

## Catalan Language & Culture

**UNH Course Code:** CAT101

**Subject Area(s):** Catalan Language & Culture

**Level:** 100

**Prerequisites:** None. This course is designed for students who have no previous knowledge of Catalan

**Language of Instruction:** Catalan with emergency use of English for disambiguation

**Contact Hours:** 45

**Recommended Credits:** 3

### **Description:**

This course is designed for students who wish to achieve a basic level in Catalan. The structure of the course focuses particularly on strategies and structures basic for communicating on daily situations. By carrying out specific tasks you will develop and improve different skills necessary for communication.

In class you are devoted to use Catalan in order to solve activities which imply communicative exchanges. These individual or group-based tasks will offer you contexts for exploring and synthesizing about vocabulary, grammar structures or language functions necessary for accomplishing the activity.

The course aims to reveal the close link between language and culture. By completing different types of tasks such as field studies or onsite research, you will explore and contrast cultural aspects which define Catalan society.

By the end of the course, you are expected to master vocabulary and grammar structures in order to be able to: understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; introduce yourself and others; ask and answer questions about personal details such as where you live, people you know and things you have; interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **Learning Objectives:**

- to recognize and apply a variety of lexical and grammar items (such as number and gender)
- to analyze the structure of the Catalan language in order to avoid most interference errors
- to identify and use a range of basic expressions in order to solve daily situations
- to analyze and organize information from basic texts about a known topic
- to organize and use basic structures to produce short texts about a simple subject
- to be able to understand statements describing daily contextual information
- to recognize and respond to brief interlocutory exchanges
- to describe and contrast aspects of Catalan society and culture
- to estimate the progress of your learning process

### **Instructional Format:**

Class meets twice a week for 90 minutes. During class-time you will be using Catalan in order to solve different activities which imply the utterance of different skills (such as reading, listening, interacting and writing). Those activities introduce and illustrate the vocabulary and grammar structures that you, at the end of the lesson, will use to resolve a general task. After that, you will

be asked to demonstrate your proficiency on those contents by completing non controlled activities or assignments such as: field studies, class discussions, role playing.

Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning. The main objective of this course is “using Catalan to learning Catalan”.

**Form of Assessment:**

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below. A passing grade in all of these categories is required in order to pass the course.

Class Participation	10%
Oral Presentation	15%
Compositions/Homework	15%
Field Studies	15%
Exam 1	15%
Midterm Exam	15%
Final Exam	15%

Class Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	<b>A+</b> 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	<b>A-/A</b> 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	<b>B/B+</b> 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	<b>C+/B-</b> 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C</b> 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	<b>D+/C-</b> 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	<b>D-/D</b> 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	<b>F</b> Below 6.00

In each class period, students will have the opportunity to work with the material of the day to produce a small exercise, which will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to the specific experience and knowledge you acquire here in the city.

The instructor will also be evaluating you in a number of behavioral areas across the course:

**Preparation:**

Bring always to class the required materials (text, workbook, pen, paper, etc.)

Complete homework and other assigned materials before class

**Language:**

Make a consistent effort to speak Catalan during class, regardless of accuracy

Group work:

Participate collaboratively in groups and in pairs

**Attitude:**

Demonstrate a positive and supportive attitude to instructor and classmates

**Focus:**

Give full attention to class activities (cell-phones, blackberries, and laptops are not to be permitted in this class)

Oral Presentation (15%): Students will work in groups or individually to develop a final presentation about a subject related to Catalan society or culture. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Catalan you have achieved at the end of the term. The teacher will give you a handout with a list of possible topics, the rules of the presentation and the dates.

Compositions/Homework (15%): Every day you will be assigned homework for the following class. All assignments should be prepared before class. Keeping up with your homework is crucial to ensure a satisfactory progress in the language learning process. Your instructor will collect your homework periodically and randomly to ensure that you are keeping up with the course material and that you are making satisfactory progress.

During the course of the semester you will have to submit three essays in two different drafts (length will vary according to the stage of the course). You will be given a hand-out on which there will be a list of subjects to choose from and the guidelines to each individual assignment. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content. As you write, draw on the structures and vocabulary of recent lessons. Avoid drafting a composition in English and then translating it into Catalan. Instead, recombine creatively the Catalan models you have mastered so far.

**\*\*NOTE:** Plagiarism is unacceptable: never copy your composition from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading the compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned the failing grade of “F” in the class and their home institution will be notified. Students will receive a handout of correcting symbols used in editing compositions.

Field Studies (15%): You participate in *activities outside class* where you will interact with Catalan speakers. At the end of these sessions you will get together to draw conclusions from this activity. The instructor may ask you to write up a report of the activity which will have to be submitted on the next class meeting. (*You will be informed beforehand of the specific day, time and outcome-related activity*)

Exam 1, Midterm & Final Examinations (15% each): The exam 1, midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three

important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

On all the exams you will be asked to use all the skills which are used in communication exchanges: listening, reading and writing.

### **CEA Attendance Policy:**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

### **Monitoring Progress:**

Your progress will be constantly monitored during the semester, and feedback will be offered throughout. Furthermore, your instructor is available to meet you after class by appointment when necessary.

### **Required Readings:**

The required course textbooks listed below are available for purchase at the CEA Barcelona Center. Buy your texts from our locally affiliated book merchant who is onsite during academic orientation. You must have constant access to these texts for reading, highlight and marginal note-taking. It is required that you have a personal copy of each.

- Veus I, curs de català, Publicacions Abadia de Montserrat .
- Llengua Catalana, Nivell Llindar I, Edicions l'Àlber, Vic.

In addition, you are highly recommended to purchase a Catalan/English-English/Catalan dictionary, and to bring it with you to all lessons. Consult your instructor for recommendations.

### **Recommended Readings (if applicable):**

Diccionari de la llengua catalana. Institut d'Estudis Catalans. Barcelona, 1995. (Also available on CD-ROM with an English translation.)

Diccionari VOX anglès-català català-anglès. Bibliograf. Barcelona, 1993.

OLIVA, Salvador; BUXTON, Angela: Diccionari Anglès-Català. Enciclopèdia Catalana. Barcelona, 1985.

OLIVA, Salvador; BUXTON, Angela: Diccionari Català-Anglès. Enciclopèdia Catalana. Barcelona, 1986. (When combined with the previous entry makes a two-volume dictionary.)

SABATER, M.S.; FREIXINET, J.A.: Catalan-English/English Catalan Dictionary. Hippocrene Books, 1993. (This is a small pocket-sized dictionary. It has only 9,000 entries but may be useful to some because of its size.)

FALUBA, Kálmán; MORVAY, Karoly: Guia de conversa - Català/Anglès. Edicions de la Magrana, 1993.

Cambridge Word Selector - Anglès/Català. Cambridge University Press, 1995.

GILL, Joan: Introductory Catalan Grammar. Oxford, Dolphin Book, 1974.

BAPTISTA XURIGUERA, Joan: Els verbs catalans conjugats. Editorial Claret, S.A. Barcelona, 1993. (Indispensable!)

PEY ESTRANY, S.: Diccionari de Sinònims i Antònims. Editorial Teide, 1994.

### **Self-Study:**

While we emphasize collaborative and communicative methodology in the classroom, we also highly encourage you to pursue several self-study hours each week, exploiting the range of Catalan books, articles and DVD films available in CEA library.

### **Online Reference & Research Tools:**

1. Generalitat de Catalunya. Llengua catalana:  
From this link it is possible to access different kinds of pages. From dictionaries, self-learning websites to Catalan language regulations.  
<http://www20.gencat.cat/portal/site/Llengcat/>
2. Alternative page with links to websites on Catalan language learning.  
<http://www.catalunya-lliure.com/curs/catala.html>

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## Course Content

Session	Topic	Activity	Student Assignments
1	Presentació del curs i dels companys	Coneixem els companys de classe	
2	<p><b>Unitat 1 “Jo sóc així”</b></p> <ul style="list-style-type: none"> <li>• Article personal</li> <li>• Demonstratius</li> <li>• Interrogatius</li> <li>• Números de l'1 al 100</li> <li>• Present d'Indicatiu</li> </ul>	<ul style="list-style-type: none"> <li>- Lletrejar</li> <li>- Saludar i acomiadar-se</li> <li>- Una llista de la classe</li> <li>- Aficions i llengües</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 11: 1, 2; Page 12: 3; Page 13: 4</li> </ul>
3	<p><b>Unitat 2 “Ciutats i gent”</b></p> <ul style="list-style-type: none"> <li>• Adjectius</li> <li>• Expressions locatives</li> <li>• Present d'indicatiu</li> <li>• Possessius</li> </ul>	<ul style="list-style-type: none"> <li>- Presentar terceres persones i respondre a una presentació</li> <li>- Donar informació sobre persones</li> <li>- Intercanviar informació sobre llocs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 22: 10, 11 ; Page 24: 13, 14 ; Page 28: 7 ; Pages 29 &amp; 30: 9, 10. Page 53 : 1, 2 ; Page 54 : 3, 4, 5</li> </ul>
4	<p><b>Unitat 2 “Ciutats i gent”</b></p> <ul style="list-style-type: none"> <li>• La família</li> <li>• Els possessius</li> <li>• Present d'indicatiu : tenir, dir-se, ser, et.</li> <li>• Els números de l'1 al 100</li> </ul>	<ul style="list-style-type: none"> <li>- Dibuixar l'arbre genealògic d'un company de classe</li> <li>- On és?</li> <li>- Presentar l'estudi de camp 1</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 15: 6; Page 17: 7, 8 ; Page 38: 1; Page 39: 2 ; Page 40: 3, 4; Page 41: 6</li> </ul>
5	<p><b>Unitat 3 “De sol a sol”</b></p> <ul style="list-style-type: none"> <li>• Expressions temporals</li> <li>• Present d'indicatiu : accions habituals</li> </ul>	<ul style="list-style-type: none"> <li>- Demanar i dir què es fa habitualment</li> <li>- Demanar i dir l'hora</li> <li>- <b>Estudi de camp 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 25: 1, 2, 3, 4 ; Page 85 : 1</li> <li>• Estudi de camp 1: Com som, com són? Entrevistes</li> </ul>

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6	<b>Unitat 3 “De sol a sol”</b> <ul style="list-style-type: none"> <li>També, tampoc, doncs</li> <li>Marcadors de freqüència</li> <li>Estar + gerundi</li> </ul>	- Preparar un test per conèixer millor els nostres companys	<ul style="list-style-type: none"> <li><i>Veus I:</i> Page 86 : 2, 3 ; Page 87 : 4, 5</li> <li>Estudi de camp 1: Com som, com són?</li> </ul>
7	<b>Exam 1</b>	<b>Exam 1</b>	<ul style="list-style-type: none"> <li>Redacció: <i>Catalans i Estadonnidencs.</i> (Catalans &amp; Americans)</li> </ul>
8	<b>Unitat 4 “A casa meva o a casa teva?”</b> <ul style="list-style-type: none"> <li>Expressions locatives</li> <li>Numerals ordinals</li> <li>Possessius</li> <li>Present d’indicatiu: viure</li> </ul>	<ul style="list-style-type: none"> <li>Dir on viu algú</li> <li>Descriure un habitatge</li> </ul>	<ul style="list-style-type: none"> <li><i>Veus I:</i> Page 20: 7, 8</li> </ul>
9	<b>Unitat 4 “A casa meva o a casa teva?”</b> <ul style="list-style-type: none"> <li>Expressions locatives</li> <li>Verbs: ser / haver-hi</li> <li>Flexió adjectiva</li> <li>Quantificadors</li> </ul>	<ul style="list-style-type: none"> <li>Descriure com som</li> <li>Triar el company de pis ideal</li> </ul>	<ul style="list-style-type: none"> <li><i>Veus I:</i> Page 36: 9, 10, 11</li> </ul>
10	<b>Unitat 4 Un concurs al carrer</b>	<b>Estudi de camp 2</b>	<ul style="list-style-type: none"> <li>Redacció: La meva habitació</li> </ul>
11	<b>Unitat 5 “La nostra història”</b> <ul style="list-style-type: none"> <li>Els passats: perifràstic, indefinit, imperfet i plusquamperfet</li> <li>Expressions temporals</li> </ul>	- Intercanviar informació personals sobre fets passats	<ul style="list-style-type: none"> <li><i>Veus I:</i> Page 58 ; Page 59: 1 ; Page 60: 2, 3 ; Page 61: 4, 5; Page 62: 7 ; Page 63: 8, 9</li> </ul>

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12	<b>Unitat 5 “La nostra història”</b> <ul style="list-style-type: none"> <li>Els passats</li> <li>El participi de passat</li> <li>Expressions temporals</li> </ul>	<ul style="list-style-type: none"> <li>- Escriure una biografia</li> <li>- Ordenar cronològicament els esdeveniments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 92 ; Page 93: 1, 2 ; Page 94: 3, 4</li> <li>• Estudi de camp: Llegendes catalanes</li> </ul>
13	<b>Unitat 5 “La nostra història”</b> <ul style="list-style-type: none"> <li>Els passats: perifràstic, indefinit, imperfet i plusquamperfet</li> <li>Expressions temporals</li> </ul>	<ul style="list-style-type: none"> <li>- Expressar sentiments i estats d'ànim</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 95: 5, 6 ; Page 96: 7; Page 97: 8, 9, 10</li> </ul>
14	<b>Llegendes catalanes</b>	<b>Estudi de camp 3</b>	<ul style="list-style-type: none"> <li>• Field Study Pre-activity</li> </ul>
15	<b>Unitat 6 “Quina gana!”</b> <ul style="list-style-type: none"> <li>Lèxic d'aliments</li> <li>Adjectius</li> <li>Quantificadors</li> <li>Verbs de gust i preferència</li> </ul>	<ul style="list-style-type: none"> <li>- Intercanviar informació sobre menjars típics i hàbits alimentaris</li> <li>- Expressar gustos i preferències sobre menjars</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 82 : 3, 4, 6, 7 Page 71; Page 72 : 1 ; Page 73 : 2, 3</li> </ul>
16	<b>Unitat 6 “Quina gana!”</b> <ul style="list-style-type: none"> <li>Perífrasi d'obligació</li> <li>Verb agradar, preferir, estimar-se més</li> </ul>	<ul style="list-style-type: none"> <li>- Entendre i donar instruccions sobre aliments i dietes</li> <li>- Preparar un menú tot observant els nostres gustos</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 74 : 4 ; Page 75 : 5, 6 ; Page 76 : 7</li> </ul>
17	<b>Unitat 6 “Quina gana!”</b> <ul style="list-style-type: none"> <li>Noms d'aliments</li> <li>Adjectius: qualitat, color, tamany, etc.</li> <li>Numerals</li> <li>L'imperati</li> </ul>	<ul style="list-style-type: none"> <li>- Entendre i produir intercanvis lingüístics per comprar aliments</li> <li>- Entendre i produir intercanvis per anar al restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 88: 6 ; Page 89: 7 ; Page 90: 8, 9</li> <li>• Estudi de camp 2: plats típic catalans?</li> </ul>



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18	<b>Anem al mercat i cuinem!</b>	<b>Estudi de camp 4</b>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 91: 10, 11</li> </ul>
19	<b>Midterm Exam</b>	<b>Midterm Exam</b>	<ul style="list-style-type: none"> <li>• Redacció: “Els mercats a Catalunya i a EUA”</li> </ul>
20	<b>Unitat 7 “Estic fotut”</b> <ul style="list-style-type: none"> <li>• Ser i estar+ adjectiu/participi</li> <li>• Adjectius relacionats amb el caràcter i l'estat d'ànim</li> <li>• Noms de parts del cos</li> <li>• Estructures per aconsellar</li> </ul>	<ul style="list-style-type: none"> <li>- Descriure un mal i una malaltia</li> <li>- Expressar un estat d'ànim o un estat físic</li> <li>- Donar consells</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 72: 1, 2. Page 73: 3, 4, 5</li> </ul>
21	<b>Unitat 7 “Estic fotut”</b> <ul style="list-style-type: none"> <li>• Imperatiu</li> <li>• Perífrasi d'obligació en condicional</li> </ul>	<ul style="list-style-type: none"> <li>- Donar consells</li> <li>- Opinar sobre diferents tipus de medicines</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 76: 9, 10, 11</li> </ul>
22	<b>Unitat 8 Juguem a endevinares</b> <ul style="list-style-type: none"> <li>• Futur</li> <li>• Marcadors temporals</li> </ul>	<ul style="list-style-type: none"> <li>- Parlar del futur</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 104: 1 Page 105: 2, 3 Page 106: 4 Page 107: 5</li> </ul>
23	<b>Unitat 8 Juguem a endevinares</b> <ul style="list-style-type: none"> <li>• Futur</li> <li>• Estructures per expressar opinió</li> </ul>	<ul style="list-style-type: none"> <li>- Un debat sobre el futur immediat</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Veus I:</i> Page 108: 7 Page 109: 8, 9</li> </ul>
24	<b>Tasca final: Una llegenda tradicional</b> <ul style="list-style-type: none"> <li>• Els passats</li> <li>• El present d'indicatiu</li> <li>• L'imperatiu</li> <li>• L'estil directe</li> </ul>	<ul style="list-style-type: none"> <li>- Escrivim una obra de teatre</li> </ul>	<ul style="list-style-type: none"> <li>• Escriure el guió de la llegenda de Sant Jordi</li> </ul>

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25	<b>Tasca final: Una llegenda tradicional</b>	- Escrivim una obra de teatre	<ul style="list-style-type: none"><li>• Corregir el guió de la llegenda</li></ul>
26	<b>Tasca final: Una llegenda tradicional</b>	- Representem una obra de teatre	<ul style="list-style-type: none"><li>• Preparar presentacions orals</li></ul>
27	<b>Presentacions orals</b>	Presentacions orals	
28	<b>Presentacions orals</b>	Presentacions orals	
29	<b>Repàs del curs</b>	- Joc de repàs sobre el curs”, Jeopardy - “Tot	
30	<b>Final Exam</b>	<b>Final Exam</b>	