1. **Title of the module**

HISP5040 (LS504) – Spanish Intermediate B1-B2 (Intensive)

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

School of European Culture and Languages

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

Level 5

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

30 Credits (15 ECTS)

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: HISP3020 (LS302) – Spanish Beginners A1-A2 (Intensive); or equivalent ability to A2 of the CEFR must be demonstrated.

1. **The programmes of study to which the module contributes**

Compulsory for BA Hispanic Studies (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 Demonstrate increased vocabulary, improved knowledge and critical understanding of the Spanish language;

8.2 Demonstrate enhanced skills in Spanish speaking, listening, reading, writing and translation;

8.3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;

8.4 Show a good knowledge of Spanish through translation and essay writing, and by summarising material and expressing opinions on a variety of topics;

8.5 Converse with a native speaker of Spanish on course topics;

8.6 Demonstrate the ability to write in good and grammatically correct Spanish, in formal and informal contexts.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B2.

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

9.1 Demonstrate key skills such as oral and written communication;

9.2 Demonstrate improved confidence in the interpretation of texts in another language;

9.3 Manage their time and prioritise workloads;

9.4 Use learning resources independently;

9.5 Demonstrate mental agility and analytical capacity.

1. **A synopsis of the curriculum**

This module is the natural follow-on for those who have, in the previous academic year, successfully taken an intensive beginners Spanish course such as HISP3020 (LS302), and who have covered the basics of grammar, acquired a stock of high frequency vocabulary and reached a degree of proficiency beyond GCSE and approaching A-level (A2 way stage in terms of the Common European Framework of Reference).

The module is designed to allow students, upon completion, to demonstrate a level of ability up to the B2 threshold, turning students into independent users of Spanish, in both oral and written contexts. The course is thus also designed to prepare students for their year abroad and independent life in Spain as a foreign country. It is an intensive course, which develops the student’s active and passive aural and written skills.

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

Alonso Raya, R. et al. (2011). *Gramática básica del estudiante de español*. Barcelona: Difusión.

1. **Learning and teaching methods**

Total Contact Hours: 80

Private Study Hours: 220

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Essay (600 words) – 15%
* English to Spanish Translation Assignment (400 words) – 15%
* Guided Comprehension Assignment (500 words) – 15%
* Audio-visual Comprehension In-Course Test (40 minutes) – 15%
* Written Examination (3 hours) – 30%
* Oral Examination (10-15 minutes) – 10%

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **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** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** |  | **x** | **x** | **x** |  |  | **x** | **x** | **x** |
| Translation | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Guided Comprehension | **x** | **x** |  | **x** | **x** |  |  | **x** | **x** | **x** | **x** |
| Audio-visual Comprehension | **x** | **x** |  | **x** |  |  | **x** |  |  |  | **x** |
| Written Examination | **x** | **x** |  | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Oral Examination |  | **x** | **x** |  |  |  | **x** |  |  |  |  |

1. **Inclusive module design**

The School 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**

This module prepares students to cope with their cultural and linguistic encounters during their time away, during the Year Abroad (LANG0001). Through the module, students will be required to develop their communication skills in reading, writing, listening and speaking. This will involve drafting letters and considering international employability through a CV, as well as preparing students for the change of culture that they will digest. The assessments also test the same communication skills and emulate the situations which students may realistically expect to encounter overseas or in communication with people in the target language.

**FACULTIES SUPPORT OFFICE 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) |
| 20/02/18 | Major | September 2018 | 1, 6, 8-10, 13 | No |
| 12/12/19 | Minor | September 2020 | 13, 14 | No |