



## *Beginning Spanish I*

### **SECTION I: COURSE OVERVIEW**

**UNH Course Code:** SPN101BCN

**Subject Area:** Spanish Language & Culture

**Prerequisites:** None.

**Language of Instruction:** Spanish

**Contact Hours:** 45

**Recommended Credits:** 3

### **COURSE DESCRIPTION**

This course is designed for students who wish to achieve a basic level of Spanish. The structure of the course focuses particularly on basic strategies and structures for communicating on daily situations. By carrying out specific tasks you will develop and improve different skills necessary for communication. In class students are required to use Spanish in order to solve activities that demand communicative exchanges. These individual or group-based tasks will offer students context for exploring and synthesizing vocabulary, grammar structures or language functions necessary for accomplishing the activity.

The course reveals the close link between language and culture. By completing different types of tasks such as field studies or onsite research, students will explore and contrast cultural aspects which define Spanish society. By the end of the course, students 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 students live, people you know and things you have; interact in a simple way provided the other person speaks slowly and clearly and is prepared to help.

### **LEARNING OBJECTIVES**

Upon successful completion of this course, you will be able to:

- to analyze the structure of the Spanish language in order to avoid most interference errors
- to identify and use a range of basic expressions in order to solve daily situations
- to organize and use basic structures to produce short texts about a simple subject
- to be able to comprehend statements describing daily contextual information
- to describe aspects of Spanish society and culture

### **SECTION II: INSTRUCTOR AND COURSE DETAILS**

#### **INSTRUCTOR DETAILS**

**Name: TBA**  
**Contact Information: TBA**  
**Term: Semester**

### ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes each session. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> Absence
Courses meeting 2 day(s) per week	2 Absences	8 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

### GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Homework	5%
Compositions	15%
Field Studies	15%
Oral Presentation	10%
Exams	25%
Final Exam	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining a participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
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/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)

You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.

**F**  
(5.99 – 0.00)

Homework (5%): 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.

Compositions (15%): During the course of the semester students will have to submit three essays in two different drafts (length will vary according to the stage of the course). Students 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 Spanish. Instead, recombine creatively the Spanish 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 a 0 for the assignment and their home institution will be notified. No late compositions will be accepted.

Field Studies (15%): You will participate in two activities outside class where there will be interaction with Spanish speakers. The idea behind these activities is to get you to interact with your surroundings and test your language skills first-hand in a real situation. You will have to write a report on the experience based on the guidelines provided by the instructor and may be asked to present it in front of your peers. (Students will be informed beforehand of the specific day, time and outcome-related activity).

Oral Presentation (10%): Students will work in groups or individually to develop a final presentation about a subject related to Spanish society or culture. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish 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.

Exams (25%): The tests are designed to establish 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 different areas of language competency. Two tests will be administered throughout the semester. There will be no make-up tests.

Final Exam (20%): The final exam is comprehensive and it will be administered on the last day of class.

## **REQUIRED READINGS**

The readings and activities indicated in the Assignment column of the Course Content are drawn from the following textbook. You must have constant access to this text for reading, highlighting and marginal note-taking. It is required that you have a personal copy of the textbook. This mandatory textbook has been ordered for you and is available at the reception desk.

CORPAS, Jaime et. al. AULA 1 Internacional. Curso de español. Barcelona: Difusión, 2005 (textbook)

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

**Recommended Readings (if applicable):**

ALONSO, Rosario et al. *Gramática básica del estudiante de español (A1-B1)*, Madrid: Difusión, 2005

CAPÓN, María Luisa & GIL, Manuela. *Dificultades del español para hablantes de inglés*, Madrid: Ediciones SM, 2003.

KATTÁN-IBARRA, Juan, *Spanish Grammar*, London: McGraw-Hill, 2005

**ADDITIONAL RESOURCES**

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA’s School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library here or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

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## Course Content

Session	Topic	Activity	Student Assignments
1	<p><b>Bienvenidos</b></p> <ul style="list-style-type: none"> <li>• Presentación del curso</li> <li>• Conocemos a nuestros compañeros</li> </ul> <p><b>Información personal</b></p> <ul style="list-style-type: none"> <li>• Preguntar y dar información personal: nuestra clase</li> <li>• Nacionalidades</li> <li>• Objetos de la clase</li> </ul>	<ul style="list-style-type: none"> <li>- Hola, ¿qué tal? <i>Aula 1</i>, pág. 10</li> </ul> <p>Conocemos y presentamos un compañero de clase. Hablamos de nuestro nombre, estudios, procedencia, aficiones, etc.</p> <ul style="list-style-type: none"> <li>- Aficiones <i>Aula 1</i>, pág. 12</li> <li>- En la recepción <i>Aula 1</i>, pág. 12</li> <li>- Los compañeros de clase <i>Aula 1</i>, pág. 15</li> <li>- Las cosas de clase <i>Aula 1</i>, pág. 14</li> </ul>	<ul style="list-style-type: none"> <li>• Lectura y repaso : <i>Aula 1</i>, pág. 13</li> <li>• Más ejercicios <i>Aula 1</i> pág. 90-92</li> </ul>
2	<p><b>Las conjugaciones del español</b></p> <ul style="list-style-type: none"> <li>• El presente de indicativo de los verbos en –ar, en –er y en –ir</li> </ul> <p><b>¿Qué quieres hacer?</b></p> <ul style="list-style-type: none"> <li>• Hablar de intereses y cosas que queremos hacer</li> <li>• El verbo querer</li> <li>• Explicar los motivos de lo que hacemos</li> <li>• Para/ porque/por...</li> <li>• Me interesa+<i>infinitivo</i></li> </ul>	<ul style="list-style-type: none"> <li>- ¿Estudias o trabajas? <i>Aula 1</i>, pág. 20</li> <li>- Quiero, quieres, quiere <i>Aula 1</i>, pág. 20</li> <li>- Este fin de semana <i>Aula 1</i>, pág. 18</li> <li>- ¿Por qué estudian español? <i>Aula 1</i>, pág. 19</li> </ul>	<ul style="list-style-type: none"> <li>• Lectura y repaso : <i>Aula 1</i>, pág. 21</li> <li>• Más ejercicios <i>Aula 1</i> pág. 93-95</li> </ul>

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3	<p><b>¿Qué hay ? ¿Dónde está ?</b></p> <ul style="list-style-type: none"> <li>• Expresar existencia: <i>HAY vs.</i> localización: <i>ESTAR</i></li> <li>• Describir personas y lugares: <i>SER</i></li> </ul> <p><b>¿Qué hay en España?</b></p> <ul style="list-style-type: none"> <li>• ¿Qué o cuál?</li> <li>• ¿Qué hay en España?</li> <li>• Un país interesante</li> <li>• Un trivial hispano</li> </ul>	<ul style="list-style-type: none"> <li>- ¿Dónde está? <i>Aula 1</i>, pág. 28</li> <li>- ¿De qué país se trata? <i>Aula 1</i>, pág. 30</li> <li>- Argentina tiene más de 75 millones de habitantes <i>Aula 1</i>, pág. 30</li> <li>- ¿Osos en España? <i>Aula 1</i>, pág. 31</li> <li>- Un país interesante <i>Aula 1</i>, pág. 31</li> </ul>	<ul style="list-style-type: none"> <li>• Más ejercicios <i>Aula 1</i> pág. 96-97</li> <li>• <b>Composición 1: ¿Por qué estoy en Sevilla?</b></li> <li>• Lectura y repaso : <i>Aula 1</i>, pág. 29</li> </ul>
4	<p><b>Conocer la ciudad</b></p> <p>Estudio de campo para conocer el barrio en el que estudiamos</p>	<p><b>Estudio de campo 1</b></p> <p>Gymkhana por el centro de Sevilla. En esta actividad vamos a poner en funcionamiento lo que hemos estudiado durante la semana. Los estudiantes deben encontrar unos lugares siguiendo unas instrucciones. Eso les ayudará a conocer un barrio y a compararlo con otro en USA</p>	<ul style="list-style-type: none"> <li>• <b>Composición 2: Sevilla y mi ciudad</b></li> </ul>
5	<p><b>Mid-Term 1</b></p> <p><b>Describir personas</b></p> <ul style="list-style-type: none"> <li>• Hablar del aspecto físico y del carácter</li> <li>• Ser / Estar / Parecer</li> </ul>	<p><b>Mid-Term 1</b></p> <ul style="list-style-type: none"> <li>- ¿Quién es? <i>Aula 1</i>, pág. 42</li> <li>- Contactos <i>Aula 1</i>, pág. 43</li> <li>- Tiempo libre <i>Aula 1</i>, pág. 44</li> <li>- Es un hombre de unos 45 años <i>Aula 1</i>, pág. 46</li> </ul>	<ul style="list-style-type: none"> <li>• Lectura y repaso : <i>Aula 1</i>, pág. 45</li> <li>• Más ejercicios <i>Aula 1</i> pág. 102-104</li> </ul>

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6	<p><b>Vamos de compras</b></p> <ul style="list-style-type: none"> <li>• Identificar objetos.</li> <li>• La ropa y los colores</li> <li>• Comprar en tiendas: preguntar por productos, pedir precios</li> <li>• Los demostrativos</li> <li>• el/la/los/las + adjetivo</li> </ul> <p><b>La familia y los amigos</b></p> <ul style="list-style-type: none"> <li>• Relaciones de parentesco</li> <li>• Los posesivos</li> <li>• Verbo gustar</li> <li>• Contrastar gustos</li> </ul>	<ul style="list-style-type: none"> <li>- Camisetas <i>Aula 1</i>, pág. 34</li> <li>- Yo nunca llevo secador de pelo <i>Aula 1</i>, pág. 35</li> <li>- ¿Esta o esta? <i>Aula 1</i>, pág. 36</li> <li>- La azul es muy pequeña <i>Aula 1</i>, pág. 36</li> <li>- Un fin de semana fuera <i>Aula 1</i>, pág. 39</li> <li>- La familia de Paco y Lucía <i>Aula 1</i>, pág. 44</li> <li>- Yo quiero conocer al amigo de Anne <i>Aula 1</i>, pág. 47</li> </ul>	<ul style="list-style-type: none"> <li>• Lectura y repaso : <i>Aula 1</i>, pág. 27</li> <li>• Más ejercicios <i>Aula 1</i> pág. 98-101</li> <li>• Más ejercicios <i>Aula 1</i> pág. 102-104</li> </ul>
7	<p><b>Día a día</b></p> <ul style="list-style-type: none"> <li>• Hablar de hábitos</li> <li>• Los verbos reflexivos</li> <li>• Presente de Indicativo: verbos irregulares</li> <li>• Las horas</li> </ul> <p><b>El día de un español</b></p> <ul style="list-style-type: none"> <li>• Las partes del día</li> <li>• Los días de la semana</li> <li>• Pronombres interrogativos: Cuándo, qué...</li> <li>• Expresar frecuencia</li> </ul>	<ul style="list-style-type: none"> <li>- ¿Cuidas tu imagen? <i>Aula 1</i>, pág. 50</li> <li>- ¿Qué hora es? <i>Aula 1</i>, pág. 52</li> <li>- Un día normal <i>Aula 1</i>, pág. 52</li> <li>- Horarios de trabajo <i>Aula 1</i>, pág. 54</li> <li>- Todos los días <i>Aula 1</i>, pág. 52</li> <li>- Primero, después, luego <i>Aula 1</i>, pág. 55</li> </ul>	<ul style="list-style-type: none"> <li>• Lectura y repaso : <i>Aula 1</i>, pág. 53</li> <li>• Más ejercicios <i>Aula 1</i> pág. 105-109</li> <li>• <b>Composición 3: Los españoles y los estadounidenses</b></li> </ul>



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8	<p><b>¡A comer!</b></p> <ul style="list-style-type: none"> <li>• Pedir y dar información sobre comida</li> <li>• Bocadillos y el Menú del día</li> <li>• Desenvolverse en restaurantes</li> </ul> <p><b>El menu de hoy</b></p> <ul style="list-style-type: none"> <li>• Maneras de cocinar</li> <li>• Hábitos gastronómicos de los españoles</li> <li>• Verbos irregulares: poner, hacer, traer, servir.</li> </ul>	<ul style="list-style-type: none"> <li>- Bocadillos <i>Aula 1</i>, pág. 58</li> <li>- De primero, ¿qué desean? <i>Aula 1</i>, pág. 59</li> <li>- La cuenta, por favor <i>Aula 1</i>, pág. 60</li> <li>- Situaciones diferentes <i>Aula 1</i>, pág. 60</li> <li>- Verbos terminados en –er <i>Aula 1</i>, pág. 60</li> <li>- ¿Cómo tomas el café? <i>Aula 1</i>, pág. 62</li> </ul>	<ul style="list-style-type: none"> <li>• Lectura y repaso : <i>Aula 1</i>, pág. 61</li> <li>• Más ejercicios <i>Aula 1</i> pág. 110-112</li> <li>• <b>Pre-actividad Estudio de campo 2</b></li> </ul>
9	<p><b>Vamos al mercado</b></p> <ul style="list-style-type: none"> <li>• Conocer y comparar los hábitos alimentarios de los españoles</li> </ul>	<p><b>Estudio de campo 2</b></p>	<ul style="list-style-type: none"> <li>• Más ejercicios <i>Aula 1</i> pág. 110-112</li> <li>• <b>Post Tarea Field Study</b></li> </ul>
10	<p><b>Mid-Term 2</b></p> <p><b>El barrio ideal</b></p> <ul style="list-style-type: none"> <li>• Describir pueblos, barrios y ciudades</li> <li>• Pedir y dar información para llegar a un sitio</li> <li>• Los servicios de un barrio</li> <li>• Diseñar el barrio ideal dónde nos gustaría vivir</li> <li>• Estar / Tener / Haber</li> </ul>	<p><b>Mid-Term 2</b></p> <ul style="list-style-type: none"> <li>- El barrio de San Andrés <i>Aula 1</i>, pág. 66</li> <li>- En mi barrio hay de todo <i>Aula 1</i>, pág. 68</li> <li>- Perdone, ¿sabe si hay...? <i>Aula 1</i>, pág. 68</li> <li>- Mis lugares preferidos <i>Aula 1</i>, pág. 70</li> <li>- Icaria <i>Aula 1</i>, pág. 71</li> </ul>	<ul style="list-style-type: none"> <li>• Lectura y repaso : <i>Aula 1</i>, pág. 69</li> <li>• Más ejercicios <i>Aula 1</i> pág. 113-115</li> </ul>

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11	<p><b>Cualidades</b></p> <ul style="list-style-type: none"> <li>Hablar de habilidades y aptitudes</li> <li>Hablar de cualidades y defectos de la persona</li> <li>Adjetivos de carácter</li> </ul> <p><b>Experiencias pasadas</b></p> <ul style="list-style-type: none"> <li>El pretérito perfecto: verbos regulares e irregulares</li> <li>Expresiones de frecuencia</li> </ul>	<ul style="list-style-type: none"> <li>- Cualidades de un amigo <i>Aula 1</i>, pág. 74</li> <li>- Dos novios para Raquel <i>Aula 1</i>, pág. 75</li> <li>- ¿Eres una persona romántica? <i>Aula 1</i>, pág. 76</li> <li>- Busca a alguien que... <i>Aula 1</i>, pág. 78</li> <li>- ¡Adiós papás! <i>Aula 1</i>, pág. 79</li> </ul>	<ul style="list-style-type: none"> <li>Lectura y repaso : <i>Aula 1</i>, pág. 77</li> <li>Más ejercicios <i>Aula 1</i> pág. 116-118</li> <li><b>Composición 3: ¿Qué he hecho ya, que no he hecho todavía?</b></li> </ul>
12	<p><b>Una vida de película</b></p> <ul style="list-style-type: none"> <li>Relatar y relacionar acontecimientos pasados</li> <li>Forma y uso del Pretérito Indefinido</li> </ul>	<ul style="list-style-type: none"> <li>- Cinemanía <i>Aula 1</i>, pág. 82</li> <li>- Ayer, hace un mes... <i>Aula 1</i>, pág. 84</li> <li>- Un curriculum <i>Aula 1</i>, pág. 84</li> </ul>	<ul style="list-style-type: none"> <li>Lectura y repaso : <i>Aula 1</i>, pág. 85</li> <li>Más ejercicios <i>Aula 1</i> pág. 119-122</li> </ul>
13	<p><b>Una biografía</b></p> <ul style="list-style-type: none"> <li>Marcadores temporales para el pasado</li> <li>Verbos relacionados con biografías</li> </ul> <p><b>La vida de un español</b></p> <ul style="list-style-type: none"> <li>Preparar una entrevista a una persona española y escribir su biografía</li> </ul>	<ul style="list-style-type: none"> <li>- Una historia de amor <i>Aula 1</i>, pág. 86</li> <li>- Toda una vida <i>Aula 1</i>, pág. 86</li> <li>- El Che <i>Aula 1</i>, pág. 87</li> </ul> <p>Preparacion de las preguntas y de los temas sobre los que van quieren preguntar en la entrevista del día siguiente</p>	<ul style="list-style-type: none"> <li>Más ejercicios <i>Aula 1</i> pág. 119-122</li> <li>Preparacion de las preguntas y de la entrevista</li> </ul>

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14	<b>Una entrevista</b> <ul style="list-style-type: none"><li>• Entrevistar a una persona española.</li></ul>	<b>Estudio de campo 3</b>	<ul style="list-style-type: none"><li>• <b>Post Tarea Field Study</b></li><li>• La biografía de un español</li></ul>
15	<b>Presentaciones Orales</b> Mi experiencia en Sevilla <b>Repaso</b> de todos los contenidos del curso	<b>Presentaciones Orales</b> Mi experiencia en Sevilla	Preparación del examen final
16	<b>Repaso</b> de todos los contenidos del curso <b>Final Exam</b>	<b>Final Exam</b> Despedida	

### SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found here

General Academic Policies can be found here