Spanish Language & Culture A2 Upper Elementary

JU Course Code:	SPAN 102
SIS Course Code:	SPAN 102
Subject areas:	Spanish Language, Spanish Culture
Language of instruction:	Spanish
Contact hours:	45.00
U.S. semester credits:	3
Appears in JU transcript as:	*SPAN 102 Upper Elementary Spanish Language and Culture*

COURSE DESCRIPTION

This course is intended for students with a basic foundation in Spanish. It continues the development of the four core language skills—speaking, listening, reading, and writing—through dynamic in-class practice, consistent at-home assignments, and real-world activities beyond the classroom. Emphasis is placed on expanding vocabulary, improving grammatical accuracy, and increasing confidence in everyday communication.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Use frequent polite structures, speak in short social exchanges, describe what they do at work or in their leisure time, arrange an appointment
- Ask for information in different situations (in shops, banks, travel agencies…)
- Describe personal experiences in the past. Describe objects and places.
- Explain what they like or prefer.

TEACHING METHODOLOGY

Expanish language courses emphasize what the student can *do with* the language, not simply what the student *knows about* the language. The syllabus is organized functionally, around objectives that students need to achieve as they adjust to living in the Spanish culture and the grammatical structures students need to achieve these objectives. Each of the four skills (oral expression, written expression, listening comprehension and reading comprehension) is emphasized throughout the course.

Classes use communicative language teaching methodologies similar to those pioneered in contemporary American and British language programs. Each level includes grammatical goals, language functions, and cultural themes. Grammar is always presented in context and with brief, practical explanations. Students focus on real-life application of language through participatory exercises, games, group discussions, and other hands-on activities. Cultural themes are woven throughout the language classes. Students use Spanish language materials developed specifically for use in Spain. Classes are taught entirely in Spanish to maximise exposure to the target language.

FACULTY

Expanish language classes are taught by professors from the Expanish Barcelona. They hold advanced degrees in Spanish language, literature or culture. Additionally, each faculty member has completed a graduate level teacher-training course taught by the International House Barcelona Teacher Training department. The faculty participates in ongoing training in new materials and teaching methods. Many of them have presented their work at conferences, contributed to publications, and written materials for contemporary language texts.

COURSE EVALUATION

Attendance to classes and field trips is mandatory; poor attendance will affect the final grade of the student as well as the everyday participation grade. The final grade consists:

Attendance & Class participation	20%
Continuous Assessment (Quizzes)	20%
Homework	15%
Midterm exam	15%
Final exam	30%

Class participation: Active class participation includes coming to class prepared, having read the material for that day, answering questions from the professor, asking questions and engaging in group activities. Students are encouraged to express their opinions in class with the professor and the other students.

Exams: The exams consist of five parts: grammar, reading, writing, listening and speaking. The exams will be weighted as follows:

Grammar	30%
Reading	10%
Writing	20%
Listening	10%
Speaking	30%

The final exam is CUMULATIVE and will have the same format as the midterm exam. It will include materials from the entire course. The instructor will place more emphasis on the final exam because it is cumulative. Students' progress will be taken into consideration and will also give a boost to their overall grade.

EXPERIENTIAL LEARNING AT SIS: FIELD STUDIES AND GUEST LECTURES

This course will include a minimum of 3 field studies. These field studies will be directly related to the course work, and may include visits to monuments, companies, government buildings, or museums. A potential field study is a tour of the Raval neighborhood. Potential field studies include a language exchange with a local and a visit to the bomb shelter in Barcelona.

N.B.: Field study trips may be subject to modification based on the semester, the number of participants, and/or the availability of the activity.

ATTENDANCE POLICY

As a member of the BSAE community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, **attendance is required** for all your SIS classes, including sessions with field studies. Students should immediately notify their instructor and the Academics Team of any past or future absences, and any accommodations for missed classes, if any, will be determined by the course instructor and the Academics Team. **If a student misses more than 3 classes in any course without justification, 3 percentage points (a third of a letter grade) will be deducted from the final grade for every subsequent absence. If a student reaches 6 absences, this will result in a failing grade**. Students may apply to excuse absences due to hospitalizations, religious observance or family emergencies using this form. **Please see the Academic Student Manual for more information**.

LATE-WORK SUBMISSIONS

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur a penalty of 10% per day late, up to a maximum of three days. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity – such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance – may result in an automatic "F" or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

DEFINITIONS OF ACADEMIC DISHONESTY

Use of AI without permission or acknowledgment: A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.

Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes versus AI doing all the writing.

If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.

Cheating: the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:

- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination;

Plagiarism: Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:

- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's Academic Integrity and Code of Conduct. You are expected to read and understand the JU terms and regulations of Academic Misconduct.

FINAL GRADES REVIEW AND GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels they have been treated unfairly, in that an instructor has deviated from their prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult the **Student Academic Manual.**

Please note, **grade appeals are not intended as a means for students to improve or negotiate their grades.** They are reserved solely for cases involving administrative errors, calculation mistakes, or grading that is inconsistent with the stated course policies or criteria. Appeals must be based on evidence of such errors and not on dissatisfaction with the outcome or a desire for a higher grade.

DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).

Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this [bias form](#) to report any incidents they witness, and will be guided through support options.

TENTATIVE COURSE CONTENT OUTLINE

N.B. Course schedule and field studies are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Funcionales	Gramaticales	Léxicos
- Dar y pedir información personal Hablar de hábitos y expresar frecuencia - Expresar gustos - Relatar y relacionar acontecimientos pasados - Hablar de hábitos, costumbres y circunstancias en el pasado - Relatar en el pasado - Secuenciar acciones - Hablar de acciones y situaciones futuras - Resumir el argumento de un libro o una película - Hablar de actividades de ocio - Relatar experiencias pasadas - Recomendar y aconsejar - Dar instrucciones	- Presente de indicativo: verbos regulares, irregulares y reflexivos - Adverbios de frecuencia - Verbo gustar y similares Comparativos - Pretérito indefinido: verbos regulares e irregulares - Pretérito imperfecto - Contraste indefinido/ imperfecto - Ser versus estar - El futuro - Pronombres de objeto directo e indirecto - Pretérito perfecto - Imperativo	- Actividades para aprender idiomas - Profesiones - Las biografías - El cine - Etapas de la vida - Emociones - Periodos y acontecimientos históricos - Problemas del mundo: ecología, tecnología, trabajo, educación… - El cine y la literatura - Actividades y lugares de ocio - La publicidad

BIBLIOGRAPHY

- Serie AULA – Aula 2
  Editorial Difusión - Barcelona