Course Last Updated 6/26/2024.

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	Topics	Activities	Readings & Assignments
1	Placement Test and Course Introduction	• Placement Test	• Read the course syllabus • SOS Phrases
2	• Hello! • Introductions	• SOS Phrases • Introductions and personal information • Getting-to-know-you questions • Where are you from?	• Purchase the textbook • Introduce yourself in the discussion forum and upload a profile photo
3	• Unit 1: Spanish and You • Regular and irregular present tense verbs	• Course introduction: syllabus and class policies • Review of the alphabet, sounds, and letters • Review of basic questions	• p. 123, Ex. 3 • Remember Active Learning selection
4	• Unit 1: Habits and Schedules • Telling time • Frequency expressions	• Practice with regular and irregular present tense verbs • Roommate quiz • Daily routines • Reading: The New Spaniards • Clock game: telling time practice	• p. 125, Ex. 6, 7, and 8 • Present tense exercises (handouts) • Deadline: Active Learning selection • Study for Quiz 1
5	Review and Quiz 1	• Quiz 1 review • QUIZ 1: Present tense, telling time, frequency	Read the text on p. 69 and complete activities A and B
6	• Unit 5: How's Everything Going? • Acting like Spaniards • Expressing feelings (gustar and similar verbs) • Greetings and farewells • Introducing people and inviting someone	• Greetings and farewells (p. 68) • The verb gustar	• Greetings and farewells, p. 68, Activities A and B • p. 151, Ex. 2
7	• Unit 5: How's Everything Going? • Making excuses • Estar + gerund	• "It's just that..." (p. 73) • A Sunday in the Plaza • What are they doing? • Gerunds (p. 152, Ex. 5 and 6) • Card game practice	Handout: Estar + Gerund

8	• Unit 7: Do You Eat Everything? • Food and cooking vocabulary • Direct object pronouns	• Review gerund handout and questions • Food and cooking methods • Easy Cooking • Introduction to Field Study 1	• Food vocabulary and recipe activities (handout packet) • Review Composition 1: habitual present, gustar, estar + gerund, food vocabulary
9	• Unit 7: Do You Eat Everything? • Meals of the day • Oral practice with food vocabulary	• What do you eat for breakfast? • The Artichoke Diet • Composition 1: Present tense, gustar, estar + gerund, food	• Pre-activity for Field Study 1
10	Field Study 1: Market Visit	• Visit a market in small groups to observe, ask questions, and identify ingredients for a recipe	• Prepare recipe • Complete questionnaire • Prepare oral recipe presentation
11	Field Study 1 Oral Presentations	• Small-group oral presentations of recipes • Introduction to the Midterm Oral Exam	Practice for the Midterm Oral Exam
12	Midterm Review and Oral Exam	• Midterm review • Midterm oral exam	Study for the Midterm Exam
13	Midterm Exam		
14	• Unit 3: That's What I'm Like / This Is Me • Family and clothing • Verbs: ser, estar, llevar, and tener • Descriptive adjectives	• Physical descriptions • What's your personality like? • Guess Who? game	• p. 138, Ex. 7 and 9 • p. 149, Ex. 18 and 19
15	• Unit 3: Description Practice and Family Vocabulary • Description and clothing vocabulary	• My friends… • Clothing and colors (p. 137, Ex. 18)	• Vocabulary practice handouts
16	• Unit 3: Family Vocabulary • Possessive adjectives	• Homework review • Family tree activity • Family descriptions	• p. 143, Ex. 22 and 23 • Review for Quiz 2 (Unit 3)

17	• Unit 4: Home Sweet Home • Location and placement • House vocabulary • Hay vs. estar • Adverbs and prepositions of place	• QUIZ 2: Descriptions, family, and possessives • Introduction to housing vocabulary • Unit 4 presentation (Slides 1–14) • Workbook activities	• p. 56, Activities A and B • p. 145, Ex. 6 • p. 148, Ex. 14 • p. 149, Ex. 15 and 16
18	• Unit 4: Home Sweet Home • Location and placement • Ser, hay, and estar	• Homework review • Ser / Estar / Hay practice • Pair activity: describe your favorite place • Essential Things activity	• Study for Quiz 3: PPT materials, workbook packet, textbook pp. 55, 56, 60, and 61
19	• Unit 4: Home Sweet Home • Comparatives	• Comparisons (pp. 58–59) • p. 147, Ex. 11 and 12 • Comparing a Barcelona apartment and a U.S. home • QUIZ 3: Hay, ser, estar, comparatives	Comparative practice handouts
20	Field Study 2	• Musical event: Rumba, a Bridge Between Cuba and Catalonia	• Complete the field study worksheet and composition
21	• Unit 2: A Movie-Like Life • Preterite tense • Telling biographies • Time expressions	• Composition 2: Ser/Estar/Hay, comparisons, and musical event description • Introduction to the preterite • Regular and some irregular forms	• p. 131, Ex. 6 and 7 • p. 132, Ex. 10 and 11
22	• Unit 2: A Movie-Like Life • Consolidating the preterite tense	• Sandro's biography • Writing a celebrity biography	• p. 135, Ex. 21 • p. 132, Ex. 10 • p. 133, Ex. 11, 13, and 14 • Active Learning/Alternative deadline
23	• Unit 2: A Movie-Like Life • Narrating in the past	• A Love Story • Expressions for anecdotes and reactions • QUIZ 4: Preterite Tense	• Secret Friend Project: Write a letter describing experiences in Barcelona and travels
24	• Unit 6: Leisure Guide • Your Barcelona Leisure Guide • Ir a + infinitive	• What are we going to do on the exam and after the course? • Explanation of oral and final exams • Oral exam practice in pairs	• p. 164, Ex. 18 and 19 • Practice for the oral exam

25	Mock Final Exam and Final Oral Exam	• Trivia review game • Final exam review • Final oral exam	• 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.