Course taught in Buenos Aires & Santiago

DESCRIPTION:

This course is designed for students interested in developing their Spanish abilities towards professional and business contexts. The emphasis of this course is placed both on the improvement of linguistic skills and on the development of students' intercultural competence within the frame of professional working environments.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Language instructors direct tasks, group and pair work, listening and audiovisual activities, class discussions, intensive and extensive readings, individual and group presentations, debates and role plays to develop and improve students' language skills in social and working settings.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Individual/Group Presentations and Debate - 20%
- Written Essays (including Field Trip assignments) and Quizzes/Glossaries - 20%
- Midterm Exam - 20%
- Final Oral Exam - 20%
- Final Written Exam - 20%

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Communicate fluently in Spanish with native and non-native speakers on a wide variety of social/work topics and situations.
- Develop and support argumentation at a complex level.
- Have fluent professional interactions in Spanish in different workplaces.

ATTENDANCE POLICY:

Attendance and punctuality are 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 1.5 classes (for courses taught once a week) or 2.5 classes (for courses taught twice a week) in any course, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence. Six absences in any course will result in a failing grade.

Punctuality

Students who are late to class will receive a .5 absence. Arriving in class more than 15 minutes late will result in 1 absence.

CONTENT:

Global brilliance begins here.®

Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America

Session	Content	Assignments
Session 1	Buenos Aires <ul style="list-style-type: none"> • Functional: Asking for/giving information; describing oneself. Resume and cover letter; talking about the past/present. • Grammatical: Indefinite/perfect and contrast; time expressions. Expressing activities with relation to time. • Vocabulary: Adjectives to describe personality. Information about oneself: Address, house, likes and dislikes; interests/hobbies. • Culture: University life; working daily routine; Curriculum vitae and letters; Argentines at work. 	<ul style="list-style-type: none"> • Description of people/students using adjectives to describe character • Past tenses and time expressions/markers • Reading: Professions and profiles • Talking about own experiences using expressions to talk about actions in relation to time • The making of our Spanish curriculum vitae and cover letter • Cover letter due
Session 2	Buenos Aires <ul style="list-style-type: none"> • Functional: Describing a job: Locations, characteristics, duties and requirements. Asking for information and clarification. • Grammatical: Uses of SER / ESTAR and contrast. Relative clauses with indicative and subjunctive; prepositions. • Vocabulary: Adjectives to describe people, places and objects; discourse markers. • Culture: Argentine women at work. 	<ul style="list-style-type: none"> • Description of places and people • Description of what people want from work • Job interview • Course-related trip • Oral presentation 1
Session 3	Buenos Aires <ul style="list-style-type: none"> • Functional: Talking about jobs, expressing likes and dislikes about work and activities performed at work. Asking for information; offering help; formulating and expressing opinion. Complaining. • Grammatical: Subordinate clauses with subjunctive. • Vocabulary: Surveys; talking on the phone. Language resources to express. • Culture: Difference in telephone conversations; perception of time in different cultures. 	<ul style="list-style-type: none"> • Talking about problems at work and how to offer solutions • Expressing likes and dislikes in relation to work activities and duties • Talking on the phone • Quiz 1 • Essay 1 due

Session	Content	Assignments
Session 4	Buenos Aires <ul style="list-style-type: none"> • Functional: Talking about the past. Explaining anecdotes and narrating stories in the past. • Grammatical: Past tenses, textual connectors with a temporal meaning. Past tenses, textual connectors with a temporal meaning. • Vocabulary: Language resources for expressing likes and dislikes, and narrating anecdotes. • Culture: Newspapers, magazines and news in Argentina. 	<ul style="list-style-type: none"> • Prior experiences: Telling stories about the past • Telling anecdotes • Evaluating personal experiences • Midterm Exam
Session 5	Santiago <ul style="list-style-type: none"> • Functional: Expressing preferences about product and services, reacting to opinions. Expressing recommendations. Affirmative and negative commands, direct and indirect object pronouns with commands. • Grammatical: Subordinate clauses with subjunctive to express recommendation and suggestion. Use of imperatives. • Vocabulary: Vocabulary to describe product and services and their quality. • Culture: Successful products and companies. 	<ul style="list-style-type: none"> • Your preferences about products and services • Talking about advertising • Giving directions • Giving recommendations for purchasing a product • Giving recommendations using pronouns • Oral presentation 2
Session 6	Santiago <ul style="list-style-type: none"> • Functional: Expressing and answering an opinion; denying actions, evaluating events. Expressing feelings. Writing emails. • Grammatical: Indicative/subjunctive with opinion. Structures of evaluation. Subordinate clauses with subjunctive to express emotions and opinions. • Vocabulary: Workplace, Leading teams. • Culture: Business culture, workplace culture and ethics. 	<ul style="list-style-type: none"> • Company vocabulary and culture (positions, responsibilities and duties) • Workplace synopsis • Talking about companies • Quiz 2 • Essay 2 due

Session	Content	Assignments
Session 7	Santiago <ul style="list-style-type: none"> • Functional: Making predictions about personal future; making hypothesis. Expressing opinion, describing sensible issues (immigration). • Grammatical: Hypothesis (indicative / subjunctive), future. Temporary sentences (indicative /subjunctive), consecutive sentences, causal sentences. • Vocabulary: Objects and tools. Labor market. • Culture: Expats and immigrants in Chile. 	<ul style="list-style-type: none"> • El socio/economic and cultural impact of immigrants • Essay 3 due
Session 8	Santiago <ul style="list-style-type: none"> • Functional: Review. • Grammatical: Review. • Vocabulary: Labor market. • Culture: Working life, environmental issues. World problems (economy, health, etc.) 	<ul style="list-style-type: none"> • Economic predictions and labor market • The planet's future • Debate
Session 9	Santiago – Final Session <ul style="list-style-type: none"> • Functional: Review. • Grammatical: Review. • Vocabulary: Review. • Culture: Local culture/own American culture 	<ul style="list-style-type: none"> • Presentations in Spanish • Final Exam

REQUIRED READINGS:

Course dossier designed by the Spanish coordinators which includes Spanish reading and audio/visual material taken from magazines, journals, academic and other current pedagogical and relevant sources.

RECOMMENDED READINGS:

- Aragonés, L., R., Palencia (2005) *Gramática de uso del español*. Teoría y práctica. Nueva Edición. Ed smele.
- Borobio, V. y R. Palencia (2003) *Curso de Español para extranjeros*. Avanzado. Ed smele.
- D' Alessandro, Mercedes (2016) *Economía feminista*, Buenos Aires, Sudamericana.
- De Souza Faria, Stefanetti, Hojman (2014) *Maratón ELE*, Buenos Aires, Eudeba
- Diario *Ámbito Financiero* de Argentina <http://www.ambito.com/> (distintas ediciones entre 2010-2017)
- Diario *El Mercurio*. (distintas ediciones entre 2010-2017)
- Diario *Infobae* de Argentina <http://www.infobae.com/> (distintas ediciones entre 2010-2017)
- Diario *La Tercera*. Abril 2013
- Dozier, E., Z. Iguina. 1999. *Manual de gramática*. Grammar reference for students of Spanish. Heinle and Heinle Publishers. 2nd Edition.
- González, A., C. Romero. (1998) *Curso de puesta a punto en español*. Edelsa. Grupo didascalía. Madrid. 3ra edición.
- Martín, R., M., y M. Ellis (2000) *Aventura 4*. Hodder & Stoughton. Grupo Hodder Headline Group
- Materiales extraídos de diversas páginas de internet
- Materiales inéditos preparados por las profesoras y los profesores.
- Millares, S. 1999. *Método de español para extranjeros*. Nivel Superior. Edinumen. (2da edición 2002)
- Peris, M., E. y N. Baulenas (1998). *Gente 2*. Difusión. Barcelona. 4ta edición 2000.

- Punto de Vista. Texte und Aufgaben für die Oberstufe. 2006. Cornelsen.
- 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)
- Tano, Marcelo (2009) Expertos Curso avanzado de español orientado al mundo del trabajo, Barcelona, Difusión.
- Terrel, T., M., Andrade, J. Egasse., E. Muñoz., 1996. *Dos Mundos*. Third Edition. McGraw Hill, Inc.
- Turk, P. y M. Zollo. (1990). *¡Ahora mismo!* Hodder & Stoughton. Grupo Hodder Headline Group. (6ta edición 2000)

Websites

- <http://economiafeminita.com/Argentina>
- www.indiana.edu
- www.clínicaalemana.cl
- www.hts.cl
- www.icarito.cl
- www.minsal.cl (Ministerio de Salud de Chile)

APPENDIX I: RUBRIC FOR THE EVALUATION OF WRITINGS

<p>A</p>	<ul style="list-style-type: none"> • An original, excellent work, which clearly follows the instructions. The chosen subject is relevant and has been deeply analyzed (always according to the Spanish level of the student). • It has almost no language mistakes, or the mistakes it has, have not been dealt with yet, due to the student's Spanish level. • The student uses a lot of the structures taught in class. • The presentation is very well organized (it has an introduction, a development and a conclusion or any other kind of organization which shows a previous writing plan.) Ideas are clearly expressed and related to one another by means of connectives or transitional sentences. The paragraphs also logically linked in this way. • The student uses a wide, accurate and suitable vocabulary according to their Spanish level, and they try not to repeat many words. • The writing has been submitted in due time and manner. • The writing is neat and tidy.
<p>B</p>	<ul style="list-style-type: none"> • An original, excellent work, which clearly follows the instructions. The chosen subject is relevant and has been well developed (always according to the Spanish level of the student). • It has some language mistakes (not many) that are not acceptable according to the student's Spanish level. • The work has some (not many) organization problems, either because they do not have any introduction or conclusion, or because the different ideas are not well connected, or the concepts are not clearly conveyed. The explanations can be understood, but with some effort. • The student uses some of the structures taught in class. • The student uses few connectives or plain ones like y, o, but and también, which they repeat constantly in order to organize their speech. • The vocabulary in the writing is wide, according to the student's Spanish level, and they try not to repeat many words. • The writing has been submitted in due time and manner. • The writing is neat and tidy.
<p>C</p>	<ul style="list-style-type: none"> • A work which follows the instructions in a plain way. The chosen subject is not relevant and /or is not completely developed – always taking into account the Spanish level of the student). • The writing has many language mistakes which are unacceptable according to their Spanish level. In this case, it is evident that there has not been a previous revision with the teacher. • The writing shows serious organization problems, or it lacks an introduction and an end, and disconnected ideas are predominant. There are very confusing paragraphs, but other central ones are correct. The teacher needs to make great effort to understand the message the student meant to convey, because it lacks many connectives or transitional paragraphs to link ideas. • The student uses much too limited vocabulary for their level, which is repeated all through the writing. • The writing has not been submitted in due time, and it is not tidy enough.

APPENDIX II: RUBRIC FOR ORAL PRESENTATIONS

<p>A</p>	<ul style="list-style-type: none"> • An original, excellent tidy work. The chosen subject matter is relevant. The student has done this research work with true interest. Besides, if the topic allows it, it shows an intercultural point of view, i.e., a deep observation of the similarities and differences between this new culture and their own. • The presentation is organized in a remarkably clear way, with an introduction, a development and a conclusion, and it is made with visual support (posters, pictures, etc.) which illustrate the topic. • It can be clearly seen that the student can handle the chosen topic with sound knowledge about it. • It is not a reading, but a fluent presentation. The student may use some notes as a reminder. • The student's pronunciation is clear, so the presentation is easy to understand. • There are very few, or none of the mistakes the student could have avoided according to their Spanish level. The grammar and vocabulary taught in class is used during the presentation. • The student has showed his project plan to the teacher before the day of the presentation, in order to confirm the relevance of the topic and to make the necessary correction, which they apply at the moment of the presentation. • The student shows their intention to talk only in Spanish all through the presentation (they have learnt new words and how to explain them in Spanish in case they are asked about them). • The student manages to catch the attention of the class and to gets the group to participate in their presentation.
<p>B</p>	<ul style="list-style-type: none"> • The quality of the work is good, the chosen topic is relevant, and it is well developed. • The presentation is attractive enough, and it follows a logical organization. • Although the presentation has continuity, there are some interruptions, or the student reads several quite long passages. We are not referring here to some notes as a reminder, which the student is of course allowed to use. • The Spanish grammar and vocabulary are suitable. There are few language mistakes which could have been avoided according to their Spanish level. • Idiomatic expressions are correctly used according to the student's Spanish level, though there may be some mistakes. • The previous draft is not well developed and the teacher's corrections do not seem to have been taken into account. • The student shows their intention to talk only in Spanish all through the presentation (they have learnt new words and how to explain them in Spanish in case they are asked about them). • The presentation has appropriate visual support.
<p>C</p>	<ul style="list-style-type: none"> • This is a simple work, done just to carry out the teacher's instructions. The chosen subject is not well developed. The presentation is not original, and it shows that it has been improvised. • It is badly organized and /or confusing, or it consists only of the description of a series of photographs, which shows the lack of real organization of ideas). • The student reads all the time, so it is not a real presentation. • The pronunciation is not clear. • There are a lot of language mistakes which could have been avoided at their Spanish level. • The student tries to answer the questions he is asked in English, though they can do it in Spanish. • The student cannot answer questions about the subject they have chosen.