

Syllabus of Record

Program: CET Barcelona

Course Code / Title: BC/LANG 150 Spanish Beginner 2

Contact Hours: 45

Recommended Credits: 3

Primary Discipline: Spanish Language

Language of Instruction: Spanish

Prerequisites / Requirements: BC/LANG 100 or its equivalent.

Description

Bienvenid@s to *Spanish Beginner 2!* This course is designed for students looking to further develop their basic skills in listening, speaking, reading, writing, and intercultural communication while fully immersing in the vibrant culture of Barcelona and the Catalan region. The course emphasizes communicative competence with a focus on daily and intercultural interactions. After a brief review of Spanish 1001, students will expand their ability to discuss interests, hobbies, places, people, relationships, routines, health, and life events, while referring to present, past, and future contexts. They will also learn to express opinions and navigate common interactions. Through diverse teaching methods, including interactive classroom activities, field studies, and targeted assessments, students apply their language skills in real-life contexts. Upon successful completion, students will be ready to advance to *Spanish Intermediate 1*, continuing their language and cultural journey.

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 2 is designed to further equip students to thrive in a Spanish-speaking context by enhancing their foundational knowledge and skills in the following key areas:

Interpretive Competence (focus on understanding and interpreting content)

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- Understand phrases and vocabulary of most immediate personal relevance (e.g., very basic personal information, shopping, local area) and catch the main point in short, clear, and simple announcements. Read very short texts and find information in simple everyday material (menus, timetables, advertisements).
- Gain familiarity with high-frequency verbs and vocabulary to describe daily routines, weather, and travel activities, and develop proficiency in using the preterit and imperfect tenses to discuss past events and life experiences.
- Explore and understand cultural contexts by analyzing biographies of notable individuals and discussing cultural influences from the Spanish-speaking world.

Interpersonal Competence (focus on interaction with others)

- Communicate in simple and routine tasks with limited exchange of information. Describe in simple terms other people, educational background and present/most recent job.
- Participate in discussions about personal preferences, food, health, travel, and cultural experiences, using relevant vocabulary and more complex conversational skills.
- Engage with cultural diversity through interactive group activities, discussions, and collaborative projects on topics such as migration, generational identity, and regional cuisines.

Presentational Competence (focus on presenting and producing language)

- Write short texts in areas of immediate need or write thanking someone:
- Achieve fluency in expressing instructions and recommendations through both written and spoken projects, including recipes and health guides, while demonstrating proficiency in using formal and plural commands.
- Actively engage in the flipped classroom model, participating in class discussions, group activities, and individual assignments to reinforce learning.

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.

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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 150-200 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:** 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

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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. 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

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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.

Grading

The final grade is determined as follows:

Class preparedness and engagement (see rubric below)	15%
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%

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, J.Corpas-Viñals, and N. Sans. *Aula Internacional Plus 2 - English Edition*. 3th ed. UE: Difusión, 2020.

Content

Topic 1 – Welcome back! (warm up and review 1001)

- Introduce yourself and meet the class
- Verbs and structures to ask and speak about personal information (origin, age, telephone, studies, hobbies, interests, etc.)
- Highly-frequency verbs: *ser* and *estar*

Topic 2 – Spanish and I (warm up and review 1001)

- Verb conjugation and present tense (regular, irregular and reflexive verbs)
- Daily routines and adverbs of frequency
- Expressing cause (*porque*) and duration (*desde, desde hace*)
- Cultural differences: life in Spain

Topic 3 – You are what you eat.

- Talking about food preferences and eating habits
- Eating out: vocabulary and common expressions
- Describing a recipe and giving instructions
- Spanish food habits and typical dishes

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Topic 4 – We are fine

- Describing illnesses, aches, symptoms and moods
- Giving health advice and natural remedies

Topic 5 – This is who I am.

- Describing physical appearance and personality
- Talking about relationships
- Expressing personal preferences in relationships
- Writing a personal profile

Topic 6 – Plans, pals and leisure.

- Expressing plans and intentions
- Talking about the future with the periphrasis: *ir + a + infinitive*
- Suggesting and rejecting plans: useful expressions
- A cultural weekend in Barcelona

Topic 7- Extraordinary lives.

- Working with biographies of relevant Spanish figures
- Introduction to the preterit verb tense: uses and conjugation (regular and irregular verbs)
- Describing personal events from the past

Topic 8 – Now and then

- Describing the past using the imperfect tense
- Speaking about stages of life (infancy, adolescence, adulthood)
- Talking about habits, customs and circumstances in the past
- Preterit vs. imperfect

** Syllabus is subject to minor changes in term-specific syllabus at instructor discretion.*