



SP 351I SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I INTENSIVE

IES Abroad Barcelona

DESCRIPTION:

During this course students will develop communicative skills related to explanatory and argumentative interactions on a number of sociocultural topics. Students will gain proficiency in the skillful use of the language: they will be able to build upon their grammatical knowledge and vocabulary, exploit their communicative resources when engaging with native speakers in fluent conversation, give a presentation on a complex topic, and hold argumentative debates.

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 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: 105 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad's Emerging Independent Abroad outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

REQUIRED COURSE MATERIALS:

V.V. A.A. (2008): *Destino Erasmus 2*, SGEL, Madrid.

Rivas, Manuel (1995) *La lengua de las mariposas* en "¿Qué me quieres, amor?". Madrid.

<http://brasilia.cervantes.es/imagenes/la%20lengua%20de%20las%20mariposas%20un%20saxo%20en%20la%20niebla%20carmi%C3%B1a.pdf>

Masoliver, Joaquín (2007): *Historias breves para leer*, SGEL, Madrid.

RECOMMENDED MATERIALS:

On-line bilingual and monolingual dictionaries.

On-line dictionary of synonyms.

Alonso Raya, Rosario et alii (2ª edición 2006): *Gramática básica del estudiante de español*. Barcelona: Difusión.

Aragón, L. y Palencia, R. (2006): *Gramática de uso del español A1-B2*. Madrid: Ediciones SM.

METHOD OF PRESENTATION:

COURSE-RELATED TRIPS: Like intercultural discoveries, course-related trips are 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 the Spanish language. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics.

CLASS DEBATE: The debate provides a lively forum for exchange of views on a prepared topic.

STUDENT PRESENTATIONS: Presentations provide the student with the opportunity to develop oral presentation skills and to receive constructive feedback from their peers and professor.



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

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.

Reading assignments cover different subjects and text types. They are done during class time and as homework. Students have to work on overall meaning (scanning, detailed reading...) and also about specific words (guessing meaning from context, finding synonyms...). There is a reading section on both exams and it is also covered in some of the quizzes that students take during the semester.

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:

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve some of the outcomes for the Independent 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 begin to identify at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.



- B. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
 - C. Students will be able to identify some gestures and body language, and they may be able to integrate some of those non-verbal actions into their interactions with native speakers.
- II. Listening
- A. Students will be able to understand some spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
 - B. 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.
- III. Speaking
- A. Students will be able to speak on and discuss concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
 - B. Students will be able to participate and respond actively in a variety of interactions.
- IV. Reading
- A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
 - B. Students will begin to read and understand the main ideas of academic texts with assistance.
- V. Writing
- A. Students will be able to meet many everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
 - B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of 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:

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: Asking for/giving information; describing oneself; locating events in the past; expressing the duration of events; talking about interests and hobbies. 2.Grammatical: preterit vs. present perfect; time expressions.	-Describing character and study habits: What kind of a student am I? -Activities: Past tenses and time expressions/markers. -Writing a resume and a letter of presentation.	I.A, B, C II.B III.A, B IV.A, B V.A, B

	<p>3.Vocabulary: Adjectives to describe personality, time expressions.</p> <p>4.Culture: University life (Erasmus/IES); Spanish and American working life. Famous events and people in Spanish history.</p>		
Week 2	<p>Unit 2</p> <p>1.Functional: Describing a city: Locations, services, characteristics; expressing recommendations for travelling.</p> <p>2.Grammatical: Uses of SER / ESTAR; relative clauses with indicative and subjunctive; relative pronouns preceded by a preposition.</p> <p>3.Vocabulary: Adjectives to describe people, places and objects; discourse markers.</p> <p>4.Culture: Urbanism in Spain vs. USA; Spanish stereotypes.</p>	<p>-Activities: Description of places and people</p> <p>-Debate: The ideal city for leading a student life.</p> <p>-Course-related trip: El fútbol en España (Soccer in Spain).</p>	<p>I.A, B, C, D II.A, B III.A, B IV.A, B V.A, B</p>
Week 3	<p>Unit 3</p> <p>1.Functional: Talking about books; expressing likes and dislikes about literature; explaining anecdotes and narrating stories in the past.</p> <p>2.Grammatical: Past tenses, time conjunctions and time adverbs to narrate stories in the past.</p> <p>3.Vocabulary: Literary genres, narrative discourse organizers for both oral and written stories.</p> <p>4.Culture: Spanish and Latin-American literature, short stories.</p>	<p>-Survey about reading habits.</p> <p>-Review of irregular pasts; activities contrasting past tense uses.</p> <p>-Analyzing short stories and fairy tales.</p> <p>-Writing a modern fairy tale.</p>	<p>I.A, B II.A, B III.A IV.A, B V.A, B</p>
Week 4	<p>Unit 4</p>	<p>-“Dictado Picasso”.</p>	<p>I.A, B, C, II.A, II, B, III.A,</p>

	<p>1.Functional: Expressing preferences about travel destinations, reacting to opinions, recommending places, giving directions and expressing location.</p> <p>2.Grammatical: Prepositions (place), motion verbs, giving advice, commands.</p> <p>3.Vocabulary: Vocabulary related to travelling, cities and describing places.</p> <p>4.Culture: Spanish cities, tourist attractions and monuments.</p>	<p>-Creating a touristic brochure of a Spanish destination.</p> <p>-Designing a tourist tour of Barcelona's <i>barrios</i>.</p> <p>- Course-related trip: Visit <i>Barrios</i></p>	<p>IV.A, B, V.A, B, C</p>
<p>Week 5</p>	<p>Unit 5</p> <p>1.Functional: Locating events in the past; narrating historical events; describing life in different time periods.</p> <p>2.Grammatical: Review of past tenses; temporal subordinate conjunctions; verbal combinations with a temporal meaning.</p> <p>3.Vocabulary: Time verbal periphrasis (<i>seguir...</i>, <i>dejar de...</i>, <i>ponerse a...</i> etc.); temporal subordinate conjunctions.</p> <p>4.Culture: Spanish 20th-century history; Spanish politics; "la Conquista de las Américas".</p>	<p>-Listening to academic lectures on Spanish recent history.</p> <p>-Practice on past tenses, temporal discourse markers, and temporal verbal periphrasis in context.</p> <p>-Critical analysis of the discourse on "la Conquista".</p> <p>-Debate on America's most significant historical events.</p>	<p>I. A, B II. A III. A, B IV. B V.B</p>
<p>Week 6</p>	<p>Unit 6</p> <p>1.Functional: Express and react to opinions.</p> <p>2.Grammatical: Indicative/subjunctive with opinion.</p> <p>3.Vocabulary: Cinema.</p>	<p>- Writing a synopsis.</p> <p>- Film viewing and discussion.</p> <p>- Movie critique: the best movie.</p> <p>- Course-related trip: Visit to the newspaper "20 Minutos"</p> <p>-Mid-Term Exam</p>	<p>I. A. B II. A. B III. A IV. A. B V. B</p>

	<p>4.Culture: Spanish cinema.</p>		
Week 7	<p>Unit 6</p> <p>1.Functional: Express and react to opinions.</p> <p>2.Grammatical: Indicative/subjunctive with opinion.</p> <p>3.Vocabulary: Cinema.</p> <p>4.Culture: Spanish cinema.</p>	<p>- Writing a synopsis.</p> <p>- Film viewing and discussion.</p> <p>- Movie critique: the best movie.</p> <p>- Course-related trip: Visit to the newspaper “20 Minutos”</p> <p>-Mid-Term Exam</p>	<p>I. A. B II. A. B III. A IV. A. B V. B</p>
Week 8	<p>Unit 7</p> <p>1.Functional: Expressing hypothesis about the future.</p> <p>2.Grammatical: Expressions of hypothesis (indicative vs. subjunctive); uses of the future tense.</p> <p>3.Vocabulary: Objects and tools; description of characteristics and functions.</p> <p>4.Culture: Working culture; the job market in Spain; environmental issues.</p>	<p>-Listening: Making predictions about the future.</p> <p>-Edward Hopper’s paintings: Hypotheses about what may have happened.</p> <p>-Reading: The job market in Spain.</p> <p>-Science: Inventions that have changed our lives.</p>	<p>I. A, B II. A III. A, B IV. A, B V. B</p>
Week 9	<p>Unit 8</p> <p>1.Functional: Expressing conditions with different degrees of likelihood. Arguing for and against a position on a given topic.</p> <p>2.Grammatical: Conditional sentences; conditional tense and past Subj.; pronouns.</p> <p>3.Vocabulary: Linguistic skills, language politics.</p>	<p>-Practice on conditional sentences: Assessing the likelihood of a condition, and conjugating the verbs accordingly.</p> <p>-Pronouns: Understanding the role of the event/state participants.</p> <p>-Research on linguistic diversity in Cataluña, Spain, and the E.U. vs. U.S.A.</p>	<p>I. A, B II. A, B III.A, B IV. A, B V.B</p>

	<p>4.Culture: Bilingualism in Cataluña; linguistic diversity in Spain.</p>		
Week 10	<p>Unit 9</p> <p>1.Functional: Expressing demands and petitions with different degrees of politeness/assertiveness. Repeating a message.</p> <p>2.Grammatical: Use of the Subj. with verbs of command. Reported speech.</p> <p>3.Vocabulary: The media.</p> <p>4.Culture: Spanish media.</p>	<p>-Reporting what someone else has said.</p> <p>-Verbs for “telling”.</p> <p>-Identifying the communicative intention: Indirect requests vs. giving information.</p>	<p>I. A II. B III.A, B IV. A</p>
Week 11	<p>Unit 10</p> <p>1.Functional: Expressing opinion, denying events, debating.</p> <p>2.Grammatical: Discourse markers that express concession and deny information.</p> <p>3.Vocabulary: Social issues.</p> <p>4.Culture: “Los indignados”.</p>	<p>-Finding a roommate.</p> <p>-Dealing with complaints.</p> <p>-Reading: The 68’ Revolution and the <i>Indignados</i> Revolution.</p>	<p>I. B III. A, B IV. A, B</p>
Week 12	<p>Unit 10</p> <p>1.Functional: Expressing opinion, denying events, debating.</p> <p>2.Grammatical: Past tense, subjunctive vs indicative.</p> <p>3.Vocabulary: Expressions for debating.</p> <p>4.Culture: Reverse culture shock.</p>	<p>- Final oral presentations.</p> <p>- Home, sweet home.</p> <p>- Review for final exam</p> <p>-Final exam</p>	<p>I. B.C II. B III. A.B IV.A</p>