



FACULTY-LED
STUDY ABROAD

KIIS Spain I Program, Summer 2027

SPAN 370 Spanish Conversation

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: This course takes students beyond the classroom and into daily life in Segovia, where speaking Spanish becomes part of navigating the city, interacting with host families, following Spanish news, making plans, solving problems, and reflecting on new cultural experiences.

Through conversation, short readings, community-based activities, and oral presentations, students will develop greater fluency, expand vocabulary, improve pronunciation, and gain confidence using Spanish in real situations. The course emphasizes meaningful communication: narrating in different time frames, describing people and places, expressing and supporting opinions, and responding spontaneously to the unexpected. By the end of the course, students will not only speak more comfortably and accurately, but also engage more fully with the culture around them. Taught in Spanish.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes:

Course Objectives. This course aims to:

- Develop students' confidence and fluency in spoken Spanish through immersion in daily life in Segovia.
- Expand students' vocabulary and improve grammatical accuracy and pronunciation through meaningful communication.
- Strengthen students' ability to narrate, describe, explain, and express opinions in Spanish in a variety of real-world situations.
- Help students interact more effectively with host families, local residents, and peers in culturally appropriate ways.
- Use authentic materials and field-based experiences to deepen students' understanding of Spanish culture and everyday life.

Specific Learning Outcomes. In keeping with ACTFL guidelines for the Advanced Low level, by the end of the course students should be able to:

- Participate actively in conversations on a variety of familiar topics related to daily life, travel, current events, and cultural experiences in Spain.
- Narrate and describe in the major time frames (past, present, and future) with increasing clarity and detail.
- Express and support opinions on cultural topics, current events, and personal experiences using connected discourse.
- Handle routine and some unexpected situations in Spanish, such as asking for help, solving minor problems, making plans, or responding to changes in travel or daily life.
- Understand the main ideas and many details of authentic oral and written materials, including brief news reports, conversations, announcements, and short texts.
- Use a broader and more precise vocabulary related to daily life, the city, travel, shopping, local traditions, and cultural adjustment.
- Demonstrate improved pronunciation and comprehensibility in spoken Spanish.
- Interact with greater cultural awareness by reflecting on differences in communication styles, daily routines, and social practices in Spain.

4. Major Topics covered in the Course: This course develops oral proficiency through topics that emerge directly from students' daily experience abroad. Class discussions, readings, site-based activities, and oral tasks will focus on language needed to understand, describe, and respond to life in Segovia and to travel more confidently in Spain. Major topics include:

Living in Spain

- Adjusting to daily life in a new cultural environment
- Life with host families
- Cultural differences, surprises, and cultural adjustment
- Talking about daily routines, meals, schedules, and expectations

Segovia as Everyday Space

- Describing neighborhoods, monuments, and public spaces
- Talking about stores, cafés, markets, and services in the city
- Interacting in everyday situations in Segovia

Travel and Excursions

- Transportation, lodging, schedules, and travel planning
- Talking about weekend trips and excursions

- Dealing with unexpected situations while traveling
- Comparing places visited in Spain

Shopping and Consumer Culture

- Vocabulary related to products, food, clothing, and services
- Open-air markets, supermarkets, and other shopping spaces
- Asking questions, making comparisons, and expressing preferences

Current Events and Everyday Perspectives

- Understanding and discussing Spanish news
- Talking about contemporary issues in Spain
- Responding to events and expressing opinions

Lifestyle and Local Culture

- The paseo, tapas culture, soccer, fiestas, and other aspects of everyday social life
- Observing how people interact in public and private spaces
- Comparing cultural practices in Spain and the United States

History and Identity in Segovia

- Key moments and figures in the history of Segovia
- Talking about the historical identity of the city

6. Required Readings and Materials:

- Compilation of materials, available on KHS site (You can either print them all, or download them and have them available in your electronic device, for use both in class and out of class).
- Spanish/English dictionary or electronic version.
- EU30 for some out-of-class experiences.

7. Graded Assignments: Assignments in this course are designed to help students build oral proficiency through active use of Spanish in class and in the local community. Because this is a conversation course taught abroad, emphasis is placed on preparation, participation, real-world communication, and the ability to speak clearly and confidently in a variety of contexts. All assignments and class participation will be completed in Spanish.

Final grades will be calculated as follows:

25% Homework and Participation
 25% Oral presentations
 25% Written quizzes
 25% Oral exams

Homework and Participation (25 %). Students are expected to come to class prepared every day. This includes reviewing assigned materials, completing vocabulary or grammar practice, and carrying out any written, oral, or site-based tasks connected to class topics. Many assignments will ask students to make active use of their surroundings in Segovia and to draw on their own experiences living in Spain.

Because this course is centered on discussion and oral communication, students should come ready not only to speak, but to contribute thoughtfully and creatively to class

conversations. Some out-of-class activities may require students to use their own money (approximately €30 total), for example for activities such as ir de tapas.

Participation will be evaluated daily. The participation grade reflects not only how much a student speaks, but also the quality of their preparation, engagement, and contributions.

Criteria include:

- Came to class prepared and ready to engage with the assigned materials
- Remained on task and showed respect for classmates, instructors, host families, and local spaces
- Used Spanish actively and consistently
- Contributed voluntarily to class discussion
- Offered thoughtful comments, questions, or insights

Oral presentations (25%). Students will prepare and engage in a number of in-class and out-of-class presentations, and other activities aimed at increasing oral proficiency. There will be several types:

1. **Bienvenidas:** As part of the class homework, you will need to watch the *Telediario* (at least the first 20 minutes). *Telediario* is a short news report that most Spaniards watch. Most likely, your señora will turn it on without you even asking for it, at 3 or/and 9 pm. Every class meeting will begin with one student reporting on one of the news from the previous day *Telediario*. The Bienvenida will take 3-4 minutes and must include the following: 1) a brief welcome to classmates, 2) the date and weather, 3) a current event in Spain, and 4) a prompt and a task related to your presentation, for your classmates to prepare a 1-minute presentation (for example, if you describe how a protest happened in a given city, your prompt could be a picture of it, and the task for your peers could be "Describe what you see", or for the same news, your prompt could be a quote such as "La violencia nunca mejora el mundo", and the task could be "React to this quote in the light of the news I explained to you today"). Absolutely NO notecards will be allowed.
2. **Short Presentations.** You will be asked to prepare some short presentations, both individually and in pairs, such as: a place in Segovia (individual, 5 minutes), a plan for a weekend trip of your choice (in pairs, 15 minutes), two historical events from Segovia's history (individual, 5 minutes each), a festivity (5 minutes).

Written quizzes (25%): Students will complete regular short quizzes on vocabulary, grammar structures, and cultural content. These quizzes are designed to help students stay engaged with the course materials and reinforce the language needed for class discussions and oral assignments.

Quizzes will assess:

- vocabulary related to course themes,
- grammar structures practiced in class,
- comprehension of short readings or authentic materials,
- and cultural or contextual information related to Segovia and Spain.

Oral exams (25%). Students will complete two oral exams:

- **Midterm Oral Exam.** The midterm will focus on role-playing situations based on realistic scenarios students may encounter in Spain. These may include interactions related to travel, daily life, communication with host families, shopping, asking for directions, or

solving practical problems. The goal is to assess students' ability to communicate spontaneously and effectively in everyday situations.

- **Final Oral Exam.** The final oral exam will consist of an individual researched presentation on a cultural topic related to Spain, followed by questions or conversation. In preparation for this exam, students will be expected to research their topic, organize their ideas clearly, and present information in a well-developed and engaging way in Spanish. The presentation should reflect not only oral proficiency, but also the student's ability to gather relevant information, select key details, and explain the cultural significance of the topic.

Work will be graded on this scale:

90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D
Below 60 E (F)

This course will be graded on this basis, without regard to other scales (i.e., plus-and-minus) which may apply at your college or university. Note KIS/WKU does not award +/- grades, only full letter grades.

8. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can “hallucinate” (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Students are permitted and encouraged to use generative AI in the following ways:

- **Brainstorming:** You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- **Citation Assistance:** AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- **Concept Understanding:** Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- **Research Assistance:** AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.
- **With Instructor Approval:** AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors when permitted by the instructor.

You may not use generative AI in coursework in the following ways:

- **Plagiarism:** Using AI-generated content as your original work. This includes essays, papers, presentations, and exam answers.

- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, concept understanding, and research assistance, etc.]."

9. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

10. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

11. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.