

Syllabus of Record

Program: CET Barcelona

Course Code / Title: BC/LANG 201 Spanish Intermediate 1

Contact Hours: 60

Recommended Credits: 4

Primary Discipline: Spanish Language

Language of Instruction: Spanish

Prerequisites / Requirements: BC/LANG 150 or its equivalent.

Description

Bienvenid@s a *Español Intermedio 1*! This course is designed for students with prior language experience, offering an opportunity to further develop their Spanish skills while exploring the complexities of Hispanic cultures, with a special focus on the local Spanish and Catalan contexts. The goal is to continue refining students' communication skills for greater accuracy and fluency in both formal and informal settings while fostering critical thinking and analytical skills in the target language as they engage with more complex ideas. Emphasizing experiential learning, students interact directly with local cultures to develop their cross-cultural and intercultural competence, enhancing their ability to communicate effectively and appropriately in diverse settings while fostering greater intercultural awareness and 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 Intermediate 1 is designed to further equip students to thrive in a Spanish-speaking context by enhancing their elementary knowledge and skills in the following key areas:

Interpretive Competence

Understand, interpret, and critically evaluate authentic texts (written, oral, and/or visual) about familiar and some unfamiliar topics of personal and/or global interest, considering cultural perspectives.

- Students can understand short conversations, explanations, and directions.
- Students can employ reading and listening strategies, use contextual clues, and apply disciplinary knowledge from academic areas to interpret texts (written, oral, and/or visual) that contain unfamiliar vocabulary and/or content.

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- Students can identify the following and articulate their importance in texts on familiar topics and some unfamiliar topics: cultural meaning, point of view, purpose, perspective, cultural products, language use, genre, and intended audience.
- Students can support their interpretation with textual evidence.
- Students are able to identify issues or problems addressed in texts and articulate possible solutions and/or outcomes germane to the cultural context.

Interpersonal Competence (focus on interaction with others)

Engage in unrehearsed conversations with native and non-native speakers in a variety of situations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Students can initiate, maintain, and bring to a close a conversation on familiar and some unfamiliar topics of personal and/or global interest, with an emerging awareness of audience, and cultural and situational contexts.
- Students can collaborate with others to complete in-class tasks and group projects.
- Students can further their knowledge of a topic through inquiry and negotiation with other students, the teacher and/or native-speaking members of the community.
- Students can support their assertions and opinions with disciplinary knowledge or knowledge gained from inquiry and negotiation with other students, the teacher and/or native-speaking members of the community.

Presentational Competence

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics, including those of personal and/or global interest, in a manner appropriate to the audience, context, and the genre.

- Students can summarize, describe, or explain familiar and some unfamiliar topics to a variety of audiences.
- Students can incorporate information from multiple sources to support assertions in both oral and written presentations.
- Students can incorporate appropriate content and language for the audience and purpose of a presentation.
- Students can produce short narratives that demonstrate point of view.
- Students can present for 4 minutes on a topic of interest without interruption, using notes.
- Students can connect ideas and sentences both within paragraphs and across paragraphs.
- Students can revise and edit oral and written presentations as part of a guided process.
- Students can communicate appropriately in a culturally diverse setting, demonstrating an understanding of varied perspectives.

Intercultural Competence

- Students can use Spanish as a tool to explore, engage and self-reflect on concrete experiences and observations within Catalan and Spanish contexts.

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- Students can engage critically with ethnic identities to recognize diverse Hispanic and Catalan sociocultural realities, promoting inclusivity in various settings.
- Students can deploy intercultural skills and competences to communicate effectively and appropriately in intercultural situations (self-awareness, non-judgmental perception, cultural adaptation strategies, and cross-cultural empathy).

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:

- **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 200-250 words.
- **Follow-up exams:** There will be three 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:** 3 activities outside the classroom focused on enhancing language practice while fostering intercultural and cross-cultural awareness in real-world situations. These 3 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

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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. 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.

- **Interactive cultural map:** periodic 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 (100-150 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.
- **Final reflection and discussion:** This final assignment consists of two parts. First, students will write a 200-250-word personal reflection on their study abroad experience. In this text they will explore topics such as how they managed cultural differences, what surprised them the most, what they discovered about themselves, key takeaways, how this experience will help them in the future, challenges faced, and any personal changes resulting from their time abroad. In the second part of the assignment, students will actively participate in a discussion about their reflections the last day of class. This assignment is designed to reinforce the importance of intercultural dialogue, self-reflection, awareness, and personal growth in the study abroad experience.
- **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.

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- **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 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 (3 at 5%)	15%
Interactive cultural map	5%

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Final reflection and discussion	10%
o Written 5%	
o Discussion 5%	
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.

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

Corpas-Viñals, J., J.A Garmendia-Iglesias, C. Soriano-Escolar, and N. Sans. *Aula Plus 3*. 6th ed. UE Difusión, 2021.

Content

Topic 1 – Welcome back! (warm up and review 1002)

- Introduce yourself and meet the class.
- Verbs and structures to ask and talk about personal information (origin, age, studies, hobbies, interests, etc.).
- Question formation.

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- Highly-frequency verbs: ser and estar / pronominal verbs (gustar, encantar)
- Personal expectations and objectives for the course.

Topic 2 – Starting over [review 1002]

- Work and career-related vocabulary (studies, experience, skills, job positions, etc.)
- Talking about working experience and training.
- Locating actions and events in the past.
- Expressing duration (periphrasis and gerund).
- Writing a cover letter.

Topic 3 – Then and now

- Historical facts about Spain: an overview
- Speaking about past habits and customs (imperfect preterit).
- Describing things from the past.
- Past and present comparisons and contrast.

Topic 4 – Special moments

- Key events in history.
- Talking about relevant personal moments and experiences the past.
- Telling stories and personal anecdotes (contrast indefinite/imperfect)
- Expressing emotions in the past.

Topic 5 – Forbidden to forbid.

- Social codes in Spain.
- Identifying and assessing Spanish rules, habits and customs.
- Prohibition structures (impersonal “se” and “estar” + participle).
- Expressing opinion.

Topic 6 – Tomorrow

- Talking about the future (“ir a”+ infinitive periphrasis and future simple)
- Expressing conditions and consequences.
- Speculate and formulate hypothesis about the future.
- Cross-cultural similarities and differences: the future of Spain and the US.

Topic 7- And then she goes...

- Entertainment related vocabulary (genres, verbs, etc.)
- Narrating in the present tense.
- Summarizing plots and stories.
- Direct and indirect objects.
- Humor across cultures.

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Topic 8 – Look and compare

- Vocabulary about advertising and marketing.
- Giving advice and recommendations (imperative mood)
- Giving commands and instructions (imperative mood).
- Discussing and analyzing commercials.
- Social justice in marketing.