

## Syllabus of Record

**Program:** CET Barcelona

**Course Title:** BC/LANG 300 Spanish Advanced 1

**Contact Hours:** 45

**Recommended Credits:** 3

**Primary Discipline:** Spanish Language

**Language of Instruction:** Spanish

**Prerequisites / Requirements:** BC/LANG 250 or its equivalent.

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### Description

¡Bienvenid@s a Español Avanzado! Designed as an applied communication course, this class is addressed to those students who seek to refine their language use in academic, professional, and formal settings while continuing to engage with more complex real-life interactions. With an experiential approach, students enhance their grammatical accuracy, oral fluency, and written expression while immersing in Barcelona's linguistic and cultural landscape. The course integrates diverse textual typologies, from academic essays (argumentative, expository) to professional communication (cover letters, formal emails), while also emphasizing real-world interactions, critical discussions, and cultural engagement. At this higher level, students take on more sophisticated and dynamic intercultural activities, deepening their ability to navigate and analyze Spanish and Catalan cultural and social settings. Through challenging experiential learning experiences, they continue to refine their skills and perspectives, fostering adaptability, critical thinking, and intercultural competence in diverse contexts.

### 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.

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Advanced Spanish is designed to further equip students to succeed in academic, professional, and real-world Spanish-speaking contexts by improving their advanced language skills in the following key areas.

### *Interpretive Competence*

Students can understand, interpret, and critically analyze real adapted texts (written, oral, and visual) across academic, professional, and real-life contexts. They engage with diverse registers and discursive strategies, identifying key arguments, implicit meanings, and cultural perspectives.

- Students can analyze and interpret moderately complex spoken and adapted written texts, identifying key ideas, supporting details, and textual strategies.
- Students can employ listening and reading strategies to interpret and infer unfamiliar vocabulary, complex meanings, and varied text structures.
- Students can identify the use of formal and informal registers, some forms of humor and irony, and persuasive techniques in different types of discourse.
- Students can compare and contrast perspectives across texts, recognizing cultural references and language variations.
- Students can support interpretations with textual evidence, demonstrating the ability to synthesize information from multiple sources.
- Students can evaluate and discuss issues or problems presented in texts, articulating possible solutions or responses based on cultural and linguistic context.

### *Interpersonal Competence (focus on interaction with others)*

Students can take part in conversations with confidence in academic, professional, and everyday settings, adjusting their language and communication style to fit different audiences and situations.

- Students can initiate, sustain, and conclude conversations on familiar topics with minimal preparation.
- Students can engage in structured, prepared discussions and debates on unfamiliar topics, respond to counterarguments, and support their claims with well-reasoned explanations.

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- Students can negotiate meaning and clarify misunderstandings, adapting to different communication styles and cultural expectations.
- Students can express and defend opinions, using appropriate arguments and discourse markers to ensure clarity and persuasiveness.
- Students can collaborate effectively in group discussions, debates, and projects, exchanging and refining ideas while considering diverse viewpoints.

### *Presentational Competence*

Students can produce clear, well-structured oral and written presentations adapted to academic, professional, and public audiences. They demonstrate precision and coherence across different text types and communication formats/situations.

- Students can deliver structured presentations, integrating supporting evidence, counterarguments, and engagement strategies.
- Students can summarize, describe, and explain moderately complex topics with clarity, using appropriate connectors and discourse markers.
- Students can write formal written documents, such as reports, essays, and professional correspondence, using the right tone and register.
- Students can integrate multiple sources into oral and written work, demonstrating the ability to synthesize information and construct well-supported arguments.
- Students can adapt language and structure to effectively communicate ideas, proposals, and analyses.
- Students can revise and edit oral and written presentations, incorporating feedback to enhance coherence, accuracy, and effectiveness.

### *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.
- 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,

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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.
- **Textual production:** 3 written assignments of different typologies designed to improve their ability to produce well-structured, coherent, and context-appropriate texts in academic, professional, and real-world settings. These assignments will reinforce advanced grammatical structures, discourse strategies, and specialized vocabulary introduced in class. Tasks may include formal reports, analytical essays, critical reviews, professional correspondence (e.g., cover letters, formal emails), or media-based essays. Assignments may be completed in class or at home, as determined by the instructor. Each assignment will be evaluated based on content development, coherence, grammatical accuracy, lexical richness, and appropriateness of register.
- **Interpretative tasks:** 3 analysis and critical responses to real Spanish-language adapted texts (oral, written, and visual materials). These tasks are designed to strengthen critical thinking, linguistic accuracy, and comprehension strategies while engaging with academic, professional, and media content from the Spanish-speaking world, with a particular

focus on Spain, Catalonia, and Barcelona. Assignments may involve reading and analyzing adapted scholarly articles, opinion pieces, and professional documents, as well as listening to podcasts, interviews, and videos. Students will demonstrate their understanding through oral or written critical responses, which may take the form of a forum discussion, structured debate, or reflective discussion. Each task will be assessed based on comprehension, analytical depth, integration of textual evidence, and linguistic accuracy.

- **Field study activities:** 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 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.
- **Final reflection and discussion:** This final assignment consists of 2 parts. First, students will write a 250-300-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

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of intercultural dialogue, self-reflection, awareness, and personal growth in the study abroad experience.

### Grading

The final grade is determined as follows:

|                                                               |     |
|---------------------------------------------------------------|-----|
| Class preparedness and engagement ( <i>see rubric below</i> ) | 15% |
| Textual production (3 at 10%)                                 | 30% |
| Interpretative tasks (3 at 10%)                               | 30% |
| Field study activities (3 at 5%)                              | 15% |
| Final reflection and discussion                               | 10% |
| o Written: 5%                                                 |     |
| o Discussion: 5%                                              |     |

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

**Textbook**  
Soriano-

Escolar, C., A.M Martínez-Lara, A.Pastor-Haro, C. Soler-Montes, A.M. Sánchez-Cuadrado, J.F. Urbán-Parra, and S. López-López. *Aula C1*. 3th ed. UE Difusión, 2023.

### Content

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### Topic 1 – ¡Bienvenidxs a Barcelona! (warm up and level assessment)

- Introduce yourself and meet the class
- Exchanging personal information
- Personal expectations and goals for the course
- My relation with Spanish Language

### Topic 2 – Facts

- Talking about professional experience and education
- Placing an event at a specific point in the past and expressing duration
- Describing oneself in a professional context
- Analyzing and writing a cover letter based on a resume

### Topic 3 – Take your time

- Discussing the past: reflecting on life stages, time perception, and time management
- Using reformulation markers, counterargument connectors, and impersonal expressions
- Expanding vocabulary related to time: adjectives with specific suffixes, and metaphors
- Analyzing and writing a biographical literary text

### Topic 4 – So, what's it *gonna* be?

- Exploring cultural differences in interpersonal communication, humor, and common misunderstandings in intercultural interactions
- Discussing group work dynamics and conflict mediation in the workplace
- Expanding vocabulary: conversational resources for teamwork
- Writing a professional email

### Topic 5 – How does it sound?

- Presenting counterarguments, qualifying statements, and expressing full or partial agreement
- Using argumentative structures, counterargument markers, and change periphrases (*ir/venir + gerund*)
- Exploring linguistic trends across cultures: how languages borrow words and create new expressions (the case of Spanglish)
- Delivering a presentation on current neologisms, linguistic phenomena and/or trend (slang/pop culture)

### Topic 6 – Sound map

- Talking about music, memories, and transformative experiences
- Exploring music in Spanish

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- Expressing preferences
- Discussing emotions and sensations
- Writing a concert review

### Topic 7 – The value of art

- Describing and discussing works of art
- Expressing opinions, preferences, and making hypotheses
- Using relative pronouns and adjectives, historical present, and argumentative structures
- Expanding vocabulary on art, colors, and symbolism
- Debating on the purpose and function of art

### Topic 8- Don't let them fool you

- Using irony, expressing agreement and disagreement, and questioning information
- Using que + subjunctive, the conditional, and quantifiers
- Expanding vocabulary on information vs. disinformation, verbs with prepositions, and possessive pronoun expressions
- Writing a journalistic report/creating a podcast about a conspiracy theory