

Course Last Updated 6/25/2024.



EDUCATION
ABROAD



University of
New Haven

Beginning Spanish I

Section I: Course Overview

Course Code: SPN101BCN

Subject Area(s): Spanish Language & Culture

Prerequisites: None.

Language of Instruction: Spanish

Total Contact Hours: 45

Credits: 3

Course Fees: none

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 in daily situations. By carrying out specific tasks students will develop and improve different skills necessary for communication.

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 concrete needs; introduce themselves and others; ask and answer questions about personal details such as where they live, and a few other basic conversations.

Learning Objectives

Upon successful completion of this course, students are able to:

- Recognize a variety of lexical and grammatical items (such as number and gender)
- Identify a range of basic expressions in order to solve daily situations
- Develop an understanding of different aspects of the host society and culture

- Gain ability to use Spanish vocabulary for everyday situations
- Identify past and present tense in written and spoken Spanish

Section II: Instructor & Course Details

Instructor Details

Name: [See term syllabus]

Contact Information: [See term syllabus]

Term: [See term syllabus]

Course Day and Time: [For term syllabus, enter the day and meeting times of the course]

Office Hours: [By appointment, or specified in term syllabus]

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Compositions - 10%

Independent Learning Activities - 5%

Field Studies - 15%

Quizzes - 15%

Mid-Term Exams - 15%

Final Exam - 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Compositions (10%): During the course of the semester students will have to submit two essays in two different drafts (length will vary according to the stage of the course). Students will be given a handout on which there will be a list of subjects to choose from and the guidelines for 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.

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).

Quizzes (15%): The quizzes are designed to establish the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions that test your grammar and vocabulary. Three quizzes will be administered throughout the semester. There will be no make-up quizzes.

Midterm Exam (15%): The midterm exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test your abilities in all five skills of language competency - speaking, reading, writing, listening, and use of the language. 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. All five skills of language competency will be assessed. Please, be advised that there will be no make-up exams.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Field Study 1: Music concert. Latin and Catalan music live. An immersive experience.
- Field Study 2: Traditional Spanish Breakfast A typical Spanish breakfast and its experience.

Recommended for this course:

- Barcelona and the Indianos: Business Overseas and Urban Change
- Barcelona Nocturna: Exploring the City's Night-time Economy
- Barcelona Speaks: Graffiti & Street Art Tour
- Bomb Shelter
- Castellans Training Workshop
- MNAC Museum Visit
- Reshaping the City: Urban Transformations in Barcelona
- Rumba Catalana: Following the rhythm of Barcelona
- Tapas Cooking Workshop
- The Rise of LGBTQ+ Community in Barcelona
- Splendid Catalonia: Winery & Sitges Modernista. Day trip
- The Land of Three Cultures: Girona & Besalú. Day trip
- Madrid & Art Museums. Weekend trip

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Corpas, Jaime et al. (2020). *AULA PLUS 1 Curso de español*. Nueva Edición. Barcelona: Difusión

Recommended

Alonso, Rosario et al. (2005) Gramática básica del estudiante de español (A1-B1).

Capón, María Luisa & GIL, Manuela. (2003). Dificultades del español para hablantes de inglés

Kattán-ibarra, Juan. (2005). Spanish Grammar

Course Calendar

Session 1	
Topics	Presentación del curso Prueba de Nivel
Activity	Presentación del curso, syllabus
Readings & Assignments	<ul style="list-style-type: none"> Canvas

Session 2	
Topics	Hola ¿qué tal? Conocemos y presentamos un compañero de clase. Hablamos de nuestro nombre, estudios, procedencia, aficiones, etc.
Activity	En la recepción Las cosas de clase
Readings & Assignments	Unidad 1 Más ejercicios <ul style="list-style-type: none"> págs. 141-148

Session 3	
Topics	Información personal Preguntar y dar información personal: nuestra clase Aficiones Nacionalidades
Activity	Los compañeros de clase Hacer un poster de tu compañero/a
Readings & Assignments	Unidad 1 Más ejercicios <ul style="list-style-type: none"> págs. 141-148

Session 4	
Topics	Las conjugaciones del español El presente de indicativo de los verbos terminados en -ar, -er, -ir Verbo querer
Activity	Crucigrama de verbos regulares Este fin de semana Quiero, quieres, quiere
Readings & Assignments	Unidad 2 Más ejercicios <ul style="list-style-type: none"> págs. 149-154

Session 5	
Topics	Hablar de planes e intenciones Explicar los motivos de lo que hacemos, Para/porque/ por
Activity	¿Por qué estudias español? ¿Estudias o trabajas?
Readings & Assignments	Unidad 2 Más ejercicios <ul style="list-style-type: none"> págs. 149-154

Session 6	
Topics	Verbo gustar/encantar Expresar gustos y aficione
Activity	¿Quién es? Contactos Tiempo libre
Readings & Assignments	Unidad 5 Más ejercicios <ul style="list-style-type: none"> • págs. 168-175

Session 7	
Topics	Descripción física Hablar del aspecto físico y del carácter de las personas
Activity	QUIZ 1 U5 Los amigos de mis amigos Vocabulario de la familia De vacaciones con mi familia (posesivos)
Readings & Assignments	Unidad 5 Más ejercicios <ul style="list-style-type: none"> • págs. 168-175

Session 8	
Topics	La familia y los amigos Relaciones de parentesco Los posesivos
Activity	La familia de Paco y Lucía Es un hombre de unos 45 años Yo quiero conocer al amigo de Anne
Readings & Assignments	Unidad 5 Más ejercicios <ul style="list-style-type: none"> • págs. 168-175

Session 9	
Topics	Describir lugares y explicar dónde están Ser vs estar
Activity	3 ciudades con el mismo nombre Capital Santiago El blog de Lola
Readings & Assignments	Unidad 3 Más ejercicios <ul style="list-style-type: none"> • págs. 155-161

Session 10	
Topics	Hablar del clima. Expresar existencia: hay
Activity	¿Cómo es el clima en tu país? Un país interesante Adjetivos para describir ciudades
Readings & Assignments	Unidad 3 Más ejercicios

	<ul style="list-style-type: none"> • págs. 155-161
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Session 11	
Topics	Ser-estar-hayR
Activity	Juego “¿En qué país estás?” COMPOSICIÓN 1 (EN CLASE)1
Readings & Assignments	Unidad 3 Más ejercicios <ul style="list-style-type: none"> • págs. 155-161

Session 12	
EXAMEN ORAL 1/ MIDTERM	

Session 13	
Field Study 1 “Music concert. Latin and Catalan music live. An immersive experience.”	

Session 14	
Topics	Rutina diaria. las partes del día, los días de la semana, verbos rutina diaria
Activity	¿Cuál es tu momento preferido de la semana) Memory verbos básicos?
Readings & Assignments	Unidad 6 Día a día Más ejercicios <ul style="list-style-type: none"> • págs. 176-182

Session 15	
Topics	Rutina diaria: verbos irregulares y reflexivos
Activity	¿Te levantas de buen humor? Un día normal
Readings & Assignments	Unidad 6 Día a día Más ejercicios <ul style="list-style-type: none"> • págs. 176-182

Session 16	
Topics	La hora/Horarios de trabajo
Activity	QUIZ 2
Readings & Assignments	Unidad 6 Día a día Más ejercicios <ul style="list-style-type: none"> • Págs. 176-182

Session 17	
Topics	Expresar frecuencia
Activity	Todos los días COMPOSICIÓN 2

Readings & Assignments	
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Session 18	
Topics	¡A comer! Vocabulario de la comida
Activity	A comer Bocadillos Mi bocadillo favorito
Readings & Assignments	Unidad 7 Más ejercicios <ul style="list-style-type: none"> • págs. 183-189

Session 19	
Topics	Pedir en bares y restaurantes EN
Activity	La cuenta, por favor Situaciones diferentes en bares/restaurantes
Readings & Assignments	Unidad 7 Más ejercicios <ul style="list-style-type: none"> • págs. 183-189

Session 20	
Topics	Field Study 2:
Activity	FS 2 "Traditional Spanish Breakfast A typical Spanish breakfast and its experience" Actividad para conocer un mercado típico en Madrid y practicar lo que hemos estudiado en clase
Readings & Assignments	Unidad 7 Más ejercicios <ul style="list-style-type: none"> • págs. 183-189

Session 21	
Topics	Experiencias pasadas El pretérito perfecto: verbos regulares e irregulares
Activity	¿Sabes conducir? Dos compañeros de piso para Raquel
Readings & Assignments	Unidad 9 Más ejercicios <ul style="list-style-type: none"> • págs. 197-203

Session 22	
Topics	Experiencias pasadas El pretérito perfecto: verbos regulares e irregulares
Activity	Cualidades y defectos ¿Eres una persona despistada? QUIZ 3
Readings & Assignments	Unidad 9 Más ejercicios <ul style="list-style-type: none"> • págs. 197-203

Session 23	
Topics	Experiencias pasadas El pretérito perfecto: verbos regulares e irregulares
Activity	Pretérito Perfecto
Readings & Assignments	Unidad 9 Más ejercicios <ul style="list-style-type: none"> • págs. 197-203

Session 24	
DEADLINE Active Learning (poner en Canvas) Práctica para el examen Oral Preparar examen oral y estudiar para el examen final	

Session 25	
EXAMEN ORAL 2 Revisión para el Examen Final Estudiar para el examen final	

Session 26	
Final Exam	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.