1. **Title of the module**

HISP3000 (LS300) – Spanish Lower Intermediate B1

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

Prerequisite: Ability in Spanish language equivalent to Level A2 of the CEFR (typically achieved with an A-Level in Spanish)

1. **The course(s) of study to which the module contributes**

Compulsory for BA Spanish (Single and Joint Honours).

Not available as a ‘wild’ module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure;

8.2 Understand texts that consist mainly of high frequency every day or job-related language and most texts likely to encountered whilst travelling an area where the language is spoken;

8.3 Deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);

8.4 Write simple connected texts on topics that are familiar or of personal interest, including letters, describing experiences and impressions;

8.5 Demonstrate knowledge and understanding of Spanish culture;

8.6 Get by, with sufficient grammar to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events;

8.7 Demonstrate improved confidence in the interpretation of texts in another language.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B1.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate problem-solving in individual and team work;

9.2 Use resources independently;

9.3 Manage their time and prioritise workload;

9.4 Use information technology effectively.

1. **A synopsis of the curriculum**

This module is for Post-A-level students and students who have mastered level A2 but not yet B1 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level B1. The emphasis in this course is on furthering knowledge of the structure of the language as well as vocabulary and cultural insights while further developing the speaking, listening, reading and writing skills.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Moreno, C., Moreno, V. and Zurita, P. (2012). *Nuevo avance intermedio (B1).* Madrid: SGEL.

(2013), *Oxford Compact Spanish Dictionary*. Oxford: Oxford University Press.

(2011), *Oxford Spanish Mini Dictionary*. Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 60

Private Study Hours: 240

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Group Oral In-Course Test (5 minutes per student) – 20%
* Audio-visual Comprehension Online Test (40 minutes) – 20%
* Language Skills Online Test (40 minutes) – 20%
* Reading and Writing Assignment (600 words equivalent) – 20%
* Writing Online Test (40 minutes) – 20%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Group Oral ICT | **x** |  | **x** |  | **x** | **x** |  | **x** |  | **x** | **x** |
| Audio-visual Comprehension Test | **x** |  |  |  |  | **x** |  |  |  |  |  |
| Language Skills Test |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |
| Reading and Writing Assignment |  | **x** |  | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Writing Test | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module aims are to widen the students’ vocabulary and their knowledge of written and spoken Spanish through immersion in a variety of texts and media, and to practise basic translation skills both from and into Spanish. It is a course that requires constant exposure to the target language and culture. The material used in class (beside the textbook, extensive use is made of journal articles, audio-visual material, etc. selected by the teachers) is thus always up-to-date with current cultural phenomena and society, and aims at providing the students with a knowledge not only of the target language, but simultaneously also of the culture.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11/12/17 | Minor | September 2018 | 1 | No |
| 12/12/19 | Major | September 2020 | 11, 13, 14 | No |
| 26/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |