

Syllabus of Record

Program: CET Barcelona
Course Code / Title: BC/LANG 101 Spanish Beginner 1
Contact Hours: 60
Recommended Credits: 4
Primary Discipline: Spanish Language
Language of Instruction: Spanish
Prerequisites / Requirements: None

Description

¡Bienvenid@s to *Spanish Beginner 1*! Designed for students with no previous experience with the language, this course offers a unique opportunity to learn Spanish while fully immersing in the vibrant culture of Barcelona and the Catalan region. Students develop foundational skills in speaking, listening, reading, and writing, with a focus on daily and intercultural communication. Through diverse teaching methods, including interactive classroom activities and field studies, students put their language knowledge into practice in real-life contexts, increasing their proficiency. Upon successful completion of this course, students are ready to advance to *Spanish Beginner 2*, continuing their language and cultural journey. The immersive program and hands-on learning approach ensure rapid progress in both language skills and cultural understanding.

Objectives

The Spanish language program strives to provide students with opportunities for growth, both as individuals and as active contributors to their various communities, through the study of language and culture. In our classes, students engage actively with the content through regular interaction in Spanish, cultural analysis, and self-reflection. We aim to help students advance their language proficiency and critical thinking skills, as well as to cultivate greater appreciation for other cultures and awareness of the interconnectedness of all communities. Our goal is for students to become global citizens and lifelong learners of languages and cultures.

Spanish Beginner 1 is designed to help students 'survive' in a Spanish-speaking context by building essential knowledge, skills, and abilities in the following areas:

Interpretive Competence (focus on understanding and interpreting content)

- Gain an understanding of basic words, phrases, and chunks of language relevant to real-life contexts.
- Identify and understand spoken and written language about personal matters, such as family, studies, and daily life.
- Examine cultural connections and differences by engaging with authentic Spanish texts and contexts.

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Interpersonal Competence (focus on interaction with others)

- Engage in basic conversations, asking and answering basic questions about personal topics (family, studies) and everyday situations.
- Demonstrate the ability to handle simple interactions like ordering food or asking for information in real-life scenarios.
- Strengthen communication skills by actively engaging in and producing spoken and written Spanish in various contexts, both inside and outside the classroom.

Presentational Competence (focus on presenting and producing language)

- Develop the ability to express personal ideas and preferences using complete sentences.
- Achieve the capacity to create language in spontaneous, real-life contexts, building toward proficiency.
- Master basic sentence structures to communicate in oral and written formats about familiar topics.
- Gain a realistic understanding of language proficiency by focusing on what you can do and comprehend, recognizing your limitations, and applying your skills spontaneously and independently in real-life situations outside the classroom

Intercultural Competence (focus on understanding and engaging with diverse cultural contexts)

- Use Spanish as a tool to explore and engage with Catalan and Hispanic cultures (focusing on Spain), reflecting on interactions and appreciating cultural diversity.
- Participate in critical self-reflection on personal and collective ethnic identities to recognize various Hispanic and Catalan sociocultural realities, promoting inclusivity in diverse settings.

Requirements

Students are expected to arrive in class fully prepared, having completed all homework before each session. During class and group work, they should actively participate and contribute positively in the target language with dedication and eagerness. Students must adhere to class policies regarding punctuality, attendance, missed work, and academic honesty, and interact respectfully with the instructor and peers. Students are responsible for catching up on any material missed during absences and should check with classmates and the instructor about changes to the syllabus or assignments. They may also ask the professor for any handouts. Additionally, they are encouraged to engage in real-world experiences and reflect on these during and outside of class. Collaborative group work is expected, fostering teamwork and communication skills essential for language acquisition.

Given the continuous assessment approach and the balance between cross-cultural and academic activities, students must understand and commit to the following requirements. These expectations aim to create a supportive environment for learning and personal growth in the target language, reflecting the various forms of assessment for this class:

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- **Class preparedness and engagement:** Evaluation of homework and preparation, participation in class activities and group work, adherence to class policies, and the use of the target language.
- **Compositions:** During the course, students are required to complete 2 individual compositions designed to develop and strengthen their basic writing skills while consolidating the new structures and vocabulary learned in class. Compositions may be completed during class time or at home, as determined by the instructor. They are evaluated based on several criteria, including structure and comprehensibility, content, vocabulary, grammar, and spelling. To ensure clarity and understanding, students receive a handout detailing the guidelines for each assignment along with a rubric that describes the evaluation criteria in detail. The length will be between 100-150 words.
- **Follow-up exams:** There will be 3 follow-up exams throughout the course. Each exam will cover content from different units. All exams will assess vocabulary, grammar, reading, listening, and oral skills. This periodic scheduling helps students consolidate their knowledge and stay up-to-date with the course material.
- **Field study activities:** 2 activities outside the classroom focused on enhancing language practice while fostering intercultural and cross-cultural awareness in real-world situations. Each activity is assessed through varied formats such as reports, brief presentations (individual or group), or reflective videos, with all assignments structured in a pre-activity, activity, and post-activity component to target and evaluate the intended attitudes and skills. These 2 out-of-class activities immerse students in direct engagement with the Spanish language and local cultures. Based on experiential learning principles, these activities aim, first, to offer students real-life opportunities to practice the target language, and second, to promote intercultural competence through meaningful interactions and shared experiences with host communities and cultures. Each activity is designed to foster effective cross-cultural and intercultural communication strategies that help students adapt to local norms and facilitate positive, meaningful connections with Spanish and Catalan communities and their cultures. Key goals include developing personal competencies such as self-awareness, empathy, and openness—qualities essential to identifying and overcoming ethnocentric and judgmental/prejudiced attitudes toward host cultures and society. To achieve these outcomes while enhancing linguistic and cognitive skills (listening, observing, evaluating, analyzing, and relating), field studies include a wide range of activities that entail both formal (history, traditions, art) and informal (daily life situations, social norms, unspoken rules, values, and customs) aspects of culture: attending local festivals, participating in cultural workshops, engaging in intercultural exchanges (e.g., language, arts, music), or joining in scavenger hunts, walking tours, or volunteer events.
- **Contextualizations:** Each comprising 2-3 real-life tasks outside the classroom, focusing on practical language use. In these 2 out-of-class assessments, students engage in real-life situations outside of the classroom, conducting specific tasks relevant to daily life in a Spanish-speaking context. Unlike field studies, this form of assessment primarily focuses on developing language proficiency and fostering confidence in its use through autonomous work and exposure to authentic scenarios, with tasks rooted in class material.

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Cultural aspects are addressed only at a secondary and informal level, focusing on elements related to real-life contexts and the subtleties of daily interactions. such as social customs, communication styles, unspoken rules, gestures, and manners. Instructors have the freedom to choose from a wide range of activities, such as asking for schedules, obtaining a library card, interacting with local vendors at a market, shopping for clothes, or ordering food at a restaurant while accommodating dietary restrictions. For assessment, students complete a form consisting of three parts: *pre-activity*, where they prepare for the interaction by noting useful expressions, key considerations, and relevant questions; *activity*, where they provide an approximate written reproduction of the dialogue from their interaction; and *post-activity*, where they reflect on their experiences by discussing what they learn, challenges faced, and their feelings about their performance. Students also provide proof of their interaction by including pictures and other materials collected during the activity.

- **Interactive cultural map:** weekly contributions to a virtual map showcasing experiences, recommendations, landmarks, and personal favorites, all using the target language. Every week or every other week (depending on the instructor), students will contribute to an "Interactive Cultural Map" by marking and sharing cultural landmarks, favorite local spots, and hidden gems across Barcelona, Catalonia, and Spain using the online platform PADLET. Each location must be accompanied by either a video (1-2 minutes) or a text with a photo (100-120 words), describing the place and explaining their experience there. Contributions will be adapted to the students' proficiency level and evaluated based on content quality and quantity, vocabulary, grammar, and overall structure.
- **Barcelona Project:** Students must successfully complete a continuous, course-long activity designed to enhance their language practice and cultural understanding. The work is equivalent to 15 contact hours and is primarily autonomous. Students are required to have regular meetings with the instructor to submit and discuss progress as they build cultural competencies and reflect on their experiences. The instructor and/or students may select from two types of activities for this additional credit.

- **A) Barcelona Exploration Project: A Cultural Immersion Portfolio**

In this activity, students will immerse themselves in Barcelona's rich and diverse culture through various local experiences, chosen from a provided list by the instructor that includes options like community visits, festivals, cultural exchanges, environmental volunteer work, museum scavenger hunts, and guided walking tours. They will record their study-abroad journey in a digital portfolio, capturing their daily interactions with Barcelona's culture while working on their linguistic improvement. The portfolio will include various components, such as weekly reflections on cultural interactions, language use, and personal growth, as well as tailored activities linked to specific experiential assignments, like photo essays and research projects. Throughout the term, students will have periodic check-ins with the instructor to discuss their progress and receive personalized guidance on their portfolio. Assessment will be based on creativity, depth of reflections, grammatical

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accuracy, vocabulary use, and overall content quality, ensuring a comprehensive evaluation of each student's engagement and growth.

○ B) Barcelona Travel Diary:

Students will create a travel diary or virtual journal using social media platforms such as Instagram, TikTok, or a blog, utilizing both written and oral Spanish skills. This diary will document their daily life in Barcelona and their participation in local experiences chosen from a provided list by the instructor, including options like community visits, festivals, cultural exchanges, environmental volunteer work, museum scavenger hunts, and guided walking tours. Students must make at least one entry each week, with each entry featuring an image or video alongside descriptive text. Alternatively, they can upload a video describing their activities, in which case no text is required. The instructor will determine the length of the entries and any additional requirements. Assessment will consist of weekly submissions leading to the final product, along with specified check-ins with the instructor throughout the term to discuss progress and provide guidance.

Note: Each instructor will adapt the instructions and components of the add-on credit activity as they see fit. The instructor will determine the nature of the components, as well as the specific number of check-ins with the instructor required throughout the term.

Grading

The final grade is determined as follows:

Class preparedness and engagement (see rubric below)	5%
Compositions (2 at 5%)	10%
Follow-up exams (3 at 15%)	45%
Field study activities (2 at 5%)	10%
Contextualizations (2 at 5%)	10%
Interactive cultural map	10%
Barcelona Project (add-on credit activity)	10%

Class Preparedness and Engagement Rubric

This assessment encompasses various key components designed to evaluate and provide feedback on essential aspects of the language learning process and class dynamics. The following rubric will be used to assess these components effectively, ensuring that students receive clear guidance on their progress and areas for improvement.



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CRITERIA	A-Range (90-100%) [18-20 points]	B-Range (80-89%) [16-17 points]	C-Range (70-79%) [14-15 points]	D-Range (60-69%) [12-13 points]	F-Range (<60%) [<11 points]
Homework and Preparation (20%)	Completes all homework on time and shows thorough understanding of material. 20 18	Completes most homework on time and demonstrates a good understanding of material. 16 17	Completes some homework, showing partial understanding but may be late. 14 15	Often incomplete or submitted late; minimal understanding of material. 12 13	Fails to complete homework or submits late without explanation 8 11
In-Class Activities and Group Work (20%)	Shows enthusiasm, actively participates, responds to the instructor, and contributes meaningfully to group activities. 20 18	Generally enthusiastic, participates in class, and contributes to group activities but may hold back at times. 16 17	Participates but lacks enthusiasm; contributions to group work may be minimal. 14 15	Rarely participates in class activities and shows little enthusiasm. 12 13	Does not participate in class or group activities and does not engage. 6 8 11
Adherence to Class Policies (20%)	Consistently follows all class policies, respects technology use, and engages positively with others. 20 18	Mostly follows policies but may occasionally be distracted; generally respectful to peers and instructor. 16 17	Some adherence to policies, but often distracts others or disengages. 14 15	Frequently disregards policies; often disrespectful or disengaged. 12 13	Frequently disregards policies; often disrespectful or disengaged. 6 8 11
Participation (20%)	Voluntarily contributes to discussions, shows critical engagement, and practices active listening throughout class. 20 18	Participates regularly in discussions, engages with the material, and listens to others. 16 17	Participates occasionally but is hesitant to contribute or engage deeply. 14 15	Rarely contributes to discussions and does not demonstrate active listening. 12 13	Does not participate in discussions and does not listen to others. 6 8 11
Use of target language (20%)	Speaks predominantly in the target language with few errors; uses English minimally. 20 18	Mostly uses target language, with some errors; uses English occasionally. 16 17	Uses target language but relies heavily on English; frequent errors that hinder communication 14 15	Rarely uses target language and often defaults to English; many errors impede understanding. 12 13	Does not attempt to use the target language and communicates only in English. 6 8 11

Textbook

Garmendia Iglesias, J.A., C. Soriano-Escolar, M.E. García-Rodríguez, and J. Corpas-Viñals. *Aula Internacional Plus 1 - English Edition*. 7th ed. UE: Difusión, 2020.

Content

Topic 1 – Introductions (I)

- Greetings.
- Name.
- Useful class language.
- Alphabet.
- Numbers 0-20.

Topic 2 – Introductions (II)

- Introducing yourself and others.
- Personal information exchange (nationality, job, studies, age, telephone, email).
- Personal pronouns and conjugation system (I).

Topic 3 – “I want to speak Spanish”

- Aspects of a new culture.
- Expressing intention (verb “querer”), motivation and purpose (“por”, “para”, and “porque”)
- Grammatical gender of words and articles.
- Work with -AR, -ER, and -IR verbs in the present tense.
- Leisure and free time activities.

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Topic 4 – Let's eat!

- Talking about food and eating habits.
- Asking about products, ingredients and dietary restrictions.
- Ordering food in different contexts.

Topic 5 – Which one do you prefer?

- Expressing needs and preferences.
- Describing objects: adjectives (I)
- Numbers 20 - (...)
- Shopping interactions.

Topic 6 – Your friends are my friends.

- Speaking about relationships and relatives.
- Describing people physically and psychologically.
- Expressing likes, interests, and preferences.

Topic 7- My neighborhood

- Describing, comparing and naming places in the city and the neighborhood.
- Indicating location and directions.
- Locative prepositions.

Topic 8 – Day by day.

- Talking about daily routines.
- Telling time.
- Expressing frequency.
- Days of the week, months and seasons.