



SP 321 SPANISH FOR PROFESSIONS: INDEPENDENT ABROAD

IES Abroad Barcelona

DESCRIPTION:

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

The aim of the course is on the one hand; to consolidate previous grammatical knowledge and introduce new grammar structures, basic professional and business vocabulary and to increase students' fluency and confidence when communicating in Spanish Professional contexts; and on the other hand, to bring students to a new cultural reality from a professional perspective so that they can appreciate, compare and contrast their reality in the U.S. with Spain. The comparison and contrast of the two cultural realities will allow them to incorporate what they in their personal and professional future.

This course proposes inclusive learning (combining grammar, specific vocabulary, professional oral communication, intercultural content ...) and gradual learning, taking into account the initial level of students and increasing the degree of difficulty according to the development and progress of the group.

At the end of this course students will be able to:

- Communicate fluently in Spanish with native (and non-native) speakers on wide variety of social/work topics and situations.
- Have fluent professional interactions in Spanish in different workplaces, developing and supporting argumentation at a complex level.
- At the end of the course the student will have a better understanding of our everyday culture and the world of business, and will speak more fluently and with greater security.

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: Completion of key Emerging Independent outcomes from the MAP for Language and Intercultural Communication, determined by placement test.

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.

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 task. In the evaluation sheets that students receive the teacher writes a personalized comment on their performance and progress in oral communication.

Group projects and oral presentations have a specific rubric evaluation that includes both, grammar improvement and progression group work, because part of the group work is done in class, to prepare students to work in a real professional context



ORAL ASSESSMENT: Presentations of small research projects provide the student with the opportunity to develop oral presentation skills and to receive constructive feedback from their peers and professor on their approach.

WRITING COMPONENTS: The written assignments will provide the students the opportunity to put new vocabulary, grammatical lessons and cultural writing context into practice.

The writing component of the course will be in form of business letters, writing your own resume, case studies, and job applications. You will submit written work periodically and it will be evaluated on the basis of format, content and accuracy.

QUIZZES: A minimum of 6 tests, to help the student check the understanding of the material covered in class.

COURSE-RELATED TRIPS: Like intercultural discoveries, experimental learning is an important part of the course. These activities give the students the opportunity to learn about and understand cultural differences and to connect aspects of the Spanish culture. All of them are organized with pre- and post- activities that help students to improve their skills and promote interaction with Spanish people.

CLASS DISCUSSION: The aim of class discussions is to provide the student with a more holistic view of Spanish language. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics.

During the course there will be professional oral activities in pairs or groups within the business context for assessing student's oral skills.

HOMEWORK AND DAILY PARTICIPATION: Students will work individually and in groups in order to systematize and to practice orally all the grammatical concepts learned in class, with the opportunity to clarify doubts.

FINAL RESEARCH PROJECT:

At the end of the course there will be a final research project: Create your own business in Spain. For the final presentation, students individually or in pairs can selecting the topic that is most interesting to them from a variety of possibilities that have clear requirements that the student have to complete:

- Create your own business in Spain
- A marketing campaign
- Prepare an event at the company

The project consists of a marketing and finance plan together with a presentation and defense of your project in front of the class. The instructor will explain in detail the specific approach and suggested content of the project. You will submit to the instructor periodic updates on the progress of your project and these will count towards the overall assessment of your work.

One week before the final presentation; students have to deliver a draft with the content and presentation development. The teacher reviews the draft and helps to understand and improve those aspects that are not clear or where the student is struggling.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Oral Exams (2 exams) - 10%
- Oral/Video presentation - 10%
- Writing components (compositions) - 15%
- Quizzes (5 quizzes minimum on listening, speaking, reading, writing, intercultural communication) - 15%
- Course-related trips - 10%
- Class participation - 10%
- Midterm Exam - 10%



- Final Research Project - 20%

On the form and the assessment criteria on oral activities, throughout the course, in addition to quizzes, the teacher carries out an ongoing assessment of oral tasks performed in the classroom: Oral activities, group-projects, discussions and oral presentations.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve key outcomes for the *Emerging Independent/Independent Abroad (II)* level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

- Students will identify key host cultures in a professional context as well as habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- Students will start to identify and discuss their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host culture.
- Understand and respond to exchanges related to workplace interactions following local sociocultural and pragmatic conventions.
- Understand the vision, mission and values of some Spanish companies.
- Students will identify the importance of understanding local culture (workforce, women's professional development, efficiency, etc.) to fit in different workplaces.

II. Listening

- Students will be able to understand most spoken communication of moderate complexity on a wide range of concrete professional topics covered in classes.
- Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang as they relate to professional communication.

III. Speaking

- Students will be able to speak on and discuss concrete business/professions topics covered in classes, as well as other business topics of particular interest to them.
- Students will be able to describe and compare companies, products and services.
- Students will be able to participate and respond actively in a variety of professional interactions: negotiations, presentations, business lunch, meetings.
- Students will be able to express self in a specific business presentation.
- Students will be able to make a solid argument for a particular strategy.
- Students will be able to negotiate meaning when encountered in an unexpected business/professional communicative situation.

IV. Reading

- Students will be able to read and understand articles, reports, professional documents, and online texts using background knowledge to aid their comprehension.
- Students will be able to read and understand the main ideas of business texts using reading strategies developed during the course.
- Students will be able to understand some data, strategy and graphs related to simple business situations: reports, financial information, notes, text messages, letters, emails.

V. Writing

- A. Students will be able to write essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of business topics with developing degrees of grammatical and lexical accuracy.
- B. Students will be able to write short messages and emails on a wide range of social and work topics adapting language vocabulary and structure to different degrees of formality.
- C. Students will be able to edit their own and their peers' writing for common errors covered in class.

ATTENDANCE POLICY:

Attendance is mandatory for the Internship Seminar, including course-related trips. 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 two classes, 3 percentage points will be deducted from the final grade for every additional absence. Four absences will result in a failing grade.

CONTENT:

Grammatical, vocabulary, cultural contents described below presented in thematic units that will discuss relevant topics and situations to develop communicative skills through language functions.

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1	<ol style="list-style-type: none"> 1. Functional: Asking for/Giving information; talking about coincidences; describing oneself. Resume and cover letter; talking about the past/present. 2. Grammatical: Indefinite/perfect and contrast; time expressions. Expressing activities with relation to time. 3. Vocabulary: Adjectives to describe personality. Information about oneself: Address, house, likes and dislikes; interests/hobbies. 4. Culture: University life (Erasmus / IES...); Spanish and American working life. Curriculum vitae and letters; Famous and relevant Spaniards. 	<ul style="list-style-type: none"> • Description of people/students using adjectives to describe character • Past tenses and time expressions/markers • Reading: Studying abroad in Europe. The Erasmus program. • 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 	I.A ;III.A;IV.A V.A I.B-C ;II.B III.A-B; IV.A-B V.A-B
Week 2	<ol style="list-style-type: none"> 1. Functional: Describing a job: Locations, characteristics travel requirements. 2. Grammatical: Uses of SER / ESTAR and contrast. 	<ul style="list-style-type: none"> • Description of places and people • Same words, different meaning • Course-related trip: Guided visit to a traditional and historical 	I.A, II.A III.A, IV.A.B V.A

	<p>Relative clauses with indicative and subjunctive; prepositions.</p> <p>3. Vocabulary: Surveys; talking on the phone. Adjectives to describe people, places and objects; discourse markers.</p> <p>4. Culture: leisure in Spain/USA. ; Spanish stereotypes.</p>	<p>market in Barcelona. Food industry and marketing.</p> <ul style="list-style-type: none"> • Role play of phone conversations • Composition due • Oral Exam 1 	<p>I.B.C.D, II.B</p> <p>III.B, IV.A-B</p> <p>V.B</p>
Week 3	<p>1. Functional: Talking about jobs, expressing likes and dislikes about literature, talking about the past. Explaining anecdotes and narrating stories in the past.</p> <p>2. Grammatical: Past tenses, textual connectors with a temporal meaning. Past tenses, textual connectors with a temporal meaning.</p> <p>3. Vocabulary: effective language use resources for explaining an anecdote.</p> <p>4. Culture: Spanish business articles on press and specialized journals</p>	<ul style="list-style-type: none"> • Prior Experiences: • Telling stories about the past. • Guidelines for Video and Oral presentations • Telling an anecdote. • Composition Due • Midterm Exam 	<p>I.A, I.B, II.A, II, B, III.A, IV.A, IV.B, V.A, II.A, II, B, III.A, IV.A, IV.B, V.B</p>
Week 4	<p>1. Functional: Expressing preferences about travel destinations, talking about habits and likes related to travelling, reacting to opinions. Locating objects, giving directions and describing how to get somewhere, expressing recommendations. Affirmative and negative commands, direct and indirect object pronouns with commands.</p> <p>2. Grammatical: Use of prepositions to describe movement and direction, resources for giving recommendations.</p> <p>3. Vocabulary: Vocabulary related to travelling, cities and describing places.</p>	<ul style="list-style-type: none"> • Your preferences about travelling. • Talking about cities and touristic sights. • Giving directions. • Giving recommendations for travelling. • Giving orders and recommendations using pronouns. • Composition Due • Oral Exam 2 	<p>I.A, I.B, I.C, II.A, II, B, III.A, IV.A, IV.B, V.A, I.A, I.B, I.C, II.A, II, B, III. A, IV.A, IV.B, V.B</p>

	<p>4. Culture: Spanish cities and touristic places. Management styles</p>		
Week 5	<p>1. Functional: Expressing and answering an opinion Denying actions, evaluating events. Expressing feelings.</p> <p>2. Grammatical: Indicative/subjunctive with opinion. Structures of evaluation. Subjunctive with feelings.</p> <p>3. Vocabulary: Workplace, Leading teams.</p> <p>4. Culture: Business culture, workplace culture and ethics.</p>	<ul style="list-style-type: none"> • Company survey • Company vocabulary and Culture • Workplace synopsis • Talking about companies 	<p>I.B, II.A. B</p> <p>III.A</p> <p>IV.A.B</p> <p>III.A.B, II.A</p> <p>I.A.B, II.A.B</p> <p>III.A.B</p> <p>V.B</p>
Week 6	<p>1. Functional: Events in the future: Hypothesis. Expressing opinion, describing objects.</p> <p>2. Grammatical: Hypothesis (indicative / subjunctive), future. Temporary sentences (indicative /subjunctive), consecutive sentences, causal sentences.</p> <p>3. Vocabulary: Objects and tools. Labor market.</p> <p>4. Culture: Working life, environmental issues. Life in Spain (family, lifestyle, employment)</p>	<ul style="list-style-type: none"> • Listening: Future hypothesis • Reading: The labor market in Spain • Science: Inventions • Edward Hopper: Painting hypothesis • The planet's future 	<p>II.B</p> <p>IV.B</p> <p>III.A.B</p> <p>III.A.B, V.A</p> <p>III.A.B, IV.B</p>
Week 7	<p>1. Functional: Review</p> <p>2. Grammatical: review</p> <p>3. Vocabulary: Labor market.</p> <p>4. Culture: Working life, environmental issues. Life in Spain (family, lifestyle, employment)</p>	<ul style="list-style-type: none"> • Portfolio development; • Cover letter • Video presentation of Self 	
Week 8	<p>1. Functional: Events in the future: Hypothesis.</p>	<ul style="list-style-type: none"> • Mock Interview, Presentations in Spanish 	

	<p>Expressing opinion, describing objects.</p> <ol style="list-style-type: none"> 2. Grammatical: 3. Vocabulary: Labor market. 4. Culture: Working life, environmental issues. Life in Spain (family, lifestyle, employment) 	<ul style="list-style-type: none"> • Final Exam 	
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REQUIRED READINGS:

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

Coursereader SP321 (2016). Barcelona, IES Barcelona.
 SP321 IES Abroad Barcelona Moodle page.

RECOMMENDED READINGS:

- On line Dictionaries
- VVAA (2005). Diccionario Oxford Pocket español/inglés- inglés/español. Londres, Oxford University Press.
- Newspapers:
 - www.lavanguardia.es
 - www.elpais.es
 - www.cinco dias.com
 - www.expansion.com
- Magazines:
 - www.capital.es
 - www.emprendedores.orange.es
- Canal CEO
 - <http://www.canalceo.com/>