

THE UNIVERSITY OF ARIZONA
DEPARTMENT OF SPANISH AND PORTUGUESE

SPANISH 201
SYLLABUS & COURSE PACKET

(ALL SECTIONS)

SPRING SEMESTER 2011

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THE UNIVERSITY OF ARIZONA

Department of Spanish and Portuguese

SPANISH 201 SYLLABUS

SPRING 2011

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

COURSE DESCRIPTION AND OBJECTIVES: Spanish 201 is designed to introduce you to the Spanish language and the many facets of Hispanic culture, and to develop all your language skills. In this course you will develop your ability to communicate satisfactorily in Spanish and improve your cultural competency. This course focuses on real communication in meaningful context to develop and consolidate your speaking, listening, grammar, reading and writing skills. The course requires regular classroom participation and approximately two hours of outside preparation for every hour of class.

REQUIRED TEXTS:

- *Imagina español sin barreras*, Blanco, Tocaimaza-Hatch [Second Edition]U of Arizona Custom Edition
- *¡A Leer!*, Chuffe [Second Edition]
- 201 Course notes packet only available in the EES Copy Center located in the Harvill Building Room 137 (not in the U of A Bookstore). Cash or Check

Highly recommended:

- A good full-size bilingual Spanish-English dictionary, such as Cuyás, Collins, Larousse, Vox.

Not acceptable: University of Chicago dictionary nor any pocket dictionaries.

GRADES:

Your final grade will be calculated as follows:

ORAL COMPONENT	40%	WRITTEN COMPONENT	60%
Oral Proficiency	20%	Compositions	20%
Oral Exam Interview	10%	3 Tests (includes Final)	30%
Oral Presentation	10%	D2L Quizzes & SAM Homeworks	10%

GRADING SCALE:

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

This course is conducted differently from previous foreign language courses you may have had. In this we will emphasize the learning of Spanish for real world purposes. In Spanish 201 **your instructor will speak Spanish 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 are vocabulary, discourse strategies, the ability to compensate for the imperfect command of the language, and familiarity with the cultural norms which 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 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, all phones must be turned off during class.**

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 (20%): An Oral Proficiency grade is given for your performance, not for your potential or effort alone. You are expected to attend and to participate. Above-average and outstanding performance warrants a B or an A. Your proficiency grade includes your contribution in Spanish in regular 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.

ORAL PROFICIENCY EVALUATION CRITERIA

ORAL 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 very 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) Use of cell phone or texting during class will automatically grant you a "0" for that day

****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 negatively affect your overall Oral Proficiency average.**

GROUP ORAL EXAM PRESENTATION (10%): The Oral exam presentations are scheduled for **March 1, 2 & 3**. It will be a 6-9 minute presentation in groups of 3-5 on a particular city or region of the Hispanic world (your city or region will be determined later with the help of your instructor). The presentation will take place in your regularly scheduled classroom, and it must be interactive, i.e., involve the rest of the in the presentation.

INDIVIDUAL ORAL EXAM (10%): The Individual Oral interview will be done between **April 28- May 2 & 3**. Your interview in Spanish will be a total of 7-8 minutes, and will include cultural questions plus some other aspects from the readings done in class. You will be evaluated on interaction, comprehensibility, use of vocabulary, content and accuracy (both grammatical and factual).

COMPOSITIONS (20%): You will have class time to prepare some of the materials. 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.

Four Compositions:

Writing #1- Descriptive essay of a famous Hispanic from your city or region. Your instructor will pass a sheet with the distribution for each of the countries.

Writing #2- Travel Brochure about your city or region of focus (the written result of the group oral exam presentation).

Writing #3- An original myth that explains through a fictitious story the origin of a present day phenomenon of your city or region of focus.

Writing #4- A narrative essay about an unforgettable trip (real or fictitious) that you took to your city or region of focus.

Each Writing should be 1 - 1 1/2 pages, typed (no more than 12-pt font) and double-spaced. There will be some time allotted for these writings (30% of grade). The first draft will be done in class for writing #1, #3 and #4, and a certain amount of time will be dedicated to peer revision by a classmate for all four essays (10% of grade). **If you are absent for the in-writing or the peer editing, you will automatically lose those points.** You will turn in the first draft, the peer revision sheet, the final typed draft and the evaluation criteria sheet to your instructor. **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.** These must be handed in on the appropriate dates.

TESTS (30%): *There are two tests on Imagina español sin barreras:* **TEST #1** will cover material of **Lesson 1** and **TEST #2** the material of **Lesson 2**, and any other assigned materials. Tests will include listening, reading, writing, and all 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 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**

FINAL EXAM (MAY 6th): The Final Exam will consist of two parts. The first is a Final Listening Exam given **in on the last day of instruction.** 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. The Final exam will be cumulative in nature, though the main emphasis will be on Lección 3, 4 & 5. It will include questions regarding the material covered in class, reading comprehension, short and extended writing, cultural material, vocabulary, and information on your portfolio. Scheduling a trip 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.

SEE TEST TAKING STRATEGIES

Alternate Final Exam: In case of medical emergency, the student must contact the instructor, who will get authorization from the Program Director to approve an alternate final exam. The student must provide a doctor's medical excuse written on official letterhead paper along with the doctor's phone number. The Spanish Department will verify the authenticity of the excuse. For other emergencies, contact your instructor immediately. No other excuses will be accepted.

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>

D2L QUIZZES and READING PREPARATION ASSIGNMENTS (10%): This section includes all announced D2L QUIZZES or any unannounced quizzes that the instructor chooses to give. The quizzes are available at <http://d2l.arizona.edu> and 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 immediately fill out a Report a Problem 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.

READING PREPARATION ASSIGNMENTS are part of your QUIZZES section. RPA will be handed in **only at the beginning of class** on the days indicated on the course calendar. **No RPA will be accepted at the end of the class.** To complete the Reading Preparation Assignments you must write out the answers to the assigned pre-reading anticipation and vocabulary questions, read and analyze the designated reading assignment and write the answers to the assigned post-reading análisis and interpretation questions.

The Reading Preparation Assignments correspond to the following readings:

- #1. "Poema 20" *Imagina* pages 35-48
- #2. "Olmos, Estefan,: ¿Españoles o hispanos?" ;*A leer!* pages 1-10
- #3. "Aqueronte" *Imagina* pages 73-76
- #4. "Los mejor calzados" ;*A leer!* pages 11-18
- #5. "La desesperación de las letras" *Imagina* pages 113-116
- #6. "Las boticas" ;*A leer!* pages 97-102
- #7. "El eclipse" *Imagina* pages 151-154
- #8. "El aventurero" ;*A leer!* pages 92-95.
- #9. "La luna" *Imagina* pages 189-192.

READING PREPARATION ASSIGNMENT EVALUATION CRITERIA:

- 2 pts.** = Thoroughly completed
- 1 pt.** = Mostly completed (at least 2/3 of work done)
- 0 pts.** = Not completed, unacceptable work

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/cai1.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
- E. Plagiarisms workshop

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 DATES			
1/31	Writing #1 in class	4/5	Writing #3 due
2/2	Test Lesson 1	4/26	Writing #4 in class
2/7	Writing #1 due	5/2	Writing #4 due
2/16	Writing #2 in class	4/28, 5/2 & 3	Individual Oral Exam
3/9	Writing #2 due	5/4	Listening Part of Final Exam in class
2/28	Test Lesson 2	5/6	Final Exam 5:00-7:00 pm
3/1, 2, & 3	Group Presentations		
3/29	Writing #3 in class		

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 could 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.

OVERVIEW OF SPANISH 201

Symbols:I = *Imagina* Textbook

AL = ¡A leer!

RPA = Reading Preparation Assignments

SAM = WebSAM tab of the Supersite TBA

MG= Manual de Gramática in *Imagina* Textbook (Tarea para entregar al principio de clase)

CN = Class Notes pp.

DATES	TEXTBOOK and PAGES	LINGUISTIC ENABLERS & HOMEWORK
Enero 12	Introduction; Overview of semester; Discussion of course content and requirements	CN: 1-18 Sign Form on page CN: 17
Enero 13	Lección 1: Sentir y vivir Para Empezar: Las relaciones (pp 2-5) Comunicación (p 21)	I: Estructuras 1.1 The present tense pp.18-21 MG: 1.4 Nouns and articles pp. 378-379
Enero 17	MARTIN LUTHER KING JR. DAY NO CLASSES	
Enero 18	Cortometraje: Momentos de estación Preparación y Análisis (pp 6-11) Comunicación (p 25) Literatura (RPA 1): Poema 20 <i>Imagina</i> , pp. (35-38)	I: Estructuras 1.2 Ser and estar pp. 22-24
Enero 19 & 20	<i>Imagina</i> (pp 12-13) Galería de creadores (14-15) Comunicación (p 29) En pantalla (p 17)	I: Estructuras 1.3 Gustar and similar verbs pp. 26-28
Enero 24	D2L Quiz #1 Cultura: Corriente latina (pp.31-34) Síntesis (pp. 30)	MG: 1.5 Adjetivos pp. 380-381
Enero 25	RPA 2: Olmos, Estefan, Canseco: ¿Españoles o hispanos? ¡A leer! (pp. 1-10)	MG: 3.4 Possessive adjectives and pronouns p.87
Enero 26-27	Video: <i>Latido latino: cultura latina en los EE.UU.</i>	
Enero 31	Writing # 1 in class: Famous Hispanic personality CN. p 54 Febrero 1: Peer editing of Writing #1 Febrero 7 Writing #1 Due	
Febrero 1	Peer editing of Writing #1 CN p. 57 Repaso para Examen #1	
Febrero 2	EXAM #1-LECCIÓN 1	

Febrero 3	Lección 2: Vivir en la ciudad Para Empezar: En la ciudad (pp 40-43) Comunicación (p 59)	I: Estructura 2.1 The preterite pp 56-59
Febrero 7-8	Cortometraje: Adios Mamá Preparación y Análisis (pp 44-49) Comunicación (p 63) Writing #1 Due	I: Estructura 2.2 The imperfect pp. 60-63 MG: Progressive forms pp 382-383
Febrero 9-10	Imagina (pp 50-51) Galería de creadores (52-53) Comunicación (p 67) En pantalla (p 55)	I: Estructura 2.3 The preterite vs. the imperfect p.64-67
Febrero 14	D2L QUIZ #2 Cultura: Juchitán: La ciudad de mujeres (pp.70-72) Síntesis (p 68)	Additional review of preterite vs. the imperfect
Febrero 15	Literatura (RPA 3): Aqueronte Imagina (pp 73-76)	MG: 7.5 Time expressions with hacer pp. 402-403; MG: 9.4 Transitional expressions pp 408-409
Febrero 16	Writing # 2 in class CN: p 60 Febrero 17: Peer editing of Writing #2 Marzo 9 Writing #2 Due	
Febrero 17	Peer Editing of Writing #2, CN: p. 63 RPA 4: Los mejor calzados ¡A leer! (pp. 11-18) Description of Group Oral Presentation Due 78	
Febrero 21, 22 & 23	Película: La misma luna	
Febrero 24	Repaso para Examen #2 Writing #2 Due with CN: p. 64	
Febrero 28	EXAM #2-LECCIÓN 2	
Marzo 1, 2 & 3	GROUP ORAL EXAM PRESENTATIONS Turn in CN: 80 & 79 to your instructor	
Marzo 7 & 8	Lección 3: La influencia de los medios, Para Empezar: Los medios de comunicación (pp 78-81) Comunicación (p 107)	I: Estructura 3.3 Commands pp 104-106 MG: 6.4 Adverbs pp 396-397
Marzo 9 & 10	Cortometraje: Encrucijada (82-87) Comunicación (pp 98-99)	I: Estructura 3.1 The subjunctive in noun clauses pp 94-99

Marzo 14-18	SPRING BREAK RECESS: No classes	
Marzo 21 & 22	Imagina (pp 88-89) Galería de creadores (90-92) Comunicación (p 103) En pantalla (p 93)	I: Estructura 3.2 Object pronouns pp. 100-102
Marzo 23	D2L QUIZ #3 Cultura: Ritmos del Caribe (pp 109-112) Síntesis (p 108)	Additional review of Object pronouns & The subjunctive in noun clauses
Marzo 24	Literatura (RPA 5): La desesperación de las letras. Imagina (pp 113-116)	MG: 3.5 Demonstrative adjectives and pronouns pp.388-389
Marzo 28	RPA 6: Las boticas ¡A leer! (pp. 97-102)	
Marzo 29	Writing # 3 in class CN: p.66 Marzo 30: Peer editing of Writing #3 Abril 5 Writing #3 Due	
Marzo 30 & 31	Lección 4: Generaciones en movimiento Para Empezar: En familia (pp 118-121) Comunicación (p 137) Peer editing of Writing #3	I: Estructura 4.1 The subjunctive in adjective clauses pp 134-137 MG: Preposiciones: a, hacia, and con pp 404- 405
Abril 4 & 5	Cortometraje: El Rincón de Venezuela (122 -127) Comunicación (p 141) Writing #3 Due	I: Estructura 4.2 Reflexive verbs (pp 138-141) MG: 4.4 To become: hacerse, ponerse, volverse, and llegar a ser (pp 390-391)
Abril 6 & 7	Imagina (pp 128-129) Galería de creadores (130-131) Comunicación (p 145) En pantalla (p 133)	I: Estructura 4.3 Por and para (pp. 142- 145)
Abril 11	Literatura RPA 7: El eclipse (<i>Imagina</i> , pp 151-154)	Additional review of Reflexive verbs
Abril 12	Cultura: La herencia de los mayas (pp.147-150) Síntesis (p 146) D2L QUIZ #4	MG: 5.4 Qué vs.Cuál (pp 392-393) I: 5.2 The conditional (pp 176-178)
Abril 13	RPA 8: "El aventurero" (¡A leer! pp. 92-95)	MG: 8.5 Preposiciones: de, desde, en, entre, hasta, y sin pp. 406- 407
Abril 14	Lección 5: Las riquezas naturales Para Empezar: Nuestro mundo (pp 156-159)	I: 5.1 The future pp 172-174

	Comunicación (p 175)	
Abril 18 & 19	Cortometraje: Raiz (160 -165) Comunicación (p 179)	Review of I: 5.2 The conditional pp 176-178)
Abril 20 & 21	Imagina (pp 166-167) Galería de creadores (168-169) Comunicación (p 183) En pantalla (p 171)	I: 5.3 Relative pronouns pp 180-183
Abril 25	Cultura: La selva amazónica (pp.185-188) Síntesis (p 184) D2L QUIZ #5	Additional review of conditional, future and prepositions
Abril 26 & 27	Literatura RPA 9: La luna (Imagina, pp 189-192)	MG: 5.5 The neuter lo pp 394-395
Abril 28 - Mayo 2 & 3	Mayo 2: Writing # 4 due FINAL ORAL INTERVIEWS: You instructor will give you a list of possible topics ALSO REVIEW GRADING CRITERIA FOR FINAL ORAL INTERVIEWS	
Mayo 4	LISTENING COMPREHENSION PORTION OF FINAL EXAM PLUS REVIEW FOR FINAL EXAM	
Mayo 6	FINAL EXAM 6:00 - 8:00 PM SEE TEST TAKING STRATEGIES	

**** SPANISH 201 FINAL EXAM WILL BE
FRIDAY, Mayo 6TH,
FROM 6:00 - 8:00 PM
THE LOCATION WILL BE ANNOUNCED BY YOUR
INSTRUCTOR**

Department of Spanish and Portuguese

SUMMER SESSION CLASSES ARE AVAILABLE:
SPAN 101, 102, 201, 202, 205, 206, 251, 325, 330, 350, etc.
COMPLETE A COURSE IN JUST THREE WEEKS!!!