Course Last Updated 6/25/2024.

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
- Castellers 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

Session	Topics	Activities	Readings & Assignments
1	Course Introduction Placement Test	Course introduction and syllabus review	• Canvas
2	Hello, how are you? Getting to know and introducing a classmate. Talking about our name, studies, hometown, hobbies, etc.	• At the reception desk • Classroom objects	Unit 1 Additional exercises • pp. 141–148
3	Personal information Asking for and giving personal information: our class Hobbies Nationalities	• Our classmates • Create a poster about your classmate	Unit 1 Additional exercises • pp. 141–148
4	Spanish verb conjugations Present tense of verbs ending in -ar, -er, -ir The verb *querer*	• Regular verb crossword puzzle • This weekend • Quiero, quieres, quiere	Unit 2 Additional exercises • pp. 149–154
5	Talking about plans and intentions Explaining reasons for what we do: *para, porque, por*	• Why do you study Spanish? • Do you study or work?	Unit 2 Additional exercises • pp. 149–154
6	The verbs *gustar* and *encantar* Expressing likes and interests	• Who is it? • Contacts • Free time	Unit 5 Additional exercises • pp. 168–175
7	Physical description Talking about physical appearance and personality traits	• QUIZ 1 • Unit 5: Friends of my friends • Family vocabulary • On vacation with my family (possessives)	Unit 5 Additional exercises • pp. 168–175
8	Family and friends Family relationships Possessive adjectives	• Paco and Lucía's family • He is about 45 years old • I want to meet Anne's friend	Unit 5 Additional exercises • pp. 168–175
9	Describing places and explaining where they are located *Ser* vs. *estar*	• Three cities with the same name • Capital Santiago • Lola's blog	Unit 3 Additional exercises • pp. 155–161
10	Talking about the weather Expressing existence: *hay*	• What is the weather like in your country? • An interesting country • Adjectives to describe cities	Unit 3 Additional exercises • pp. 155–161

11	*Ser, estar,* and *hay*	• "Which country are you in?" game • COMPOSITION 1 (IN CLASS)	**Unit 3** Additional exercises • pp. 155–161
12	**Oral Exam 1 / Midterm Exam**		
13	**Field Study 1**	*Music Concert: Latin and Catalan Music Live. An Immersive Experience*	
14	Daily routine Parts of the day, days of the week, daily routine verbs	• What is your favorite moment of the week? • Basic verbs memory game	**Unit 6: Day by Day** Additional exercises • pp. 176–182
15	Daily routine: irregular and reflexive verbs	• Do you wake up in a good mood? • A normal day	**Unit 6: Day by Day** Additional exercises • pp. 176–182
16	Telling time / Work schedules	• QUIZ 2	**Unit 6: Day by Day** Additional exercises • pp. 176–182
17	Expressing frequency	• Every day • COMPOSITION 2	—
18	Let's eat! Food vocabulary	• Let's eat • Sandwiches • My favorite sandwich	**Unit 7** Additional exercises • pp. 183–189
19	Ordering in cafés and restaurants	• The bill, please • Different situations in cafés/restaurants	**Unit 7** Additional exercises • pp. 183–189
20	**Field Study 2**	*Traditional Spanish Breakfast: A Typical Spanish Breakfast and Its Experience* Activity to explore a traditional market in Madrid and practice what we have studied in class	**Unit 7** Additional exercises • pp. 183–189
21	Past experiences Present Perfect tense: regular and irregular verbs	• Can you drive? • Two roommates for Raquel	**Unit 9** Additional exercises • pp. 197–203
22	Past experiences Present Perfect tense: regular and irregular verbs	• Strengths and weaknesses • Are you a forgetful person? • QUIZ 3	**Unit 9** Additional exercises • pp. 197–203

23	Past experiences Present Perfect tense: regular and irregular verbs	• Present Perfect practice	**Unit 9** Additional exercises • pp. 197–203
24	Active Learning Deadline (post on Canvas) Practice for Oral Exam	• Prepare for the oral exam • Study for the final exam	
25	**Oral Exam 2**	• Final Exam review • Study for the Final Exam	
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.