

Course Last Updated 6/26/2024.



EDUCATION
ABROAD



University of
New Haven

Beginning Spanish II

Section I: Course Overview

Course Code: SPN102BCN

Subject Area(s): Spanish Language & Culture

Prerequisites: Beginning Spanish I or the equivalent of one semester of college level Spanish

Language of Instruction: Spanish

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course Description

This course is designed for students who have at least the equivalent of one semester of college level Spanish. The primary aim of the course is to develop the four basic skills (reading, writing, listening, and speaking) through a communicative, collaborative and cultural approach.

Most in-class time, driven by the structure of the textbook and accompanying activities, is devoted to speaking and practicing Spanish through a combination of group-based and individual activities, focusing on grammatical structures, language functions and vocabulary. Lessons also focus on a wide range of contemporary cultural themes using varied materials such as advertising material and short film clips. Onsite activities such as field studies to markets and universities, and regular interviews and conversations with members of the local community, will give students a unique chance to rapidly implement their linguistic development.

By the end of the course, students are expected to have mastered basic grammar and lexical structures, so that they will be able to conduct a simple conversation and to write short and basic texts with some degree of competency.

Learning Objectives

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

- Develop knowledge of the basic structures of Spanish language
- Expand Spanish vocabulary by learning idiomatic expressions

- Gain a greater understanding Spanish culture and society
- Identify the imperfect and the preterit 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%

Active Learning Activities - 5%

Field Studies - 10%

Compositions - 10%

Quizzes - 15%

Midterm exam - 20%

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.

Active Learning Activities (5%): While developing your learning autonomy, you will have to complete **one** of the following activities:

Active Learning activities. Complete **one assignment** based on **one of these activities**.

- TBD chosen by instructor

Virtual activities. Choose one of the following activities:

- Cortometraje Vale: See the short film and complete the task
- DIE reflection task
- Create an infographic of "YOUR" Barcelona

Field Studies (10%): You will participate in two activities outside class where you will interact with Spanish speakers. The learning objective in 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).

Compositions (10%): During the course of the semester students will have to submit two essays in two different drafts (125-150 words in length). Each composition will have a topic assigned and students will receive guidelines to each individual assignment. Your work will be evaluated based on 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.

Quizzes (15%): The quizzes are designed to establish the progress you are making towards meeting the course learning objectives listed above. They consist of questions and exercises that test your abilities in different areas of language. There will be 4 quizzes and the lowest score will be dropped.

Midterm Exam (20%): 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: El Mercado
- Field Study 2: Hablar con nativos o Evento musical: *La rumba: Un puente entre Cuba y Cataluña*

Recommended for this course:

- Barcelona Speaks: Graffiti & Street Art Tour
- MNAC Museum Visit
- Reshaping the City: Urban Transformations in Barcelona
- Tapas Cooking Workshop
- 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 2 Curso de español. Nueva Edición. Barcelona: Difusión

Recommended

Alonso, Rosario et al. *Students' Basic Grammar of Spanish (A1-B1)*, Madrid: Difusión, 2009.

Baralo, Marta et al. *Vocabulario*. Nivel Elemental: A1-A2 + CE. Madrid: Anaya, 2013.

Caballero, Gloria: *Verbos*. Madrid: Anaya, 2009.

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

Moreno, Concha et al. *Gramática*: Nivel Elemental: A1-A2 + CD. Madrid: Anaya, 2016.

Course Calendar

Session 1	
Topics	Prueba de nivel e introducción al curso
Activity	Prueba de nivel
Readings & Assignments	<ul style="list-style-type: none"> • Leer el programa del curso • Frases SOS

Session 2	
Topics	¡Hola! Presentaciones
Activity	Frases SOS Presentaciones e información personal Preguntas para conocerse ¿De dónde eres?
Readings & Assignments	<ul style="list-style-type: none"> • Comprar el libro • Presentarse en el foro y subir una foto al perfil

Session 3	
Topics	Unidad 1: El español y tú Presentes regulares e irregulares
Activity	Introducción al curso: programa y normas Repaso alfabeto, sonidos, letras Repaso preguntas básicas
Readings & Assignments	<ul style="list-style-type: none"> • Pág.123, ej. 3 • Recordar selección Active Learning

Session 4	
Topics	Unidad 1: Hábitos y horarios Las horas Frecuencia
Activity	Actividades con presentes regulares/ irregulares Test compañero de piso Acciones habituales Texto: Los nuevos españoles En parejas: Juego de los relojes: práctica de las horas
Readings & Assignments	Más ejercicios <ul style="list-style-type: none"> • Pág. 125, ej. 6, 7 y 8 • Ejercicios de presentes (fotocopias) <i>Deadline:</i> Selección Active Learning <ul style="list-style-type: none"> • Estudiar para Quiz 1

Session 5	
Topics	Revisión y Quiz 1
Activity	Revisión para Quiz 1 QUIZ 1: Presentes/horas/frecuencia
Readings & Assignments	<ul style="list-style-type: none"> • Pág. 69 del libro (texto) Leer y completar A y B

Session 6	
Topics	Unidad 5: ¿Cómo va todo? Actuar como españoles Expresar sentimientos (gustar y sus amigos) Saludos y despedidas Presentar a una persona e invitar a alguien
Activity	Saludos y despedidas, p. 68 El verbo gustar
Readings & Assignments	Libro: <ul style="list-style-type: none"> • Saludos y despedidas, p. 68, ej. A y B Más ejercicios <ul style="list-style-type: none"> • Pág. 151, ej. 2

Session 7	
Topics	Unidad 5: ¿Cómo va todo? Dar excusas Estar + gerundio
Activity	Es que... p. 73 Un domingo en la plaza ¿Qué están haciendo? Gerundios (pág. 152, ej. 5 y 6) Está cantando (juego con tarjetas)
Readings & Assignments	<ul style="list-style-type: none"> • Fotocopia Estar + Gerundio

Session 8	
Topics	Unidad 7: ¿Comes de todo? Vocabulario de la comida y de la cocina Pronombres de complemento directo
Activity	Corrección fotocopia gerundios y dudas La comida y cómo se prepara Cocina fácil Introducción Field Study
Readings & Assignments	Actividades vocabulario comida y receta (Dosier fotocopias) REVISIÓN COMPOSICIÓN 1 <ul style="list-style-type: none"> • (Presente habitual, gustar, estar + gerundio, vocabulario comida)

Session 9	
Topics	Unidad 7: ¿Comes de todo? Las comidas del día Práctica oral vocabulario alimentos
Activity	¿Tú qué desayunas? La dieta de la alcachofa COMPOSICIÓN 1: Presente, gustar, estar + gerundio, comida
Readings & Assignments	Pre -Actividad Field Study 1

Session 10	
Topics	Field Study 1 (visita al mercado)
Activity	Los estudiantes en pequeños grupos visitarán un mercado donde tendrán que observar, preguntar y anotar aquellos productos que necesitan para hacer su receta de cocina.
Readings & Assignments	Preparación de la receta, cuestionario y presentación oral de la receta

Session 11	
Topics	Presentaciones Orales del Field Study 1 (Presentaciones orales)
Activity	Presentación oral en pequeños grupos sobre el Field Study 1 (receta) Introducción examen oral Midterm
Readings & Assignments	<ul style="list-style-type: none"> • Práctica Examen Oral

Session 12	
Topics	Repaso Midterm Examen oral Midterm
Activity	Repaso Midterm + Examen oral Midterm
Readings & Assignments	<ul style="list-style-type: none"> • Estudiar para el Midterm

Session 13	
Mid-term	

Session 14	
Topics	Unidad 3: Yo soy así y Esta soy yo La familia y la ropa Verbos: “ser”, “estar”, “llevar”, “tener” en la descripción física Adjetivos de descripción
Activity	Descripción física ¿Cómo eres? Juego: Quién es quién
Readings & Assignments	Más ejercicios <ul style="list-style-type: none"> • Pág. 138, ej. 7 y 9 • Pág. 149, ej. 18 y 19

Session 15	
Topics	Unidad 3: Práctica descripción y vocabulario familia Vocabulario sobre la descripción y la ropa
Activity	Mis amigos... Ropa y colores (Pág. 137, ej. 18)
Readings & Assignments	<ul style="list-style-type: none"> • Fotocopias fijación vocabulario

Session 16	
Topics	Unidad 3: Práctica descripción y vocabulario familia Vocabulario sobre los miembros de la familia Pronombres posesivos: tu, mi, su...
Activity	Corrección deberes La familia y los posesivos (árbol genealógico) La familia y la descripción
Readings & Assignments	<ul style="list-style-type: none"> • Pág. 143, ej. 22 y 23 • y revisión para QUIZ 2 unidad 3

Session 17	
Topics	Unidad 4: Hogar, dulce hogar Ubicación y localización Vocabulario de la casa Diferencias hay / estar Adverbios y preposiciones de lugar: al lado de, delante de...
Activity	QUIZ 2 u. 3: descripción, familia y posesivos Mi casa (Introducción PPT) PPT Unidad 4 La casa (Slides 1-14) Paquete: pág. 1 a 3 completas + 5 (solo punto 4 ¿Dónde hay un conejo?)
Readings & Assignments	Libro: Pág. 56, ej. A y B Más ejercicios <ul style="list-style-type: none"> • Pág. 145, ejercicio 6 • Pág. 148, ej. 14 • Pág. 149, ej. 15 y 16

Session 18	
Topics	Unidad 4: Hogar dulce hogar Ubicación y localización Diferencias ser/ hay / estar Práctica de lo estudiado
Activity	Revisión deberes Ser / Estar / Hay (Ver PPT) En parejas: describe tu lugar favorito, el compañero deberá dibujarla según tus instrucciones (pág. 62 + en qué lugar...) Cosas imprescindibles, 150 (18 y 19) Sin Da a
Readings & Assignments	<ul style="list-style-type: none"> • Estudiar para QUIZ 2: PPT y paquete + libro pág. 55, 56, 60, 61

Session 19	
Topics	Unidad 4: Hogar dulce hogar Comparativos
Activity	Las comparaciones: pág. 58 y 59 Pág. 147 ej. 11 y 12 Comparar piso en BCN y casa en USA QUIZ 3 unidad 4: Hay/ser/estar/comparativos
Readings & Assignments	<ul style="list-style-type: none"> • Fotocopias fijación comparaciones

Session 20	
Topics	Field Study 2
Activity	Evento musical: la rumba un puente entre Cuba y Catalunya
Readings & Assignments	<ul style="list-style-type: none"> • Completar la ficha para el field study y la composición

Session 21	
Topics	Unidad 2: Una vida de película Pretérito Indefinido (regulares e irregulares totales) Contamos una biografía Marcadores temporales: <i>ayer, hace un mes, anoche, en 1990</i>
Activity	COMPOSITION 2: Ser / Estar/ Hay, comparaciones y descripción: el evento musical Introducción indefinido Forma regulares y algunos irregulares PPT en Canvas de Slide 1 a 7 Libro pág. 33
Readings & Assignments	Más ejercicios <ul style="list-style-type: none"> • Pág. 131, ej. 6, 7 • Pág. 132, ej. 10, 11

Session 22	
Topics	Unidad 2: Una vida de película Consolidación de la estructura del Pretérito Indefinido (irregulares de raíz y de 3ª persona)
Activity	La biografía de Sandro, escribir una biografía de un famoso
Readings & Assignments	Más ejercicios <ul style="list-style-type: none"> • Pág. 135, ej. 21 • Pág. 132, ej. 10 • Pág. 133, ej. 11, 13 y 14 • Deadline Active Learning/Alternative

Session 23	
Topics	Unidad 2: Una vida de película Relatar en pasado
Activity	Una historia de amor Expresiones para contar una anécdota y reaccionar como nativos QUIZ 4 Indefinido
Readings & Assignments	Mi amigo invisible: Escribir una carta a alguien de la clase contando lo que hicimos en Barcelona y en mis viajes

Session 24	
Topics	Unidad 6: Guía del ocio Tu guía del ocio en Barcelona Hablar de planes e intenciones: "Ir a + infinitivo"
Activity	¿Qué vamos a hacer en el examen y después del curso? Explicación examen oral y final PRÁCTICA EXAMEN ORAL EN PAREJAS
Readings & Assignments	Más ejercicios <ul style="list-style-type: none"> • Pág. 164, ej. 18, 19 • PRACTICAR EXAMEN ORAL

Session 25	
Topics	MOCK Final Exam Examen oral final
Activity	Trivial conocimientos + Repaso examen final + Examen oral final
Readings & Assignments	<ul style="list-style-type: none">• 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.