



Course Aims

This blended learning course, based on the flipped classroom model, introduces higher-level verb tenses (simple future, conditional and pluperfect) along with a wider range of vocabulary and grammatical structures. All these, together with a wide variety of idiomatic expressions, provide the foundation for an intermediate level in the Spanish language. In this course, you will practice the four skills of the language in an integrated manner through an action-oriented approach with the aim to develop your pragmatic, linguistic and sociocultural competencies at the B1 level according to the Common European Framework of Reference for Languages (CEFR). You will further explore Hispanic cultures and societies through a wider range of personal and social situations and contexts. You will also be encouraged to become a more self-directed learner and to be creative and critical. After completing this course, you will be ready to sit for the external official examination DELE B1 (*Diploma de Español como Lengua Extranjera*).

Intended Learning Outcomes (ILO)

Upon successful completion of this course, you will have the knowledge and skills to:

1. **Communicate** at an intermediate level that allows you to express yourself on various issues and exchange information in the present, past and future tenses;
2. **Read, interpret and comprehend** authentic spoken, written and multimedia content (email, blog, note, essay) on current social issues and address comprehension questions related to these;
3. **Write** more complex texts dealing with everyday topics, such as complaints, participating in a blog or writing an email requesting or providing information;
4. **Discern** different Iberian and Latin American varieties of Spanish, and;
5. **Describe** different aspects of Hispanic cultures and perspectives by presenting information about their practices to your classmates along with appropriate commentary, analysis and reflection.

Course Content

Throughout the course, you will learn to use more complex grammatical structures to express present, past and future actions; to articulate and defend an opinion on various issues; to offer advice; to propose and suggest; to express wishes; to express agreement or disagreement; to express cause and consequence; to propose a solution to a problem, etc. Through the use of more complex authentic texts and audio-visual materials, your knowledge of the cultures of the Spanish-speaking world will also be enhanced and expanded. The language of instruction is Spanish.

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team / Individual	Assessment Rubrics
1. CA1: Test 1	2,3,4,5	PLO2	20%	Individual	Appendix 1: Written expression
2. CA2: Oral Test	1,4,5	PLO1 and PLO2	15%	Team	Appendix 2: Oral expression
3. CA3: Test 2	2,3,4,5	PLO2	30%	Individual	Appendix 1: Written expression
4. CA4: Oral Presentation	1,4,5	PLO1 and PLO2	25%	Individual	Appendix 3: Oral presentation
5. CA5: Participation	all	PLO1 and PLO2	10%	Individual & Team	Appendix 4: Class participation and Discussion board
	Total		100%		

All CML classes follow an Outcomes Based Teaching and Learning (OBTL) curriculum, which are based on the following programme learning outcomes:

- Develop interactive, interpretive, and presentational communication skills in the target language. – PLO1
- Demonstrate understanding of the concepts of the target language and its respective culture. – PLO2
- Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world. – PLO3

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, students and teachers. All assessment in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning implemented in this course are:

- **Classroom tasks:** you will receive oral or written feedback for the tasks performed in groups or individually during each class session.

- **Complementary exercises:** you will complete exercises comprising vocabulary, grammar and comprehension exercises during the class. Oral feedback and corrections are provided in class.
- **Oral test and presentation:** you will receive individual oral feedback on the communication skills after the summative oral assessment.
- **Discussion board:** the discussion board is used to develop and guide your writing skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view & comment the work of others and encourages autonomy.

Learning and Teaching approach

Approach	How does this approach supports you in achieving the learning outcomes?
Action-Oriented Approach (following the CEFR recommendations)	This active learning student-centred approach aims to increase your engagement in learning Spanish. You are encouraged to participate in role-plays and meaningful engaging in-class activities to develop the necessary receptive and productive skills in the Spanish language. You will be using documents or audiovisual materials posted on i-NTU Learn to get ready for the interactive activities in class. Grammatical concepts are further enforced through post-class exercises in the textbook that encourage self-learning.

Reading and References

Alonso Cuenca, M. and Prieto Prieto, R. (2012) **Embarque 3. Libro del alumno** (Edelsa)

Alonso Raya, R et al. (2005) Gramática básica del estudiante de español (Difusión)

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class and post-class activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

(2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you have to inform your tutor and the Spanish Language Coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided; otherwise you will be awarded a zero grade.

(3) Online Discussion Board

You are required to submit online compulsory assignments on due dates. You should follow the guidelines provided for each of the written practices. Your participation should be personal and in no way you should submit the work of another person as this will be considered a form of academic dishonesty and will be treated as such. Remember that participating in the discussion board will help you improve your written skills in Spanish and will prepare for the written tests. This is a part of your class participation mark.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	NO LESSONS		
2	MÓDULO 1. Día de la Diversidad Cultural - Listening comprehension and language use: to understand past cultural experiences. Grammar: contrast Pretérito Indefinido / Imperfecto. - Oral expression and interaction: to make and accept an invitation. - Reading comprehension and language use: to understand texts about past cultural experiences and to communicative information about others. Grammar: indirect speech with verbs of speech, perception and thought. - Conversation in class: debating about beach bars in Spain (asking for and giving opinion, expressing agreement and disagreement). - Written expression and interaction: to write a descriptive text about a tradition.	LO1, LO2, LO3 and LO4.	Short messages, texts and dialogues. Audio activities and videos. Debate.

	Grammar: imperfect tense, interrogative adverbs with preposition and discourse markers.		
3	<p>MÓDULO 2. Día de la Familia</p> <p>- Listening comprehension and language use: to understand personal past experiences. Grammar: uses of infinitive or indicative with temporal sentences.</p> <p>- Oral expression and interaction: to ask about and express the ability to do something.</p> <p>- Reading comprehension and language use: to understand descriptive texts about family interpersonal relationships. Grammar: adjectives with <i>Ser</i> and <i>Estar</i>, the superlative and comparisons of equality, superiority, inferiority and quantity.</p> <p>- Conversation in class: talking about family roles (raising a topic, indicating interest in a conversation and turn-taking).</p> <p>- Written expression and interaction: to write a short report about a specific topic. Grammar: indefinite pronouns.</p>	LO1, LO2, LO3 and LO4.	<p>Short messages, texts and dialogues.</p> <p>Audio activities and videos.</p> <p>An informal conversation on different family roles in Spain and other countries.</p>
4	<p>MÓDULO 3. Día del Hábitat</p> <p>- Reading comprehension and language use: to understand informative texts about rural and urban habitat. Grammar: definite and indefinite articles.</p> <p>- Oral expression and interaction: to propose ideas to improve a city. Grammar: use of the indicative to express cause.</p> <p>- Listening comprehension and language use: to understand an interview at a property fair. Grammar: contrast Indefinido / Pretérito Perfecto.</p> <p>- Conversation in class: talking about free accommodation when travelling (asking for knowledge of something, expressing knowledge and lack of it).</p> <p>- Written expression and interaction: to write a letter to a newspaper editor about your city. Grammar: use of the indicative to express consequence</p>	LO1, LO2, LO3 and LO4.	<p>Short messages, texts and dialogues.</p> <p>Audio activities and videos.</p> <p>An informal conversation on different forms of free accommodation.</p>
5	<p>MÓDULO 4. Día de la Alimentación</p> <p>- Listening comprehension and language use: to understand a radio interview about dietary problems. Grammar: present subjunctive of regular verbs, use of the infinitive and subjunctive to express obligation, need, pride and embarrassment.</p> <p>- Oral expression and interaction: to express feelings of annoyance, outrage, happiness and satisfaction. Grammar: Verbs <i>Poner</i> and <i>Ponerse</i> with adjective.</p> <p>- Reading comprehension and language use: to understand texts about feelings. Grammar: DO and IO pronouns, gender-neutral pronoun <i>lo</i>, uses of the infinitive, indicative and subjunctive to express agreement and disagreement.</p> <p>- Conversation in class: talking about eating (requesting silence, referring to something).</p> <p>- Written expression and interaction: to write a letter of complaint.</p>	LO1, LO2, LO3 and LO4.	<p>Short messages, texts and dialogues.</p> <p>Audio activities and videos.</p> <p>An informal discussion on the different reasons for eating: pleasure or necessity.</p>

	Grammar: uses of the infinitive and subjunctive to express purpose.		
6	MÓDULO 5. Día del Libro - Listening comprehension and language use: to understand a radio interview about dietary problems. Grammar: adverbs ending in <i>-mente</i> , connectors. - Oral expression and interaction: to express a past action that precedes another past action. Grammar: the Pluperfect (past perfect tense). - Reading comprehension and language use: to understand texts about books. Grammar: pronoun <i>se</i> : reflexive passive and impersonal constructions. - Conversation in class: talking about reading books on different formats (reformulating an idea, asking for repetition, being in favour or against an idea). - Written expression and interaction: to write the argument of a book. Grammar: uses of the infinitive and subjunctive to express concession.	LO1, LO2, LO3 and LO4.	Short messages, texts and dialogues. Audio activities and videos. A debate on the best format to read a book.
7	REVISION TEST 1 TEST 1 (listening + written)	LO1, LO2, LO3 and LO4.	Written and aural dialogues. Interactive dialogues. CA1: Test 1
RECESS WEEK - NO LESSONS			
8	TEST 1 feedback + Q&A MÓDULO 6. Día de la Salud - Reading comprehension and language use: to understand different medical reports. Grammar: verb periphrasis with infinitive, gerund and participle. - Oral expression and interaction: to ask for assessment and assess the health system in a country. Grammar: uses of the infinitive, indicative and subjunctive to express opinion. - Listening comprehension and language use: to understand a conference about alternative therapies. Grammar: the imperative mood (formal affirmative, negative and with DO and IO pronouns). - Conversation in class: talking about conventional or alternative medicine (persuading somebody to do something, giving an example). - Written expression and interaction: to write a complaint letter about some medical experience. Grammar: neutral demonstrative pronouns: special uses	LO1, LO2, LO3 and LO4.	Short messages, texts and dialogues. Audio activities and videos. An informal discussion on conventional and alternative therapies.
9	MÓDULO 7. Día del Turismo - Reading comprehension and language use: to understand instructions about responsible tourism.	LO1, LO2, LO3 and LO4.	Short messages, texts and dialogues.

	<p>Grammar: the imperative mood (informal affirmative, negative and with DO and IO pronouns), uses of subjunctive and imperative moods to advise, uses of the infinitive, indicative and subjunctive to propose and suggest.</p> <p>- Oral expression and interaction: to ask for and give opinion, to express boredom and annoyance with regards to different ways types of tourism.</p> <p>Grammar: uses of the infinitive, indicative and subjunctive to express boredom and enjoyment, uses of the indicative and subjunctive to give opinion.</p> <p>- Listening comprehension and language use: to understand informal interviews about topics related to tourism.</p> <p>Grammar: uses of the infinitive, indicative and subjunctive to express wishes, the conditional tense (regular verbs).</p> <p>- Conversation in class: talking about travelling (negating and affirming something, showing skepticism).</p> <p>- Written expression and interaction: to write an informative text.</p> <p>Grammar: verbs with prepositions.</p>		<p>Audio activities and videos.</p> <p>An informal discussion on travelling.</p>
10	<p>MÓDULO 8. Día del Trabajo</p> <p>- Reading comprehension and language use: to understand journalistic texts about labour market issues.</p> <p>Grammar: the conditional tense (irregular verbs), uses of the infinitive, indicative, subjunctive and imperative to advise.</p> <p>- Oral expression and interaction: to introduce a company.</p> <p>Grammar: uses of the infinitive and subjunctive to express surprise and astonishment.</p> <p>- Listening comprehension and language use: to understand a radio interview about staff selection.</p> <p>Grammar: uses of the infinitive, indicative and subjunctive to express likes and interests, preference and indifference and loathing.</p> <p>- Conversation in class: talking about work and personality (highlighting something, making light of something).</p> <p>- Written expression and interaction: to write a descriptive text about personal changes.</p> <p>Grammar: verbs of change (<i>Volverse, Convertirse</i>, etc.).</p>	LO1, LO2, LO3 and LO4.	<p>Short messages, texts and dialogues.</p> <p>Audio activities and videos.</p> <p>An informal discussion on work and personality.</p>
11	<p>MÓDULO 9. Día de las Telecomunicaciones</p> <p>- Reading comprehension and language use: to understand news about audiovisual media.</p> <p>Grammar: the simple future tense (regular verbs), uses of the infinitive and subjunctive to express anteriority, posterity and delimitation.</p> <p>- Oral expression and interaction: to have a telephone conversation.</p> <p>- Listening comprehension and language use: to understand different telephone conversations.</p> <p>Grammar: the relative pronoun.</p> <p>- Conversation in class: talking about the need to regulate Internet contents (proposing solutions, asking for clarification).</p>	LO1, LO2, LO3 and LO4.	<p>Short messages, texts and dialogues.</p> <p>Audio activities and videos.</p> <p>An informal discussion on the need to regulate Internet contents.</p>

	<p>Grammar: uses of the indicative and conditional to make proposals.</p> <p>- Written expression and interaction: to write a comment.</p> <p>Grammar: use of the subjunctive to express simultaneity.</p>		
12	<p>MÓDULO 10. Día del Medio Ambiente</p> <p>- Reading comprehension and language use: to understand specialized reports about the environment. Grammar: the simple future tense (irregular verbs), uses of the indicative and subjunctive to express certainty and evidence.</p> <p>- Oral expression and interaction: to make a presentation about an environmental issue.</p> <p>- Listening comprehension and language use: to understand informal interviews about volunteer work. Grammar: uses of the indicative and subjunctive to express probability, uses of the infinitive, indicative and subjunctive to express hope, disappointment and resignation.</p> <p>- Conversation in class: talking about the 7 “Rs” of the environment (expressing empathy, interrupting and allowing somebody to resume speech).</p> <p>- Written expression and interaction: to write a self-assessment essay. Grammar: use of the conditional to express conditions and advice.</p> <p>TEST 2 (listening + written)</p>	LO1, LO2, LO3 and LO4.	<p>Short messages, texts and dialogues.</p> <p>Audio activities and videos.</p> <p>An oral presentation about the environment</p> <p>CA3: Test 2</p>
13	<p>ORAL PRESENTATION</p> <p>TEST 2 feedback + Q&A. Cultural activity</p>	LO1 and LO5.	CA4: Oral Presentation

Appendix 1: Assessment Rubric for Written Expression in CA1 Test 1 & CA3 Test 2

Criteria	4 points	3 points	2 points	1 point
Content and accuracy	The text is clear and accurate, and fulfills all the requisites. It answers efficiently the proposed communicative situation. It follows instructions and the extension of the text.	The text is clear and accurate but occasionally it does not refer to the proposed communicative situation. It follows the extension of the text.	The text is simple but fulfills all the requisites. It answers efficiently the proposed communicative situation. It follows the extension of the text.	The text is basic and it does not fulfill some of the requisites (introduces irrelevant information, it does not respond to the objective, etc.). It does not follow the extension of the text.
Structure	The text is coherent and it is well structured: it demonstrates an appropriate control of the necessary elements to organize and connect ideas. Good use of punctuation signs and distribution of	The text is coherent and it is well structured: it demonstrates a limited control, but appropriate, of connecting elements. Discourse is well planned. Good use of punctuation signs and distribution of	The text presents some structural problems: in some parts, exposition and order of the ideas are confusing; there is a bad use of pronouns and some ideas are not well connected. The use of punctuation signs is not appropriate.	Structure is a bit confusing and it requires re-reading of some paragraphs. There are problems of distribution of ideas and order. There are some problems in the connection between the parts of the text. Some signs of punctuation are

	paragraphs in a consistent manner.	paragraphs appropriately.		missing or are wrongly used.
Grammar	The text shows a very good grammatical control. The morphological, syntactic and orthographic mistakes correspond to those of an advanced level.	The text shows a good grammatical control and, although it shows some morphological, syntactic and orthographic mistakes, they are not serious nor affect comprehension.	The text shows simple grammatical structures. Basic errors happen frequently or in a systematic manner, although it does not affect comprehension.	The text shows serious grammatical errors, which affect comprehension, and it requires re-reading some parts of the text.
Vocabulary	The text includes correct and accurate vocabulary of a certain variety and richness.	The text includes some inaccuracies in the use of vocabulary, although they do not affect comprehension.	There are some inaccuracies in the use of vocabulary, which can affect comprehension or require a re-reading of some parts of the text. There are some literal translations.	There are some inaccuracies in the use of vocabulary, which affect comprehension and require a continuous re-reading of the text. There are constant literal translations and the vocabulary is redundant and poor.

Appendix 2: Assessment Rubric for Oral Expression in CA2 Oral Test

Criteria	4 points	3 points	2 points	1 point
Pronunciation and fluency	Communicates with certain fluency, although with pauses, being able to maintain the rhythm effectively. Pronunciation is clear, although his foreign accent is evident, and he makes a few mistakes.	Communicates with relative fluency, although with doubts, while looking for structures and expressions. Pronunciation is clear, although his foreign accent is evident, and could be problematic with certain sounds.	Pauses are clear, as he has some problems formulating his message, but he can continue. Pronunciation is clear, although his foreign accent is evident, and makes quite many mistakes.	Uses simple and short sentences. Pauses are constant. Pronunciation and articulation are generally quite clear and understandable; although his foreign accent and occasional mistakes requires making an effort to understand him.
Coherence and cohesion	Discourse is coherent and cohesive, with an appropriate use of organisation structures, connectors and other cohesion mechanisms.	Discourse is coherent and cohesive, with an appropriate, although limited, use of habitual connectors (eg. <i>por eso</i> , <i>además</i> , <i>sin embargo</i>).	Discourse is somewhat coherent and cohesive, with short statements linked with simple connectors (eg. <i>y</i> , <i>pero</i> , <i>porque</i>).	Limited discourse with hardly any use of connectors.

Grammar correction	Shows a good grammatical control. Tries to use more complex structures, making some mistakes. Sometimes, corrects mistakes.	Shows a reasonable grammatical control. Makes mistakes that do not affect comprehension, and sometimes, corrects them.	Shows some grammatical control (he has some problems with some structures learned in the course). Makes basic mistakes but not systematic ones.	Uses simple structures correctly, but makes continuous basic mistakes (agreement mistakes, confusion with verbs tenses, etc.).
Vocabulary	Shows a good level of vocabulary, which allows him to make clear descriptions and express his point of view without having to look for the complex words or structures to do so.	Shows sufficient vocabulary to express himself well during the conversation. Sometimes he makes mistakes trying to use more complex vocabulary.	Shows a limited level of vocabulary, which does not allow him to make descriptions or express himself clearly. He needs to look for the words and makes mistakes.	Shows a poor level of vocabulary, which does not allow him to put his message across. He makes numerous mistakes which sometimes affect communication.
Interaction	Converse with relative easiness and efficacy and collaborates with the other person.	Keeps the conversation adequately, collaborating with the other person.	Occasionally, he needs clarification or repetition to confirm comprehension.	He needs the other person's collaboration to confirm comprehension and to answer to simple questions.

Appendix 3: Assessment Rubric for CA4 Oral Presentation

LS9004 PechaKucha Presentation Rubric

Student's Name: _____

Task Description: Do some research on any cultural aspect of the Hispanic world of your choice (festivals, food, art, cinema, etc.) and present it using the PechaKucha format (10 slidesx20 seconds each=3.20'). You should not look at your script while presenting. Instead, you should keep good idea contact with your audience and try to maintain them entertain and actively involved. You should use different verb tenses/moods and a variety of vocabulary and expressions learned during the course.

Criteria	Excellent	Proficient	Partially Proficient	Incomplete	POINTS
Body language	10 points Presenter uses gestures, posture and eye contact confidently and appropriately. Presenter uses facial expressions appropriately and communicatively	7 points Presenter uses gestures, posture and eye contact confidently and appropriately most of the time. Presenter uses facial expressions appropriately and communicatively most of the time.	4 points Presenter sometimes uses gestures, posture and eye contact confidently and appropriately. Presenter sometimes uses facial expressions appropriately and communicatively.	2 points Presenter hardly uses gestures, posture and eye contact confidently and appropriately. Presenter hardly uses facial expressions appropriately and communicatively.	____ / 10

Organisation of ideas	5 points Excellent stage setting and transition from one slide to the next.	4 points Good stage setting and transition from one slide to the next.	3 points Appropriate stage setting and transition from one slide to the next.	2 points Poor stage setting and transition from one slide to the next.	____/ 5
Grammar and vocabulary	10 points Excellent use of vocabulary and additional expressions. A variety of different verb tenses/moods are accurately and appropriately used.	7 points Good use of vocabulary and additional expressions. A variety of different verb tenses/moods are accurately and appropriately used most of the time.	4 points Appropriate use of vocabulary and additional expressions. Different verb tenses/moods are sometimes accurately and appropriately used.	2 points Limited or poor use of vocabulary and additional expressions. Limited use of verb tenses/modes accurately and appropriately used.	____/ 10
Fluency and clarity	10 points Presenter demonstrates a clear and audible voice with an excellent fluency, pronunciation and intonation. It is very easy to follow the message. Presenter does not look at notes.	7 points Presenter demonstrates a clear and audible voice with a good fluency, pronunciation and intonation. It is easy to follow the message. Presenter rarely looks at notes.	4 points Presenter somehow demonstrates a clear and audible voice with some fluency, pronunciation and intonation. It is sometimes easy to follow the message. Presenter looks often at notes.	2 points Presenter's voice is sometimes clear and audible, with some fluency, pronunciation and intonation. It is difficult to follow the message. Presenter looks constantly at notes.	____/ 10
Visual appeal and creativity	5 points The pictures chosen were very appropriate, creative and strongly related to the topic. The audience was well-informed and entertained.	4 points The pictures chosen were appropriate, creative and well-related to the topic. The audience was informed and entertained.	3 points The pictures chosen were somehow appropriate, creative and related to the topic. The audience was informed and at times entertained.	2 points Some of the pictures chosen were appropriate, creative and related to the topic. The audience was not well-informed and entertained.	____/ 5
Comments: _____ _____					____/ 40

Appendix 4: Assessment Rubric for CA5 Participation

The marks (10) are calculated based on two components:

1. Written practice in the Discussion Board
2. Classroom participation

1. Written practice in Discussion Board (5 points)

Students need to submit all.

- Full marks if all written practices were attempted and submitted on time.
- 1-point deduction for each written practice not submitted.

2. Classroom participation (5 points)

Students ought to participate actively in all classroom activities. Students who are absent from class are unable to participate, thus unexcused absence does affect the participation marks. This section is therefore split into two components:

Active participation:

- 3 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 2 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 1 point for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Sometimes unprepared and might not have completed the assigned homework.
- 0 points for students who show no active participation, who do not participate in group discussions, are not prepared, and generally do not complete the assigned homework.

Regular attendance:

- 2 points for regular attendance
- 1 point for missing 4 classes without a valid reason (no officially recognised document was shown to the Lecturer and/or submitted to the school).
- 0 points for missing more than 4 classes without a valid reason (no officially recognised document was shown to the Lecturer and/or submitted to the school).