



## *Spanish for Beginners*

### **SECTION I: Course Overview**

**UNH Course Code:** SPN105

**Subject Areas:** Spanish Language & Literature

**Prerequisites:** None. No previous knowledge of Spanish is required for this course.

**Language of Instruction:** Spanish

**Contact Hours:** 45

**Recommended Credits:** 3

#### **COURSE DESCRIPTION**

This course is designed for students who wish to develop a novice level of Spanish. The principal aims of this language course are to encourage communication and the development of competency and proficiency of all four language skills (listening, speaking, reading, and writing). You will also have the opportunity of understanding culture, using a communicative approach to second language acquisition.

The structure of the course focuses particularly on basic strategies and structures for communicating on daily situations. You will learn to talk about yourself, your community and the world around you in Spanish. You will start out asking and answering questions, then you will narrate events about the present and the past, make comparisons, and eventually you will be able to express your opinions. During class time, you will be required to frequently use Spanish in order to solve activities that demand communicative exchanges. These individual or group-based tasks will offer you contexts 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, you will explore and contrast cultural aspects which define Spanish society. Exploring markets and universities, and structured interviews with members of the local community will give you a unique chance to rapidly implement your linguistic development in real-life. You will be also encouraged to participate in co-curricular activities, such as music concerts, cooking classes, exploring museums and parks, exploring different parts of your host city and Spain, or language-exchange opportunities in order to promote your knowledge of Spanish and Spanish people, developing sensitivity towards cultural differences and understanding the ways in which culture and language interlock.

By the end of the course, you are expected to have developed a strong understanding of basic grammar and lexical structures, so that you'll be able to conduct a simple conversation and to write short and basic texts with some degree of competency. You will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; speak about yourself and your family; introduce people; ask and answer questions about personal details such as where you live, people you know and things you have; speak about your experiences in the past; interact with the host community and follow short and simple conversations.

Class size never exceeds 16 students so that you have sufficient opportunities to practice your spoken Spanish and receive personal attention from your instructor.

## **LEARNING OBJECTIVES**

### Cognitive / Knowledge skills

- develop your knowledge of the basic structures of Spanish language
- recognize and apply a variety of lexical and grammatical items (such as number and gender)
- identify and use a range of basic expressions in order to solve daily situations including idiomatic expressions
- develop an understanding of different aspects of the host society and culture

### Analytical / Critical Thinking Skills

- analyze the structure of the Spanish language in order to avoid most interference errors
- analyze and organize information from basic texts about a familiar topic
- express emotions and personal perspectives
- develop and use critical thinking tools for understanding your new social and cultural surroundings

### Language Skills (Oral & Written)

- improve your ability to read and understand written Spanish texts, such as instructions, menus, maps, directions, standardized messages, newspaper/magazine ads, and brief descriptions related to daily life of students and people in the Spanish-speaking cultures in the present and past
- understand and produce short, simple oral texts in predictable contexts about present and past events (short utterances, commands, and questions referring to basic information on daily activities)
- improve and develop speaking skills and report orally in the present and past basic needs, basic courtesies, likes and dislikes, feelings, and advice on topics related to daily activities and basic aspects of the Spanish-speaking cultures
- be able to write short compositions, emails, letters on familiar topics or of personal interests in the present and past

### Affective & Behavioral / Attitudinal Skills

- demonstrate a heightened appreciation and curiosity for the Spanish culture
- extend their knowledge of the world and identify and express the intercultural strategies you use for cultural understanding
- engage with the host population on the subject of simple daily situations
- estimate the progress of your learning process

## **SECTION II: Instructor & Course Details**

### **INSTRUCTIONAL FORMAT**

Class meets four days a week for a week for 150 minutes each. Classroom activities are devoted to develop communicative proficiency in listening, reading, interacting and writing. During class-time you will be using Spanish in order to solve various activities that require the utterance all the *mention* skills. The first approximation to the contents will be through texts (written and oral). You will work individually and in groups in order to acquire and to practice (written and orally) the new structures and vocabulary that, at the end of the lesson, you will use to resolve a general task. As particular emphasis is placed on your foreign surroundings, you will learn about the language through assignments and on-site activities, such as

field studies at a local market and local university or researching your own neighborhood. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning. Also, homework will be assigned so that the students can systematize, practice, and clarify doubts. The main objective of this course is “using Spanish to learn Spanish”.

**Field Studies:** The course will include the following field studies:

- Field Study 1: La comida en España. El Mercado de Santa Caterina
- Field Study 2: El barrio de la escuela
- Field Study 3: Intercambio cultural

**Co-curricular Activities:**

The following cultural activity is mandatory for this course:

- Tapas Cooking Workshop

The following cultural activities are especially recommended for this course:

- TBD from the July Academic Integrated Activities Program (AICAP)

You will complete an assignment based on this activity, which will count towards your self-learning activities grade.

### **SPECIAL ACCOMMODATIONS**

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA’s **Special Accommodations Form** to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

### **FORMS OF ASSESSMENT**

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Homework	5%
Quizzes (1&2)	10%
Self-Learning Activities	5%
Compositions (1-2)	10%
Field Studies (1-3)	15%
Final Oral Activity	10%
Mid-Term Exam	15%
Final Exam	20%
Class Participation (1&2)	10%

### **ASSESSMENT OVERVIEW:**

**Homework Assignments (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.

**Quiz 1 & 2 (10%):** There will be two in-class quizzes during the semester that will be based on all language functions, grammar and vocabulary covered up to that point, and are designed to establish the progress you are making towards course learning objectives. There will be no make-up quizzes.

**Self-Learning Activities (5%):** While developing your learning autonomy, you must do one of the following assignments:

1. **Complete reader report.** Choose between the three books below. Read 2-3 chapters per week write a summary of these chapters in a google doc and share with me.
  - Lola Lago: *Vacaciones al sol*
  - Pepa Villa: *Fantasmas en la escalera*
2. **Participate and reflect on AICAP activities.** Complete two assignments based on two recommended cultural activities for this course from the July Academic Integrated Activities Program (AICAP).

**Compositions (10%):** Two compositions will be assigned during the course. As you write, draw on the structures and vocabulary of recent lessons, you will practice the language functions you learn in class (share information about yourself and others, express your opinion, talk about the future, and so on), and you will practice and integrate the grammar and vocabulary covered during the previous weeks. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content.

**\*\*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 activity and their home institution may be notified.*

**Field Studies (15%):** You will participate in three 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 you 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).

**Final Oral Activity (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 your ability to express yourself and to communicate with others in Spanish. This presentation will be followed by a question and answer segment to also assess your interactions skills in Spanish. The teacher will give you a handout with a list of possible topics, the rules of the presentation and the dates.

**Mid-Term Exam (15%):** The test is designed to establish 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 different areas of language competency. 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.

**Class Participation 1 & 2 (10%):** This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

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Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

**CEA Grading Scale:** Your grades will be calculated according to CEA’s standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range (0 – 10)	Numerical Grade High Range (0 - 10)	Percentage Range	Quality GPA Points
A+	9.70	10.00	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	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

**CEA ATTENDANCE POLICY**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when

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evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:
  - A **maximum of two class sessions** of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
  - Your final course grade will drop one full letter grade (e.g. A+ to B+) for missing three class sessions, regardless of the reason for the absence.
  - If your absences exceed three class sessions, you will automatically fail this course.

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

**WORKLOAD EXPECTATIONS**

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

The instructor will also be evaluating you in a number of behavioral areas across the course:

**Preparation:**

- Bring regularly to class the required materials (textbook, workbook, pen, paper, etc.)
- Complete homework and other assigned materials before class
- Be ready to start when class begins

**Language:**

- Make a consistent effort to speak Spanish during class, regardless of accuracy

**Group Work:**

- Participate collaboratively in groups and in pairs

**Attitude:**

- Demonstrate a positive and supportive attitude to instructor and classmates

**Focus:**

- Give full attention to class activities (cell-phones, blackberries, and laptops are not be permitted in this class)

Please be advised: All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

**REQUIRED READINGS**

Listed below are the required course textbook and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.



**Required texts:**

- LLORET, Eva María et. al. ¡Nos Vemos! Libro del alumno. Barcelona: Difusión, 2011. (249 pp.)
- *Dossier Complementario* (DC - Available in CEA's Moodle CMS)

Depending on the progress and interests of the class, your teacher will occasionally hand out copied extracts from the texts cited in the Recommended Readings list below.

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**

All of the following books are available in the Language Section of the library of the school.

- LLORET, Eva María et. al. ¡Nos Vemos! Cuaderno de ejercicios. Barcelona: Difusión, 2011.
- ALONSO, Rosario et al. *Gramática básica del estudiante de español (A1-B1)*, Madrid: Difusión, 2005.
- CASTRO, Francisca. *Uso de la gramática española: Elemental e Intermedio*. Madrid: Edelsa, 1996.

Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

**ONLINE REFERENCE & RESEARCH TOOLS**

Grammar and vocabulary

- <http://www.spaleon.com/index.php> (Spanish Verb Conjugation Trainer)
- <http://www.indiana.edu/~call/ejerci.html>
- <http://www.trinity.edu/mstroud/grammar/index.html>
- <http://www.auladiez.com/ejercicios/index.html>
- <http://babelnet.sbg.ac.at/carlitos/index.htm>
- <http://spanish.about.com/>
- <http://www.travlang.com/languages/indextext.html>
- <http://www.studyspanish.com/>

Readings

- <http://cvc.cervantes.es/aula/lecturas/> (Lecturas graduadas con ejercicios)
- <http://home.cc.umanitoba.ca/~fernand4/> (Proyecto Sherezade)

Dictionaries:

- <http://www.wordreference.com>
- <http://www.rae.es/rae.html>

Media:

Press:

- <http://www.lavanguardia.es>
- <http://www.elpais.es>
- <http://www.elmundo.es>
- <http://www.publico.es/>
- <http://www.elperiodico.es>
- <http://www.20minutos.es/>

Radio:

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- <http://www.rne.es>
- <http://www.m80radio.com>

Television:

- <http://www.rtve.es/>
- <http://www.cuatro.com/>
- <http://www.antena3.com/>
- <http://www.telecinco.es/>

Freetime:

- <http://www.guiadelocio.com/barcelona/>
- <http://barcelona.lanetro.com/>
- <http://www.clubcultura.com/>

Curiosities:

- <http://www.uebersetzung.at/twister/es.htm>
- <http://cvc.cervantes.es/aula/pasatiempos/pasatiempos1/>

## **ADDITIONAL RESOURCES**

### **UNH ONLINE LIBRARY**

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/>.

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at:

<http://www.newhaven.edu/library/general/Policies/>

### **CEACLASSROOM: CEA'S MOODLE CMS**

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com>.

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.



**COURSE CALENDAR**  
**Course Title: Beginning Spanish**

Session	Topic	Activity	Student Assignments
1	<p style="text-align: center;"><b>Bienvenidos a la clase de español</b>            ¿Cuál es tu nivel?            Presentación del curso y de los estudiantes</p> <p style="text-align: center;"><b>Nuestro libro: ¡Nos vemos!</b>  <b>Unidad 1: Viaje al español</b>            Hablamos de nuestro nombre, estudios, procedencia, aficiones, etc.            Números 1-10            Presente regular –ar            ¿Tú o usted?</p>	<p style="text-align: center;">“Vamos a conocernos”            Presentación del syllabus            Concurso: ¿Qué grupo sabe más sobre España?</p> <p style="text-align: center;">¿Qué palabras sabes en español?            ¿Cómo te llamas? (p.12)            ¿Cómo se pronuncia? (p.13)            Pronunciar bien (DC)            ¿Para qué estudias español? (p.16)            ¿Se te dan bien los números?</p>	<p><b>Dossier Complementario - Unidad 1</b></p> <ul style="list-style-type: none"> <li>- Los resultados del fútbol</li> <li>- A calcular</li> <li>- Saludos y despedida</li> <li>- Palabras, palabras</li> <li>- Sustantivos y artículos</li> <li>- Pronombres y verbos</li> <li>- Pronunciar bien</li> </ul>
2	<p style="text-align: center;"><b>Unidad 2: Primeros contactos</b>            Presentarse y reaccionar            Presentación del alfabeto y reglas básicas de pronunciación            Intercambiar datos personales            Nacionalidades y profesiones            Femenino y masculino            Presente regular: verbos en -er y en -ir</p>	<p style="text-align: center;">Mucho gusto (p. 24)            ¿Cómo se escribe? (p.25)            Información personal (p.26)            Tengo un trabajo interesante (p.27)            La profesión y el lugar de trabajo (p.28)            Crucigrama de verbos regulares</p>	<p><b>Dossier Complementario - Unidad 2</b></p> <ul style="list-style-type: none"> <li>- Forma frases</li> <li>- Pronombres</li> <li>- Datos personales</li> <li>- Verbos</li> <li>- Un trabajo interesante</li> <li>- Pronunciar bien</li> </ul>
3	<p style="text-align: center;"><b>Unidad 3: Mi gente</b>            La familia y los posesivos            Describir el aspecto físico y el carácter de las personas. SER vs. ESTAR            Expresar gustos: GUSTAR</p>	<p style="text-align: center;">¿Son familia? (DC)            Audición: Fotos de familia (p. 35)            Una familia muy dulce (p. 36)            El árbol genealógico (DC)            Otra familia: Somos diferentes (p. 39)            Un mapa de números (DC)</p>	<p><b>Dossier Complementario - Unidad 3</b></p> <ul style="list-style-type: none"> <li>- La familia</li> <li>- Relaciones familiares</li> <li>- ¿Ser/estar o tener?</li> <li>- Una familia de artistas</li> <li>- Muchas palabras interesantes</li> <li>- Tus gustos</li> <li>- Revisión para <b>Prueba 1</b> (Unidad 4, pp.46-49)</li> <li>- Pronunciar bien</li> </ul> <p><b>Composición 0:</b> Edita tu perfil en Moodle</p>

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**COURSE CALENDAR**  
**Course Title: Beginning Spanish**

Session	Topic	Activity	Student Assignments
4	<p style="text-align: center;"><b>Unidad 5: Es la hora de comer</b>            Peticiones (en un bar, en una tienda de alimentación)            Las horas            Expresar preferencias            Presente irregular (irregularidad vocálica)</p>	<p style="text-align: center;">¿Qué sabes de la comida española? (p.51)            ¿Qué comes (p.52)            En el mercado (p.53-54)            ¿Probamos la tapas? (p.55)            Las horas y los horarios de comida (p.57)            ¿Con qué frecuencia? (p. 29)  <b>Estudio de campo 1:</b> El menú de hoy en El Mercado de Santa Caterina</p>	<p><b>Dossier Complementario - Unidad 5</b>            - La pirámide de los alimentos            - ¿Envases y cantidades?            - ¿Lo tengo todo?            - Práctica de verbos            - ¿En un bar de tapas?            - ¿Qué falta en la mesa?</p>
5	<p style="text-align: center;"><b>Unidad 9: Caminando</b>            La ropa, los colores y el tiempo            Hablar de la rutina diaria. Verbos reflexivos            Hacer comparaciones            Describir un proceso: <i>ESTAR</i> + <i>gerundio</i></p>	<p style="text-align: center;"><b>PRUEBA 1</b>            El Camino de Santiago (p.92)            El Camino, día a día (p.93)            ¿Quién es quién? (DC)            ¿Qué haces Miguel en un día normal? (DC)            ¿Por qué la gente hace el camino? (p.94)            Una pausa en el camino: ¿Qué están haciendo? (p. 97)            ¿Qué tiempo hace hoy? (p.95)</p>	<p><b>Dossier Complementario - Unidad 9</b>            - Los colores            - ¿Esta falda o esa?            - ¿De qué está hablando?            - En una tienda de ropa            - ¿Qué están haciendo?</p>
6	<p style="text-align: center;"><b>Unidad 7: El placer de viajar</b>            Reservar habitación en un hotel y pedir información            Recomendaciones y gustos            Expresar acuerdo y desacuerdo</p>	<p style="text-align: center;">¿Quieres viajar a Mallorca?(p.75)            ¿Viaje cultural, vacaciones activas o descansamos? (DC)            Vocabulario sobre viajes            ¿Te gusta esta habitación? (p.76)            ¿Qué me recomiendas? (p.77)            ¿Gustos iguales o gustos diferentes? Reacciones (DC)</p>	<p><b>Composición 1:</b> Mi día a día en BCN  <b>Dossier Complementario – Unidad 7</b>            - Un hotel hermoso            - En casa y en las vacaciones            - En una empresa            - Leer texto sobre Sevilla: 24 horas en Sevilla. Todo es posible y ejercicio 2 (a) y (b)            - Preguntas útiles</p>
7	<p style="text-align: center;"><b>Unidad 6: Por la ciudad</b>            Describir una ciudad            Expresar existencia: <i>HAY</i> vs. localización: <i>ESTAR</i>            Describir lugares: <i>SER</i>            Vamos a conocer el barrio de la escuela</p>	<p style="text-align: center;">Un día en Sevilla (p.64-65)            Vamos a Barcelona... (p.67)            Mi barrio <u>es/está</u>. En mi barrio <u>hay</u>...            Una tarde libre en Barcelona (DC)            ¿BCN tiene mucho ruido o es muy ruidosa?            ¿Cómo es tu ciudad? (DC)            Una postal (DC)</p>	<p><b>Estudio de campo 2 (Self-Guided):</b>            Gymkhana por el Eixample, el barrio de la escuela  <b>Dossier Complementario:</b> revisión de presentes y contenidos para el examen</p>

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**COURSE CALENDAR**  
**Course Title: Beginning Spanish**

Session	Topic	Activity	Student Assignments
8		<b>Examen parcial</b>	
9	<b><u>Estudio de Campo 3:</u></b> <b>Un intercambio cultural</b>	Pre-actividad: Un intercambio cultural Vamos a visitar una Escuela Oficial de Idiomas	- Terminar la entrevista para el intercambio - Repaso de presentes
10	<b>Unidad 11: Mi nueva casa</b> Describir un piso Hacer cumplidos y reaccionar a uno Dar datos biográficos Hablar del pasado. El pretérito indefinido I	El piso de Inés (p. 114-115) Mudarse de piso (p.116) El día de la mudanza (p.117) Llegan visitas (p.117) La vivienda en España (p. 118) Mi casa en otro país. La historia de... Las biografías y el pretérito indefinido ¿Cuándo fue la última vez que...?	<b>Dossier Complementario – Unidad 10</b> - Actividades - ¿Saber o poder? - ¿Quién es? - Páctica del pretérito indefinido
11	<b>Unidad 10: Tengo planes</b> Hacer, aceptar y rechazar propuestas Quedar y hablar sobre planes Hablar sobre el tiempo libre <i>IR a + infinitivo</i>	Javier Mariscal (p.103) Tiempo Libre (p.104) ¿Cómo quedamos? (p.105) Quedamos en el restaurante (p.107) En el restaurante (p.108)	<b><u>Composición 2: Email a un amigo</u></b> <b>Dossier Complementario – Unidad 10</b> - El origen de... - ¡Qué rico! - ¿Ser o estar? - El menú del día - ¿Y tú?
12	<b>Unidad 13: Mi equipaje</b> Hablar de experiencias aprendiendo español Describir el carácter de una persona Expresar deseos Materiales y funciones de los objetos El pretérito indefinido II	Famosos y el español (p.131) Mi maleta del español (p.132) Dime dónde estudias y te digo cómo eres (p.133) Lo aprendí hace poco tiempo (p. 136) Experiencias de aprendizaje (p. 137)	<b>Dossier Complementario – Unidad 13</b> - Algunos verbos - Objetos para estudiar - Adjetivos y sustantivos - ¿Qué aprendieron? - Cuenta, cuenta... ¿Cuándo hiciste estas cosas por última vez?

*Note: The instructor reserves the right to make changes or modification to this syllabus as needed*

**COURSE CALENDAR**  
**Course Title: Beginning Spanish**

Session	Topic	Activity	Student Assignments
13	<p style="text-align: center;"><b>Unidad 14: ¿Qué descanso!</b>                      Describir nuestro estado de salud                      Las partes del cuerpo                      Comprar en la farmacia                      Describire en el pasado. Pretérito imperfecto</p>	<p style="text-align: center;"><b>PRUEBA 2</b>                      En buenas manos (p.143)                      Me duele todo (p.144)                      Sana, sana, colita de rana (p.145)                      La siesta, una costumbre muy relajante (p.146)                      ¿Te relajas en vacaciones?                      La playa en el siglo XIX (p.148)                      La visa antes y hoy (p.148)</p>	<p style="text-align: center;"><b>Dossier Complementario – Unidad</b>                      -Las partes del cuerpo                      -En la consulta del médico                      -Consejos para una buena salud                      -Las escuelas de antes                      -Antonio cambia de vida</p>
14	<p style="text-align: center;"><b>Unidad 15: ¿Te acuerdas?</b>                      Hablar de recuerdos de la infancia                      Describir hábitos del pasado                      Contar una anécdota</p>	<p style="text-align: center;">¿A qué jugaban? (p.155)                      Un cuento antes de dormir (p.)                      Las dulces mentiras de la infancia (p.1559)                      Siempre hay historia para contar (p.160)                      Una historia colectiva (p.161)                      ¿Sabes que me pasó ayer? (p.161)</p>	<p style="text-align: center;"><b>Dossier Complementario – Unidad 15</b>                      -El crucigrama del pasado                      -Indefinido o imperfecto                      -La historia de Alicia y Luis                      -El misterio de Sara P.</p>
15	<p><b>Estamos presentando</b></p>	<p><b>Presentaciones Orales</b>  <b>Repaso para el examen final</b></p>	<p><b>Ejercicios de repaso para el examen final</b></p>
16	<p><b>Repaso Examen Final</b>                      y  <b>Examen Final</b></p>		

## SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course 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 pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

### A. CLASS/INSTRUCTOR POLICIES

**PROFESSIONALISM AND COMMUNICATIONS:** As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

**CLASSROOM BEHAVIOR:** All students must have a respectful attitude towards the professor as well as the classmates. In order to ensure a successful learning process, you are required to behave appropriately during any academic related activity. Failing to respect these rules may result in a written warning and your home university may be informed.

**ARRIVING LATE / DEPARTING EARLY FROM CLASS:** Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

**APPEALING AN ABSENCE:** All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

**SUBMITTING WORK:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

**LATE HOMEWORK:** Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

**EXTRA CREDIT:** Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

**SECTIONS:** Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

**MAKE-UP CLASSES:** CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

**MISSING EXAMINATIONS:** Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

**USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES:** Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

**Cell Phones:** Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

**Laptops:** Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

**ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD STUDIES, SITE VISITS, GUEST LECTURES, ETC:** Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

**GRADE DISPUTES:** Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at [http://www.ceastudyabroad.com/docs/CEA\\_Policies.pdf](http://www.ceastudyabroad.com/docs/CEA_Policies.pdf).



## B. CEA GENERAL ACADEMIC POLICIES

**COURSE REGISTRATION:** It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

**ADD/DROP POLICIES:** Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

**COURSE WITHDRAWAL:** Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

**MONITORING GRADES AND ATTENDANCE:** You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

**ACADEMIC INTEGRITY:** CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting [http://www.ceastudyabroad.com/docs/GC\\_Academic\\_Integrity\\_Policy.pdf](http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf).

Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

**SPECIAL ACCOMMODATIONS:** CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ceaStudyAbroad.com/docs/CEA-DisabilityPolicy.pdf>

**RELIGIOUS HOLIDAYS:** CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodation when a student must miss a class, exam or other academic exercise because of a required

religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using **CEA's Religious Observance Request Form** in the timeline stated above for full consideration.

**ACADEMIC ELIGIBILITY:** You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

**EARLY PROGRAM DEPARTURE:** CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for **Leave of Absence or Program Withdrawal** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

**COURSE AND INSTRUCTOR EVALUATIONS:** Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

**TRANSCRIPTS:** CEA transcripts for this course will be available approximately 90 days from your program completion.

**APPEALING A GRADE:** Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) and your onsite academic staff the CEA **Grade Appeal Application Form**.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Dean, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

**A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:**

[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA\\_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)