

Spanish 101

Course packet

SPRING 2011

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I. Syllabus

THE UNIVERSITY OF ARIZONA®

Department of Spanish and Portuguese

SPANISH 101 SYLLABUS
 SPRING 2011

Instructor: _____
 Office hours: _____
 Office and Tel #: _____
 E-mail _____

COURSE DESCRIPTION AND OBJECTIVES: Spanish 101 is designed to introduce you to the Spanish language and the many facets of Hispanic culture, and to develop all your language skills: speaking, listening, reading, and writing. In this course you will develop your ability to communicate satisfactorily in Spanish in everyday practical situations and you will acquire some of the skills necessary for effective reading and writing in Spanish. The course requires regular classroom participation and approximately two hours of outside preparation (listening, writing, reading, culture, grammar study) for every hour of class.

REQUIRED TEXTS:

- *¡Dímelo tú!*, [Textbook] Rodríguez, Samaniego, Blommers, Lagunas-Solar & Ritzi-Marouf. Sixth Edition.
- *¡Dímelo tú!*, [On-line iLrn, included in package] Rodríguez et al.
- *Schaum's Outlines: Spanish Grammar* Conrad J. Schmitt. Fourth Edition.

Highly recommended: • A good full-size bilingual Spanish-English dictionary, such as Cuyás, Collins, Larousse, Vox. University of Chicago Dictionary **NOT** acceptable. Neither are any pocket dictionaries.

GRADES:

Your final grade will be calculated as follows:

ORAL COMPONENT	45%	WRITTEN COMPONENT	55%
Oral Proficiency	25%	Culture Portfolio (including Journals)	20%
Group Oral Exam	10%	3 Tests and quizzes (includes Final)	25%
Individual Oral Presentation	10%	Workbook & Homework	5%
		D2L Quizzes	5%

GRADING SCALE:

92 - 100 = A	80 - 91 = B	70 - 79 = C	61 - 69 = D	60 or below = E
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COURSE POLICIES:

This course is conducted differently from previous foreign language courses you may have had. In this class we will emphasize the learning of Spanish for real world purposes. In Spanish 101 your instructor will speak Spanish 90-100% of the time. You may use English only when absolutely necessary. From time to time you may need to ask something in English. However, you must ask permission first **in Spanish** and **only** after you have tried to express yourself in Spanish. If the instructor thinks you can express the idea in Spanish, s/he will not allow you to use English. It is important that you make an effort to use the vocabulary and constructions you have been learning. We will be doing many pair and group activities in which you are expected to participate actively and to use only Spanish. Grammar is a very necessary component of communicative competence. So is vocabulary, discourse strategies, the ability to compensate for the command of the language, and familiarity with the cultural norms that are linked to communication.

ATTENDANCE: Regular class attendance is essential for successful completion of the course. With the exception of days scheduled for tests, quizzes, and compositions, you may miss five (5) classes for any reason, personal, medical, etc. **PLEASE NOTE: each day you are absent you will automatically receive a grade of zero "0" for your Oral Proficiency grade that day. The sixth (6th) absence and every subsequent absence after that for whatever reason: personal, religious, medical, family emergency, etc. will occasion the loss of two percentage points off each absence from the Final Overall Course Grade.** Use these five allowed absences wisely! **Two late arrivals by more than 5 minutes will equal one unexcused absence!** After a total of **ten** absences, your instructor will refuse your admittance to the class and choose to administratively drop you. If you stop attending class, however, it is your responsibility to drop the class. If you wish to make up any work due to an absence, you must notify your instructor within an hour of class time, either before or after, and you must provide appropriate documentation. You may not miss any scheduled tests and in-class compositions. **The use of cell phones or any electronic devices are prohibited during class and exams, unless you get prior approval from your instructor due to an emergency situation.**

Please Note:

1. "All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion"
2. "Absences pre-approved by the Dean of Students (or dean's designee) will be honored."
3. If your class only meets twice a week you will accumulate 2 absences every time you are absent.

Oral proficiency (25%): An Oral Proficiency grade is given for your performance, not for your potential or effort alone. You are expected to attend class and to participate. Above-average and outstanding performance warrants a B or an A. Your proficiency grade includes your contribution in Spanish in regular class sessions and active participation in Spanish in small group activities. If you are in class, but are **not** prepared and/or do **not** participate, you will receive a 0 for the day. Your proficiency will be assessed every day, although you will only receive an averaged grade once every two weeks. This takes into consideration but is not limited to: 1) how much you use Spanish, 2) how well you use Spanish, 3) your preparation for class, 4) your cooperation and leadership in pair and group work, and 5) your respect and attitude towards the class, your peers and your instructor.

The use of English: You must try to express your questions in Spanish. If that attempt is unsuccessful then you must ask permission **in Spanish** to speak English. In-group work you will be expected to speak in Spanish the entire time. Even if you finish the assigned activity before the rest of the class, continue to speak in Spanish in your group.

PROFICIENCY EVALUATION CRITERIA

10 pts The "A" TO A-Student: (EXCELLENT)

- 1) initiates and maintains interaction with students and instructor from the moment s/he walks into the classroom
- 2) shows leadership in group activities
- 3) never uses English in discussions and group activities
- 4) asks questions only in Spanish
- 5) is always prepared and demonstrates a minimum of errors
- 6) attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

9 pts The "B+ Student: (VERY GOOD)

- 1) maintains interaction with students and instructor
- 2) rarely uses English in class and only if has asked permission
- 3) always prepared for class
- 4) has few errors
- 5) voluntarily elaborates on answers with connected sentences

8 pts The "B" Student: (GOOD)

- 1) shows willingness to participate
- 2) cooperates fully in discussions and group activities although may not necessarily be the leader
- 3) answers readily when called upon and has few errors
- 4) elaborates somewhat on answers; more than three-word answers
- 5) occasionally resorts to English after asking permission in Spanish

7 pts The "C" Student: (AVERAGE)

- 1) participates more passively than actively
- 2) tends to use English, especially in small group activities
- 3) gives one to three word answers
- 4) is frequently not well prepared

6 pts The "D" Student: (POOR)

- 1) participates grudgingly
- 2) speaks mostly English in discussions and small group activities
- 3) generally does not cooperate in group activities
- 4) has many errors, makes no effort to correct

5-0 pts The "F" Student: (FAILURE)

- 1) unable to answer when called upon in class; obviously unprepared
- 2) is disruptive, prevents other students from hearing, etc.
- 3) rarely participates in class activities
- 4) is disrespectful of other students, instructor or cultural materials
- 5) Negative attitude. Refuses to answer questions; constantly speaks in English; almost never uses Spanish
- 6) uses cell phone or is texting during class

****7) Anytime you are absent (obviously unable to participate) you will automatically receive a grade of zero "0" for your Oral Proficiency grade that day. Be aware that a grade of "0" will affect your overall Oral Proficiency average.**

THINK TANK-SPANISH TUTORING: The Department of Spanish and Portuguese offers Office Hours at the Nugent Building Monday-Friday from 9:00 a.m. to 1:00 p.m. and at the Student Recreation Center from 1:00 p.m. to 5:00 p.m. Monday-Friday. This is a

collaborative service between the Spanish and Portuguese Department and the THINK TANK which allows students to reach any instructor and receive instant feedback. This service provides 40 hours per week of tutoring to give the students the opportunity to ask questions regarding language and culture. For more information please visit the website at:

<http://www.studentaffairs.arizona.edu/thinktank/services/secondlanguage>

GROUP ORAL EXAM SKIT (10%): The Group Oral exam will be scheduled for **March 23, 24 & 28**. It will be a short 5-7 minute skit done in groups of three students. Each group must create a skit. Please consult with your instructor in order to avoid repetition of presentation ideas. Presentation must be interactive. This presentation will take place in your regularly scheduled classroom, and it must be interactive, i.e., involve the rest of the class in the presentation. Please, be aware that if the student reads parts of the presentation, **50% will automatically be taken off** of the grade on the oral presentation skit.

INDIVIDUAL ORAL PRESENTATION (10%): The Oral Presentations will be done individually, between **April 25, 26 & 27**. You will talk about your family, activities you did together as a family, description of family members, professions, etc. Your presentation in Spanish will be a total of 4-6 minutes, and will be interactive, will include questions for the class or activities related to your presentation. You will be evaluated on comprehensibility, creativity, content, interaction with class, grammatical accuracy and vocabulary. Please, be aware that if the student reads parts of the presentation, **50% will automatically be taken off** of the grade on the oral presentation skit.

CULTURE PORTFOLIO (20%): The portfolio consists of a collection of materials, both written and auditory, which you complete throughout the semester related to topics that interest you concerning the Spanish-speaking world. The portfolio will contain a minimum of ELEVEN artifacts:

1. **Three writing samples:** 1) one description of a Famous Hispanic Artist report; 2) one descriptive writing about a family member or someone important in your life; 3) one oral interview and write-up;
2. **Two** short writings related to the country of choice using the connections *Viajemos por el ciberespacio* (World Wide Web) provided in your text; (You must include the addresses at the end of the page, and you may not copy or otherwise plagiarize from these sites).
3. **Seven Journals.** The main purpose of the journal is to practice your writing and communicative skills, to use the vocabulary and expressions that you have learned for each unit and to develop fluency in writing. You will write a journal entry every two weeks, in class, during the semester, as stated on the syllabus. **No late journals would be accepted.**
4. **Culture Flash Cards:** For each Paso on your *¡Dímelo tú!* textbook, you will be required to turn-in four **4" X 6" inches cards** which will include a picture of the chapter's topic and a question, and the answer on the reverse side. You must include your name, the chapter corresponding to your question, and the page number at the bottom of the card.

For example: John Smith Chapter 1, Paso 1. (p. 30)

Your instructor will give you further instructions and samples to follow. These cards will be evaluated at the end of every chapter according to the following guidelines: **4 cards per Paso = 12 cards per chapter: Format** 5 pts, **quality of the work** presented 5 pts, **careful design** 5 pts, and **content** 10 pts. You should try to keep your cards organized in a universal case for 4"x 6" cards. You can follow the directions for creating the cards on Microsoft Word 2007 posted in your Spanish D2L page.

For most written samples, the first draft will be written in class (30% of grade). Class time will be devoted to peer revision of your written work (**10% of grade**) before the final written samples are due. **If you are absent for the in-class writing or the peer editing, you will automatically lose those points.** You will turn in the first draft, peer revision sheet, and final draft, which must be **typed double-spaced**. You can earn up to **5 extra points for making all the changes to the final revision and only if turned in within one week from the date your instructor returned the graded writing to the class.** The portfolio, submitted with a short introductory narrative written in English, will be due at the end of the semester **on April 28, 2011.**

TEST (25%): There are three tests (25% of grade) on *¡Dímelo tú!*: **Exam one**, Chapters 1 & 2; **Exam two**, Chapters 3 & 4 and on the workbook and any other assigned materials. The material on Chapters 5, 6 & 7 will be included on the Final Exam, which is cumulative. Tests will include listening, reading, writing, and cultural material. Appropriate use of vocabulary, comprehension and comprehensibility will be emphasized. You must attend on days when tests are being given. NO test may be made up unless you have notified your instructor immediately before or after the class period and you have a **documented excuse**, which you must bring with you. If you have other appointments, you will need to reschedule them, as the test takes top priority. Any exceptions please see your instructor immediately. NONE of the tests are curved. Students failing more than two of the tests MUST speak with their instructor. **SEE TEST TAKING STRATEGIES**

D2L QUIZZES (5%): This section includes all announced D2L QUIZZES or any unannounced quizzes that the instructor chooses to give at the <http://www.d2l.arizona.edu> web-site or during class. The quizzes may be for listening comprehension, reading comprehension, grammar, vocabulary, or culture. **NO D2L QUIZ MAY BE MADE UP FOR ANY REASON.** If you experience any technical difficulties while attempting to complete your D2L quizzes you should fill out a **"Report a Problem" form immediately** at <http://help.d2l.arizona.edu> and complete the form with as much detail as possible, explaining the problem you are having. Your instructor is not responsible for maintaining the D2L system, therefore he/she is unable to help you with any technical and/or schedule problems you may encounter.

WORKBOOK ON-LINE QUIA (5%): The workbook exercises are to be finished after you have completed the related in-class textbook material, since the workbook contextualizes the material from the textbook. The ON-LINE workbook includes written activities and presents additional grammatical activities. It is not just "more of the same" but rather an integral component of the course. You MUST complete each lesson available in your home computer or in a computer lab on campus so that you are able to complete your homework on time. The listening activities, located in the workbook, help develop the skills useful in following a lecture, presentation, or conversation. You will need to complete at home all the listening activities, and the grammar and vocabulary activities.

FINAL EXAM: The Final Exam will consist of two parts. The first is a Final Listening Exam given in class on the last day of instruction **May 4, 2011**. There will be **no** make-ups given for this portion of the exam. The second part--the Final Written Exam-- will be administered as a multiple-section exam during Final Exam week, **May 6, 2011**. The **Final exam** will be cumulative in nature, though the main emphasis will be on Chapters 5, 6 & 7. It will include questions regarding the material covered in class, reading comprehension, short and extended writing, cultural material, vocabulary, and your portfolio. Scheduling a trip, a move or oversleeping are not considered valid reasons for missing the final exam. If a student oversleeps, it is better to arrive late to the final exam than not to take it at all and receive a zero. Students who do not take the final exam on the day it is scheduled and who have not followed these procedures will receive a zero for the final exam. Wearing hats and using electronic devices including but not limited to cell phones, pagers and computers are expressly prohibited during any exam.

Code of Academic Integrity:

The instructor and the Program Director will initiate an academic integrity case against students suspected of cheating, plagiarizing, or aiding others in dishonest academic behavior. Students are responsible for reading and understanding the Code of Academic Integrity, please refer to <http://dos.web.arizona.edu/uapolicies/cail.html>. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. An example of plagiarism would be to submit a written sample which in part or in whole is not entirely the student's own work without attributing the source. Cheating includes allowing another person to do your work, such as a composition or workbook, and to submit the work under one's own name. **Any work which is submitted for a grade MUST be 100% the student's own work.** Papers turned in where unauthorized or too much help was received will be assigned a grade of zero regardless of the source of the help in question. **The use electronic translators on-line or computerized are prohibited and its use is considered cheating in your Spanish class.** According to the University of Arizona Code of Academic Integrity it is the student's responsibility not to turn in such work. If you are not sure when it is appropriate to seek help, please see your instructor

All instructors shall foster an expectation of academic integrity. If the instructor suspects that a Code of Academic Violation has occurred, he/she must report the violation to the Director of Basic Languages. The instructor and the Director will evaluate the case based upon a preponderance of the evidence, whether or not the student has committed an act prohibited by the Code. If the evidence supports the finding that the student has engaged in misconduct, the instructor in concordance with the Director of Basic Languages shall impose sanctions after considering the seriousness of the misconduct. Some sanctions that your instructor may impose are any one of the following or a combination of the following sanctions:

- A. Loss of credit for work involved
- B. Reduction in grade for the entire Spanish course
- C. Failing grade for the Spanish course
- D. Disciplinary probation

- - - - -
- **DISABILITY RESOURCE CENTER:** Students who are registered with the Disability Resource Center must submit appropriate documentation to the instructor if they are requesting reasonable accommodations.

IMPORTANT!!! This course has been designed only for foreign language learners of Spanish. If you are a heritage or native speaker of the language (i.e. you have been exposed to Spanish outside the classroom), the Spanish and Portuguese Department offers courses that will better meet your learning needs. Please contact the director of the Spanish for heritage learners program immediately at 621-3379 to find out more information about these classes.

SIGN UP SHEET (STUDENT COPY)

SIGN UP SHEET. PLEASE KEEP FOR YOUR RECORDS

I, (Print Name) _____, acknowledge that I have read and thoroughly understand the expectations in the Syllabus for my Spanish 101 class. I am aware that I am expected to **uphold the Code of Academic Conduct** and to abide to all the policies and procedures set by the Department of Spanish and Portuguese.

I also acknowledge that I have watched the *Academic Integrity* video at:
<http://deanofstudents.arizona.edu/frontpage>.

In addition, I agree that will resort to utilizing my instructor's office hours as needed. Complementary Review sessions for Spanish 101 students before exams will also be available at the Think Tank offices. Also, the THINK TANK and the Department of Spanish and Portuguese offer **Office Hours at the Nugent Building Monday-Friday from 9:00 a.m. to 1:00 p.m. and at the Student Recreation Center from 1:00 p.m. to 5:00 p.m.**

Signature: _____ Date: _____

SIGN UP SHEET. TO BE HANDED IN TO YOUR INSTRUCTOR THE SECOND WEEK OF CLASSES

I, (Print Name) _____, acknowledge that I have read and thoroughly understand the expectations in the Syllabus for my Spanish 101 class. I am aware that I am expected to **uphold the Code of Academic Conduct** and to abide to all the policies and procedures set by the Department of Spanish and Portuguese.

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Signature: _____ Date: _____

IMPORTANT DATES

<p>2/10 Exam 1: Caps. Prel., 1 & 2</p> <p>2/28 Writing #1</p> <p>3/9 Exam 2: Caps. 3 & 4</p> <p>3/9 Writing #2</p> <p>3/23, 24 & 28 Group Oral Exams Skits.</p> <p>4/6 Portfolio Draft #2 due</p>	<p>4/4 Writing #3</p> <p>4/28 Completed Portfolio Due</p> <p>4/25, 26 & 27 Oral Individual Presentations</p> <p>5/4 Listening of Final Exam in class</p> <p>5/6 Final Exam 6:00-8:00 pm</p>
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WEEKLY SYLLABUS SPANISH 101

DATES	TEXTBOOK	PAGES	FUNCTIONS/CONTENT
enero 12	Introduction to course		Diagnostic writing. Daily Oral Proficiency Card CN: 76
enero 13, 18 & 19	PARA EMPEZAR ¡Saludos! Tarea: En preparación ¡Las fotos hablan! Para empezar Noticiero Cultural: Saludos formales e informales Vocabulary	16-21 2-3 4-9 10-11 12-15 15	<ul style="list-style-type: none"> • Greetings and leave-takings • Introductions formal and informal • Gain new vocabulary • Why study a second language • The Spanish Alphabet • Frases importantes CN: 19 • Learning Strategies CN: 20
enero 17	MARTIN LUTHER KING'S DAY		NO CLASSES
enero 20 & 24	CAP. UNO. ¡A la universidad.. en las Américas! Tarea: En preparación ¡Las fotos hablan! PASO 1: Mis compañeros... centroamericanos y caribeños Noticiero cultural: Centroamérica y el Caribe	48-53 22-23 24-29 30-31	
enero 25 & 26	Paso 2: ¡Los sudamericanos...son estupendos! Tarea: En	53-56 32-37	• Descriptions: yourself & friends.

	preparación ¿Sabías que...?		
enero 27 & 31	Paso 3: ¿Vida estudiantil en... las Américas! Tarea: En preparación Vocabulario	57-59 38-45 46-47	<ul style="list-style-type: none"> • Describing activities • Gain new vocabulary
febrero 1	** D2L Quiz #1 CULTURE AND GRAMMAR CAP. UNO: Paso 1, 2 & 3		
febrero 1 & 2	CAP. DOS, ¡Vienes a trabajar en... San Juan! ¿Las fotos hablan! Paso 1: Busco empleo... en San Juan. Tarea: En preparación Un paso atrás, dos adelante Noticiero cultural: Lugar... Puerto Rico Portfolio Draft : revisión #1 include Journal. #1	84-86 62-67 68-69	<ul style="list-style-type: none"> • Present tense • Sentence Structure Review Sheet
febrero 3 & 7	Paso 2: ¿Qué tal va tu vida... en Puerto Rico? Tarea: En preparación Noticiero cultural: Viajemos a la Isla del encanto.	87-91 70-74	<ul style="list-style-type: none"> • Numbers • Possessive adjectives • Irregular verbs
febrero 8	** D2L Quiz #2 CULTURE AND GRAMMAR CAP. DOS: Paso 1 & 2		
febrero 8 & 9	Paso 3 Puerto Rico: ¿Esto es vida! Tarea: En preparación Vocabulario Repaso: Examen #1 Journal. #2 Due	92-95 75-81 82-83	<ul style="list-style-type: none"> • Telling time • Days of the week/months/seasons • Gain new vocabulary
febrero 10	*** TEST #1: Chapters 1 & 2 ** SEE TEST TAKING STRATEGIES		
febrero 14 & 15	CAP. TRES De vacaciones... ¡España! Tarea: En preparación ¿Las fotos hablan! Paso 1: ¿De fiesta en...	122-123 98-103 104-105	<ul style="list-style-type: none"> • Describe what is happening at a party. • Initiating/maintaining conversation. • Describing things and

	Madrid! Un paso atrás, dos adelante Noticiero cultural: El origen del español.		people.
febrero 16 & 17	Paso 2: Tu casa en... ¡España! Noticiero cultural: España, siglo XXI Tarea: En preparación	123-124 106-111	<ul style="list-style-type: none"> • Descriptions • Present progressive • Ser and estar
febrero 21 & 22	Paso 3: Me gusta España, "me gustas tú" Tarea: En preparación Vocabulario Journal #3 Due	125-127 112-119 120-121	<ul style="list-style-type: none"> • Reading/scanning passages • Gain new vocabulary
febrero 23 & 24	CAP. CUATRO, ¡De visita en... México, D.F.! ¡Las fotos hablan! Tarea: En preparación Paso 1: La magia de... México, D.F. Un paso atrás, dos adelante Noticiero cultural: México: El Zócalo	154-157 130-135 136-137	<ul style="list-style-type: none"> • Describe physical appearances and characters of people. • Express preferences
febrero 28	Writing #1: Description of a Famous Hispanic Artist. First draft in class.		
marzo 1	** D2L Quiz #3 CULTURE AND GRAMMAR CAP. TRES: Paso 1, 2 & 3		
marzo 1 & 2	Peer Editing #1 in class. Tarea: En preparación Paso 2: ¡De compras en el ...¡D.F.! Noticiero Cultural: México: el muralismo mexicano	157-160 138-142	<ul style="list-style-type: none"> • Cost of clothing • Vocabulary and structures for shopping
marzo 3 & 7	Tarea: En preparación Paso 3: ¡Ayer fuimos al ¡D.F! Vocabulario Repaso examen #2 Journal #4 Due	161-163 143-151 152-153	<ul style="list-style-type: none"> • To glean information from an advertisement. • Ordering in a small café. • Gain new vocabulary.
marzo 7	** D2L Quiz #4 CULTURE AND GRAMMAR CAP. CUATRO: Paso 1 & 2 <i>Please, complete this quiz after class</i>		

marzo 8	** TEST #2: Chapters 3 & 4 **		
marzo 9	Writing # 2: Write about a family member or someone important in your life.		
marzo 10, 21 & 22	CAP. CINCO: ¡Caminito a Argentina! Tarea: En preparación ¡Las fotos hablan! Paso 1: ¡Vos tenés que ver ese departamento, che! Un paso atrás, dos adelante Noticiero Cultural: Argentina inmensa	192-194 166-173	<ul style="list-style-type: none"> • Critical thinking skills • Describe location/family member • Inquire renting an apartment
marzo 11-20	SPRING BREAK NO CLASSES		
marzo 23, 24 & 28	*** GROUP ORAL EXAMS SKITS ***		
marzo 29 & 30	Peer Editing #2 in class. Tarea: En preparación Paso 2: De paseo por Buenos Aires Noticiero cultural: Mujeres argentinas WR # 2 DUE	194-197 176-181	<ul style="list-style-type: none"> • Describe an apartment and its furnishings • Future plans
marzo 31 & abril 4	Tarea: En preparación Paso 3: Mi familia argentina Vocabulario Journal #5 Due	197-199 182-189 190-191	<ul style="list-style-type: none"> • To glean information • Describe physical changes and personality • Comparisons • Gain new vocabulary
abril 5	** D2L Quiz #5 CULTURE AND GRAMMAR CAP. CINCO: Paso 1, 2 & 3		

<p>abril 5 & 6</p>	<p>CAP. SEIS, Guatemala: nación maya en el siglo XXI. ¡Las fotos hablan! Tarea: En preparación Paso 1: ¡Por fin en Guatemala! Un paso atrás, dos adelante Noticiero Cultural: Guatemala: El país más bello Portfolio Draft : revisión #2</p>	<p>226-227 201-207 208-209</p>	<ul style="list-style-type: none"> • Pre-Columbian/Maya culture
<p>abril 7 & 11</p>	<p>Tarea: En preparación Paso 2: En Guatemala leemos <i>Prensa Libre</i> Noticiero Cultural: Rigoberta Menchú Tum</p>	<p>227-228 210-215</p>	<ul style="list-style-type: none"> • Glean info from newspapers • Rigoberta Menchú. Go to the Web activities of the web page of the book.
<p>abril 12 & 13</p>	<p>Tarea: En preparación Paso 3 Canal tres presenta... <i>Los misterios del Tikal</i> Vocabulario Prepare interview questions Journal #6 Due</p>	<p>228-229 216-223 224-225</p>	<ul style="list-style-type: none"> • Talk about news • Prepare want ads • Gain new vocabulary
<p>abril 14</p>	<p>** D2L Quiz #6 CULTURE AND GRAMMAR CAP. SEIS: Paso 1, 2 & 3</p>		
<p>abril 14</p>	<p>Writing #3: You will interview a native speaker in class about their nationality, some information about their country, their likes and dislikes, and other pertinent information. Then, you will organize the information in a coherent descriptive narrative.</p>		

abril 18 & 19	Peer Editing #3 in class. CAP. SIETE, Enamorados de... ¡Colombia! ¡Las fotos hablan! Tarea: En preparación Paso 1: ¡Desde Bogotá con amor! Un paso atrás, dos adelante Noticiero Cultural: Colombia: la esmeralda de Sudamérica WR #3 DUE	256-258 232-237 238-239	<ul style="list-style-type: none"> • Speculate about an ad's content • Ask for a date/accept/refuse • Favorite pastimes
abril 20 & 21	Paso2: decidimos salir a pasear por... Noticiero Cultural: Fernando Botero. Journal #7 Due	259 240-245	<ul style="list-style-type: none"> • What to do on a date • Describing preferences • Fernando Botero
abril 25, 26 & 27	INDIVIDUAL ORAL PRESENTATION: You will talk about your family or another topic previously approved by your instructor.		
abril 28	*** COMPLETED PORTFOLIO DUE ***		
abril 28	* * D2L Quiz #7 CULTURE AND GRAMMAR CAP. SIETE: Paso 1 & 2		
abril 28 & mayo 2	Paso 3: Si no amas el arte colombiano... Vocabulario	260-261 246-253 254-255	<ul style="list-style-type: none"> • Expressing emotions • Gain new vocabulary
mayo 3	REVIEW FOR FINAL EXAM IN CLASS		
mayo 4	<u>***LISTENING COMPREHENSION OF FINAL EXAM IN CLASS***</u>		
mayo 6	EXAMEN FINAL: 6:00 - 8:00 PM		

***** SPANISH 101 FINAL EXAM WILL BE**
FRIDAY, MAY 6, 2011, FROM 6:00 - 8:00 PM ***
 YOUR INSTRUCTOR WILL ANNOUNCE THE LOCATION.

DEPARTMENT OF SPANISH AND PORTUGUESE
PRE-SUMMER AND SUMMER SESSION CLASSES ARE AVAILABLE:
SPAN 101, 102, 201, 202, 205, 206, 251, 325, 330, 350, etc.

COMPLETE A COURSE IN JUST THREE TO FIVE WEEKS!!!