

DRAFT SYLLABUS

HISP 30A: Intermediate Spanish 1 - SUMMER 2025

Contact Details

Professor Lucía Reyes de Deu
Email: lreyes@brandeis.edu

Meeting Times and Locations

Monday, Tuesday, Wednesday, Thursday, and Friday 11:10AM - 1:40PM
Location on campus: TBA

Prerequisites / Placement

HISP 30 is a third-semester Spanish language and culture course that fulfills the World Languages and Cultures requirement of the Brandeis Core. This course will be appropriately challenging and engaging for you if:

- You completed HISP 20B at Brandeis with a grade of C- or higher, or
- You previously studied Spanish at another institution, and you worked with the Director of the Spanish Language Program, Elena González Ros, to determine your placement.

Course Description

Welcome to HISP 32A (Intermediate Spanish Conversation), our third course in the Brandeis language sequence.

If this is the first Spanish course that you take at Brandeis, you may find that the way we teach might be different from how you were taught before. This course is predicated on the belief that language learning is not a list of rules and words to memorize, but rather an intellectual challenge that involves making creative and intentional choices about how to create meaning. Consequently, you will not need to complete mechanical grammar and vocabulary exercises in order to be successful in this course; rather, you will be asked to actively use your emerging language skills as you complete real-world tasks that are relevant to you as a college student. As you complete these practical tasks, such as interviewing for a volunteer position, planning a trip, or sharing your opinion with university leaders, your Spanish is not expected to be perfect. In fact, you are encouraged to make mistakes as you experiment with new ways of expressing your ideas in Spanish. Part of this process will involve interacting with authentic texts – social media posts, YouTube videos, infographics, newspaper articles, etc. -- to identify linguistic models to consider in your own speaking and writing.

The three units in this course are designed to build upon what you have already achieved as a language learner, whether you are coming from HISP 20B at Brandeis or another learning experience. Each unit will provide brief opportunities for review before introducing new themes, linguistic models, and contexts for communication.

This course is structured around three thematic units:

- Unidad 1: mi personalidad. In this unit, we will reflect on two questions: Who am I? How have I changed? We will go beyond the basics of describing someone's personality and likes/dislikes and learn how to use simple storytelling in order to describe ourselves and share the experiences that define us.
- Unidad 2: los viajes. In this unit, we'll identify the benefits of traveling, narrate formative experiences we've had while traveling, and give recommendations to fellow travelers. We will also consider how traveling intersects with issues of social justice.
- Unidad 3: la inmigración. In this unit, we will engage with various artistic representations of immigration—a film (*Los niños de Las Brisas*) and contemporary tapestries—in order to understand the goals, difficulties, and experiences of immigrants in different parts of the contemporary Spanish-speaking world.

Course Outcomes & Goals

Your overarching learning goal of this course is to improve your ability to communicate in Spanish in a culturally appropriate way. Students at this level will start at the novice-high or intermediate-low proficiency range, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). By the end of this course, we expect students to reach the intermediate level of proficiency.

Here are the learning outcomes for the course:

- you will be able to interact with other Spanish-speakers and share details about your personality, experiences, and beliefs (with intermediate-level proficiency as defined by the American Council for the Teaching of Foreign Languages),
- you will be able to analyze the basic choices that speakers/writers make to create meaning,
- you will be able to creatively and purposefully adapt language models for your own needs,
- and you will be able to question the universality of your culture(s) and points of view.

The specific content and themes of this course will ask you to perform specific functions of the Spanish language, including the ability to:

- Ask questions and request information,
- Describe people, places, objects, and current events,
- Tell stories using simple narrative structures,
- Give explanations,
- Make recommendations,
- Share and defend an opinion, and
- Talk about the future.

Learning Materials: Course Content and Online Tools

There is no textbook to purchase. All course materials, assignments, and assessments will be posted on Moodle.

Course Policies and Evaluation

Engagement and Participation

Hisp30 will be offered in-person, with the expectation that enrolled students are living on/near campus and plan to consistently attend in-person class sessions.

Beyond attending class, high-quality engagement in Hisp32 involves:

- Arriving to class on-time
- Carefully completing all homework assignments,
- Cooperating, listening, and sharing with group members,
- Exclusively using Spanish to ask questions, engage in task-based communicative activities with your peers, and interact with the instructor—even when it's challenging, and you feel uncomfortable or are unsure of yourself.

Quantifying Learning

This table represents how your final grade will be calculated. Keep in mind that there is no extra credit offered in this course.

Component	Weight	Description
Engagement	20%	Active class participation in every class.
Preparation before class	20%	Homework completion and practice outside the class.
Assessment tasks	30%	One assessment at the end of each Unit.
Final oral interview	30%	You will participate in an oral proficiency interview with your professor.

Additional Notices & Policies

Academic Integrity

In Hisp 30, the work that you submit should represent your own: you should complete it separately from other people (friends, classmates, family members, etc.) and you should only use online resources in the permissible ways that enhance your learning. (See above section, "Learning Materials.") If you have questions on the type of help you may receive, please ask the instructor before you seek help from someone or use online resources. Your instructor may provide you with additional academic integrity policies specific to your section.

You are expected to be familiar with, and to follow, the University's policies on academic integrity. You are expected to be honest in all of your academic work. Please consult [Brandeis University Rights and Responsibilities](#) for all policies and procedures related to academic integrity. Allegations of alleged

academic dishonesty will be forwarded to Student Rights and Community Standards. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. [Citation and research assistance](#) can be found on the [university library website](#).

Students with disabilities

Brandeis seeks to create a learning environment that is welcoming and inclusive of all students, and I want to support you in your learning. If you think you may require disability accommodations, you will need to work with Student Accessibility Support (SAS). You can contact them at 781-736-3470, email them at access@brandeis.edu, or visit the Student Accessibility Support home page. You can find helpful student FAQs and other resources on the SAS website, including guidance on how to know whether you might be eligible for support from SAS.

If you already have an accommodation letter from SAS, please provide me with a copy as soon as you can so that I can ensure effective implementation of accommodations for this class. In order to coordinate exam accommodations, ideally you should provide the accommodation letter at least 48 hours before an exam.

Tentative Course Calendar

Moodle will always have the most up-to-date information. This calendar is preliminary.

Week	Content	Assessment Tasks
<u>Week 1</u> June 4, 5, 6	Course introduction Unidad 1: la personalidad Describing myself Describing myself and introduction to narrating in the past	
<u>Week 2</u> June 9, 10, 11, 12, 13	Unidad 1: la personalidad Stories of overcoming Illustrating someone's impact on your life Describing in detail using the 3rd person. Unidad 2: los viajes Travel preferences	Unit Assessment 1 - Reading and writing
<u>Week 3</u> June 16, 17, 18, 20	Unidad 2: los viajes Narrating our past "travel" stories Introduction to making recommendations Benefits of traveling Narrating our past "travel" stories Justifying recommendations for other travelers Responsible tourism in Machu Picchu	Unit Assessment 2 - Writing and listening.
<u>Week 4</u> June 23, 24, 25, 26, 27	Unidad 3: la inmigración Migration stories from Spain Narration in the past - Review Introduction to the film: <i>Children of las Brisas</i> Activities based on the film	

Week	Content	Assessment Tasks
Week 5 June 30, July 1, 2, 3	Unidad 3: la inmigración Using the future to make predictions Presenting your opinions and perspectives. Review of all course content and practice for oral interview.	Unit Assessment 3 - Writing and listening. Final Oral Interviews on July 3rd.