1. **Title of the module**

HISP3020 (LS302) – Spanish Beginners A1-A2 (Intensive)

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

Arts and Humanities (MLL)

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 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**

None

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

Compulsory for BA Spanish (Single and Joint Honours);

Not available as an elective (wild) module

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

8.1 Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment);

8.2 Understand short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment);

8.3 Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;

8.4 Communicate in writing for routine tasks requiring simple and direct communication of information on familiar and routine matters;

8.5 Demonstrate knowledge and understanding of key cultural aspects connected to the Spanish language;

8.6 Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters;

8.7 Use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level A2.

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 workloads;

9.4 Use information technology effectively.

1. **A synopsis of the curriculum**

This is an intensive module for absolute beginners, Post-GCSE students and students who have not yet mastered level A2 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level A2. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while 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 basico (A1-A2).* Madrid: SGEL.

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

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

1. **Learning and teaching methods**

Total Contact Hours: 80

Private Study Hours: 220

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 – 20%
* Language Skills Online Test (40 minutes) – 20%
* Reading and Writing Assignment (600 words) – 30%
* Reading Comprehension Online Test (30 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 | 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 Test | **x** |  | **x** |  | **x** | **x** | **x** |  |  | **x** |  |
| Language skills Test |  | **x** |  | **x** | **x** | **x** | **x** |  |  | **x** |  |
| Reading and Writing Assignment |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Reading Comprehension Test | **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 build the students’ vocabulary and their knowledge of written and spoken Spanish through immersion in a variety of texts and media. The module is an intensive course, which 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 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 | Minor | September 2020 | 13, 14 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |