



CIEE Barcelona, Spain

Course name:	Introduction to Catalan Language in its Social Context
Course number:	CATA 1001 BASP
Programs offering course:	Barcelona Advanced Liberal Arts, Barcelona Business and Culture, Barcelona Economics and Culture, Barcelona Global Architecture and Design, Barcelona Liberal Arts, Barcelona Language and Culture
Language of instruction:	Catalan & Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2020

Course Description

CIEE Study Center in Barcelona offers the course Introduction to Catalan Language in its Social Context to students interested in learning Catalan, the native language of Catalonia. A good way to start learning a language is knowing its social context as well. That's why this course provides an introduction to Catalan language (basically, communicative competence) and explores the relationship between Catalan, culture, history and society.

Learning Objectives

At the end of this course, students will be able to:

- Have short conversations in Catalan
- Understand simple constructions in Catalan
- Explain some aspects about Catalan social and cultural context

Course Prerequisites

4 semesters of college-level Spanish (or equivalent). Participants should have an interest in Catalan language, society and culture.

Methods of Instruction

The Catalan language will be taught using a communicative approach with a special focus on developing the students' listening and speaking skills. The in-class use and practice of the language in real life contexts will be encouraged, so that students can practice Catalan with natives outside the classroom context. Some exercises will be done in class, while others will be assigned to be done at home. A variety of aspects of Catalan culture and society will be studied and discussed in class in the form of PowerPoint presentations, compulsory readings, class debates, fieldtrips and the students' personal experiences. Students are expected to contribute to the discussion of said topics at all times and are moreover required to give an individual oral presentation about a Catalan cultural aspect of their choosing.



Assessment and Final Grade

The final grade will be an average of the following components:

1. Midterm exam:	25%
2. Final exam:	25%
3. Exercises:	20%
4. Oral presentation:	20%
5. Class participation:	10%

Course Requirements

Midterm exam

To be given in class on the date assigned. The exam will cover the contents of the first part of the course and will consist of a written test with grammar questions and a few short questions about Catalan culture and society. No class-notes or books are allowed.

Final exam

To be given in class on the date assigned. The exam will cover the contents of the whole course and will consist of a written test with grammar questions and a few short questions about Catalan culture and society. No class-notes or books are allowed.

Short Catalan language exercises

Grammar and vocabulary exercises to practice the aspects of language taught in class (some of them will be self-correcting exercises). Short compositions written in Catalan, and some short reading and listening exercises to practice Catalan comprehension.

Oral presentation in Spanish about an aspect of Catalan culture and society

The presentation has to be done individually and in Spanish. A list of possible topics and specific instructions will be provided in class.

Class Participation

Students are expected to contribute to class debates and actively participate, particularly in the speaking activities designed to improve the students' oral skills in Catalan.

CIEE Barcelona Attendance Policy

Students are expected to attend all scheduled class sessions on time and be prepared for the day's class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transportation delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.

No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 5 class sessions, students' final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence,



and an 85 if they reach the 5th absence). **Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 5 absences).**

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization etc.

Students arriving more than 10 minutes late to the class will be considered absent for a day.

Weekly Schedule

Week 1

- 1.1 Introduction to the course
Historical, geographical and social introduction to Catalan language
Students' self-introduction (I). Greetings. Numbers
"Studying Catalan. Why?", by Columbia University students.
- 1.2 Students' self-introduction (II). Present tense of verbs *dir-se* 'be named', *ser* 'to be', *viure* 'to live', *tenir* 'to have' and *conèixer* 'to meet'.
Meeting someone. How to ask simple questions. Interrogatives
Phonetic and graphical aspects of Catalan (brief introduction)
Branchadell, A. & de Melchor, V. (2007): *The Catalan Language* (p. 49-63)

Week 2

- 2.1 Basic communicative skills in the city and at the university context (I).
The weather
The Catalan linguistic domain or the Catalan-speaking territories
Branchadell, A. & de Melchor, V. (2007): *The Catalan Language* (p. 29-49)
- 2.2 Communicative aspects of location and situation of the city and of University (II)
The verb *haver-hi* 'there is / there are'. Where do you live? The house and the furniture.
Barcelona: capital of Catalonia. Student's impressions on the city of Barcelona.

Week 3

- 3.1 Daily activities (I). Verbs *fer* 'to do' and *anar* 'to go'.
Days of the week and frequency adverbs
Months: Catalan festivities through the year.
- 3.2 Daily activities (II). Expression of the present. Parts of the day. The hours.
The habits of Catalan people

Week 4

- 4.1 Daily activities (III). Expression of the present
Overview on Catalan language history

Branchadell, A. & de Melchor, V. (2007): *The Catalan Language* (p. 153-161)

4.2 Visit to the Museu d'Història de Catalunya

Week 5

5.1 Expressing our preferences. Hobbies. Verb *m'agrada* 'to like'. Quantifiers (*molt, força, no...gaire, no...gens*, etc.)

Sociolinguistic approach to Catalan language (I)

Branchadell, A. & de Melchor, V. (2007): *The Catalan Language* (p. 213-219)

5.2 Describing people (I). Personality and physical traits adjectives. Vocabulary about clothes and colors and body vocabulary. What are Catalan people like?

Sociolinguistic approach to Catalan language (II)

Alina Moser & David Valls (2013): "Are these Catalan people crazy?"

Week 6

6.1 Describing people (II). The family. Possessives.

Food vocabulary (I). Review of verb *m'agrada* 'to like'. Verb *voler* 'to want'

6.2 Course contents review before the midterm exam

Week 7

7.1 Midterm exam

7.2 Food vocabulary (II). Catalan cuisine.

Expressing the obligation (*cal* + infinitive, *haver de* + infinitive). Expressing the ability: verb *poder* 'to be able to, can'

Week 8

8.1 Basic communicative skills in stores and restaurants (I)

Catalan cuisine from student's experiences. Cooking Catalan recipes.

8.2 Basic communicative skills in stores and restaurants (II)

Visit to the Mercat de Santa Caterina

Week 9

9.1 The past tenses (I)

Catalan music (I): the censorship and the Nova Cançó

Aragüez, Carlos (2006): "La Nova Cançó catalana: gènesis, desenvolupament i transcendència de un fenomen cultural en el segon franquisme", *Pasado y memoria. Revista de Historia Contemporánea*, 5 (p. 81-97).

9.2 The past tenses (II)

Catalan music (II): from the 90's to present

Week 10

10.1 Visit to the Catalan Parliament

10.2 The past tenses (III).
Catalan traditions

Week 11

11.1 The future and the conditional tenses (I)
A taste of Catalan contemporary literature from texts (I)
"Corrandes d'exili" ("Exile songs"), by Joan Oliver.

11.2 The future and the conditional tenses (II)
A taste of Catalan contemporary literature from texts (II)
"Els catalans pel món" ("Catalans about the world"), by Pere Calders
In Diamond Square (excerpt), by Mercè Rodoreda.

Week 12

12.1 Students' oral presentations
Discussion

12.2 Students' oral presentations
Discussion

Week 13

13.1 Students' oral presentations
Discussion

13.2 Students' oral presentations
Discussion

Week 14

14.1 Current situation and future outlook of the Catalan language. Discussion and student experiences.
Xarxa CRUSCAT (2015). VIII Informe sobre la situació de la llengua catalana (2014) (excerpt).

14.2 Course contents review before the final exam

Week 15

15.1 Final exam



Course Materials

Readings

Aragüez, Carlos (2006): “La Nova Cançó catalana: gènesis, desenvolupament i transcendència d’un fenomen cultural en el segon franquisme”, *Pasado y memoria. Revista de Historia Contemporánea*, 5: p. 81-97.

Branchadell, A. & de Melchor, V. (2007): *The Catalan Language. Its Past, its Present Reality, its Literature*. Bellaterra: UAB

Xarxa CRUSCAT (2015). *VIII Informe sobre la situació de la llengua catalana (2014)*. Barcelona: Observatori de la Llengua Catalana.

Online resources

Diccionari de la Llengua Catalana Multilingüe

<http://www.multilingue.cat/>

Guía de conversación universitaria inglés-catalán

<http://www.ub.edu/guiaconversa/index.php>

Parla.cat. Espacio virtual de aprendizaje de catalán

<http://www.parla.cat/>