Syllabus of Record

Program: CET Barcelona
Course Code / Title: BC/LANG 110 Beginner Catalan Language
Contact Hours: 45
Recommended Credits: 3
Primary Discipline: Foreign Language
Language of Instruction: Catalan
Prerequisites / Requirements: None

Description

Benvingudes i benvinguts to Beginner Catalan Language! This course helps students studying in Barcelona develop foundational Catalan communication skills for everyday situations while exploring Catalonia's cultural, social, and linguistic diversity. Through interactive classroom activities and field studies, students build interpretive, interpersonal, and presentational competencies, strengthen critical thinking and intercultural awareness, and learn to engage meaningfully with local communities. A communicative, experiential approach encourages curiosity and critical reflection on the cultural and sociolinguistic realities of their host society, fostering growth as globally minded citizens.

Objectives

Beginner Catalan Language is designed to help students thrive in their host context and engage more meaningfully with local communities by developing the following essential knowledge, skills, and attitudes. Through their participation in this course, students will:

- Understand and interpret basic words, expressions, and main ideas in short spoken and written texts related to familiar topics and everyday situations, using contextual and linguistic cues to make sense of authentic materials encountered inside and outside the classroom.
- Recognize and apply foundational Catalan vocabulary and grammatical structures, including gender, number, and common sentence patterns, to support comprehension and communication in familiar contexts.
- Engage in basic conversations in Catalan by asking and answering questions about familiar topics and responding appropriately to common expressions and requests, while using communicative strategies to navigate everyday situations and manage linguistic limitations and misunderstandings both inside and outside the classroom.
- Produce short spoken and written texts using simple connected sentences, appropriate vocabulary, and basic grammatical structures to communicate information about themselves, their experiences, interests, preferences, and everyday life in a clear and comprehensible manner.
- Identify and explore key aspects of Catalan culture and society, including observable practices, traditions, and identities, as well as underlying values, beliefs, and perspectives,

while examining Catalonia's linguistic diversity and the social significance of Catalan alongside other languages.
- Develop intercultural awareness through observation, interaction, comparison, and critical self-reflection, using Catalan to engage with the host community, connect classroom learning with personal experiences in Barcelona, and critically examine their own cultural assumptions and perspectives.

Requirements
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. All assignments must be submitted via Canvas unless otherwise noted.

Graded assessments include:

- **Participation**: This assessment encompasses various key components designed to evaluate and provide feedback on essential aspects of the language learning process and class dynamics.

- **Compositions:** Students are required to complete two individual compositions (100-120 words) 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.

- **Quizzes:** Two short quizzes will be strategically placed between the major exams to assess students' progress and consolidation of key grammatical and lexical content. They will also serve as self-assessment opportunities, helping students identify areas for further practice and prepare for the larger assessments.

- **Field studies:** This course includes three field studies designed to extend language learning beyond the classroom and into authentic contexts in Barcelona. Based on experiential learning principles, these activities provide students with real-life opportunities to use Catalan while observing and exploring the language and culture in their surroundings. They are designed to explore both visible aspects of culture (e.g., history, traditions, celebrations, customs, and art) and less visible aspects (e.g., values, social norms, everyday practices, and unspoken rules), while developing linguistic and cognitive skills such as listening, observing, interpreting, and relating. Field studies may include local festivals, cultural workshops, intercultural exchanges, scavenger hunts, walking tours, or volunteer activities. Each field study includes pre-activity, activity, and post-activity components and may be assessed through short reports, presentations, reflective videos, or other formats.

- **Midterm and final exams**: The midterm and final exams are comprehensive assessments designed to evaluate students' ability to integrate and apply the language knowledge and communicative skills developed throughout the course. Each exam assesses reading and listening comprehension, grammar, vocabulary, and oral production. The oral component is conducted in pairs and assesses students' ability to apply familiar language structures and vocabulary while communicating and interacting effectively in Catalan.

- **Final project**: This integrative project gives students the opportunity to apply the Catalan skills developed throughout the course to their experiences and learning in Barcelona. Working individually or in groups, students will create an oral presentation or video in Catalan using short, simple sentences appropriate to their proficiency level. The project will focus on an aspect of their experience in Barcelona, such as their daily routine, a place they have explored, a cultural practice or tradition they have encountered, or another meaningful aspect of local life. Topics should connect to something students have personally experienced, observed, or explored during the semester. Assessment will consider grammatical accuracy, appropriate vocabulary use, comprehensibility, content, and creativity, with an emphasis on students' ability to communicate effectively using beginner-level Catalan.

Grading

The final grade is determined as follows:

Participation *(see rubric below)*	15%
Compositions (2 at 7.5%)	15%
Quizzes (2 at 5%)	10%
Field studies (2 at 5% and 1 at 10%)	20%
Midterm exam	15%
○ Written: 12.75%	
○ Oral: 2.25%	
Final exam	15%
○ Written: 12.75%	
○ Oral: 2.25%	
Final project	10%

Class Participation Grading Rubric

	A – 90-100% Exemplary	**B – 80-89% Proficient**	**C – 70-79% Developing**	**D – 60-69% Unacceptable**	**F – 0-59% Missing**
Frequency of class participation	Actively contributes 2+ times per meeting	Actively contributes at least 1 time per meeting	Actively contributes at least half of the time during term	Actively contributes less than half of the time during term	Does not contribute

Quality of class participation*	Contribution is always thoughtful, accurate, and constructive, frequently interacting with peers	Contribution is mostly thoughtful, accurate, and constructive, usually interacting with peers	Contribution is somewhat thoughtful, accurate, and constructive, sometimes interacting with peers	Contribution is rarely thoughtful, accurate, and constructive, rarely interacting with peers	Does not contribute or interact with peers
Level of class preparation	Always fully prepared and on task	Mostly prepared and on task	Somewhat prepared and on task	Rarely prepared and on task	Consistently unprepared and not on task

Readings / Resources

Given the tailored design of this course, which caters to the linguistic, communicative, and cultural needs of U.S. college students studying abroad in Barcelona, students will use a course packet specifically developed for the program rather than a single textbook. The packet will include selected and adapted materials from the following resources:

Textbooks:

Bastons Vilallonga, N., M. Mas Prats, G. Verdés Prieto, M.H. Vergés Carreras, and A. Vilagrasa Grandia. *Veus 1. Curs de català. Llibre de l'alumne*. Barcelona: Publicacions de l'Abadia de Montserrat, 2009.

Bastons Vilallonga, N., M. Mas Prats, G. Verdés Prieto, M.H. Vergés Carreras, and A. Vilagrasa Grandia. *Veus 1. Curs de català. Llibre d'exercicis i gramàtica*. 2nd ed. Barcelona: Publicacions de l'Abadia de Montserrat, 2010.

Bastons Vilallonga, N., M. Bernadó Ferrer, and L. Comajoan Colomé. *Gramàtica pràctica del català*. Barcelona: Teide, 2011.

Consorci per a la Normalització Lingüística. *Ara català. Per començar*. 3rd rev. ed. Barcelona: Consorci per a la Normalització Lingüística, 2026.

Direcció General de Política Lingüística. *Viure a Catalunya. Comencem a parlar*. Barcelona: Generalitat de Catalunya, 2007.

Generalitat de Catalunya, Departament de Cultura, Secretaria de Política Lingüística. *Viure a Catalunya. Vocabulari en imatges*. Barcelona: Generalitat de Catalunya, 2024.

Mas Prats, M., M. Birello, A. Vilagrasa Grandia, et al. *A punt 1. Curs de català. Llibre de l'alumne*. 1st ed. Barcelona: Publicacions de l'Abadia de Montserrat, 2018.

Other sources:

- ARA. *Diari ARA*. ara.cat
- El Nacional. *El Nacional*. elnacional.cat
- VilaWeb**.** *VilaWeb***.** vilaweb.cat
- Ajuntament de Barcelona. *Barcelona.cat*. barcelona.cat

Content

Topic 1 – A Quick Glance at Catalonia

- Introduction to Catalonia and Catalan culture
- Basic aspects of Catalan history and society
- Selected aspects of Catalan popular culture, traditions, and seasonal celebrations*
- What is Catalan? Origins, speakers, and Catalan-speaking territories
- Introducing yourself in Catalan (I)

Topic 2 – The Importance of Catalan in Catalonia

- Catalan as a language of communication, culture, and identity
- The role of Catalan in Catalan politics and public life
- Historical preservation and revitalization of the Catalan language
- Status and use of Catalan in contemporary Catalonia

Topic 3 – Introductions

- Greetings, farewells, and courtesy expressions
- Useful classroom language
- Introducing yourself and others (II)
- Personal pronouns
- Verbs *ser* and *dir-se*
- Names and articles
- Origin and nationalities
- The preposition *de*

Topic 4 – Getting to Know Each Other

- Exchanging personal information: age, telephone number, email, social media, languages, and studies
- Spelling and exchanging contact information
- Talking about languages and language learning
- Expressing likes and dislikes with *agradar*
- Leisure activities and interests
- Expressing agreement and disagreement: *a mi també, a mi tampoc, a mi sí,* and *a mi no*

Topic 5 – Let's Eat!

- Catalan cuisine, dishes, and ingredients
- Food and drink vocabulary
- Articles and plural forms
- Expressing food preferences
- Asking about food, products, ingredients, allergies, and dietary restrictions
- Ordering food and drinks in bars, bakeries, and other establishments
- Barcelona's municipal markets and local food culture

Topic 6 – Day by Day

- Present indicative: regular and common irregular verbs
- Talking about daily routines and habitual actions
- Reflexive verbs
- Expressing frequency
- Parts of the day
- Telling time

Topic 7 – Exploring Barcelona

- Places, spaces, and establishments in the city and neighborhood
- Describing a neighborhood and city
- Expressing existence with *haver-hi*
- Locating people, places, and objects with *ser*
- Prepositions and adverbs of place
- Exploring Barcelona through Catalan

* Throughout the course, selected aspects of Catalan popular culture, traditions, and seasonal celebrations will be integrated into the topics.

Syllabus of Record is subject to minor changes in Term-specific Syllabus at faculty's discretion.