

Spanish 205

Course packet

(All sections)

Spring 2011

I. Syllabus

THE UNIVERSITY OF ARIZONA®

Department of Spanish and Portuguese

SPANISH 205
SYLLABUS
Spring 2011

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

COURSE DESCRIPTION AND OBJECTIVES: Spanish 205 is a class equivalent to Spanish 101 and 102. It is recommended for highly motivated students and/or those with previous experience in another romance language. It is designed to provide you with an intensive introduction to the Spanish language and the many facets of Hispanic culture, and aims 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, grammar study) for every hour of class.

REQUIRED TEXTS:

- *¡Dímelo tú!* [Textbook] Rodríguez, Samaniego, Blommers, 6th Edition
- *¡Dímelo tú!* [Electronic Workbook: 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 is NOT acceptable. Neither are any pocket dictionaries.

GRADES:

Your final grade will be calculated as follows:

ORAL COMPONENT	40%	WRITTEN COMPONENT	60%
Oral Proficiency	20%	Culture Portfolio	20%
Group Oral Exam Skit	10%	Tests (includes Final)	30%
Individual Oral Presentation	10%	Workbook & Homework	5%
		D2L Quizzes	5%

GROUP ORAL EXAM SKIT (10%): The Group Oral exam will be scheduled for **MARCH 7, 8 & 9**. It will be a short **5-minute** skit done with two other classmates and will take place in your regularly scheduled classroom. Please, be aware that if any student reads any parts of the presentation, **50% will automatically be taken off** of the grade on the oral exam skit.

INDIVIDUAL ORAL PRESENTATION (10%): The Oral Presentations will be done individually on **APRIL 28, MAY 1 & 2**. 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 **3-5 minutes**, and will be interactive, will include questions for the class or activities related to your presentation. You will be evaluated on comprehensibility, creativity, and content, interaction with class, grammatical accuracy and vocabulary. Please, be aware that if any student reads any parts of the presentation, **50% will automatically be taken off** of the grade on the individual oral presentation.

CULTURE PORTFOLIO (20%): The portfolio is a collection of material which you complete throughout the semester. These materials include in-class and out-of-class writings. Therefore, it is important that you save all of your writing assignments. The portfolio, organized with an index page and submitted with a short introductory narrative written in English or Spanish, will be due at the end of the semester on **April 28**. Portfolio materials include:

1. **Three writings:** 1) one description of a party, 2) one summary of an interview, and 3) one biography of your name. For these writings, the first draft will be written in class (30% of your grade). Class time will be devoted to peer-revision (10% of your grade) of your written work before the final draft is due (10% of your grade). You will turn in the first draft, peer revision sheet, and final draft (60% of the grade). Each writing should be one page minimum long, typed and double-spaced, Times New Roman.
2. **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 8, Paso 1. (p. 328)

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: **1 card per Paso = 3 cards per chapter: Format** (5 pts), **quality of the work presented** (5 pts), **careful design** (5 pts), and **content** (10 pts). You should 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.

3. **A minimum of two** (and a maximum of five) reflective Spanish writings. These writings (one page minimum, typed and double-spaced) will be done outside of class and will show the students' personal experiences with the Spanish language during the semester. (Example experiences: a movie, song, poem or article in Spanish, a trip to Nogales, a conversation/interview with a native speaker.)

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, Times New Roman. 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 complete portfolio, submitted with an introductory narrative written in Spanish, will be due at the end of the semester on APRIL 28.**

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 205 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 actively participate 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 imperfect 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 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"

ORAL PROFICIENCY (20%): 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 and how well you use Spanish, 2) your preparation for class, 3) your cooperation and leadership in pair and group work, and 4) 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

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.**

TESTS (30%): There are seven tests on *¡Dímelo tú!*: Exam one, Chapters 1 & 2; Exam two, Chapters 3 & 4; Exam three, Chapters 5, 6 & 7; Exam four, Chapters 8 & 9; Exam five, Chapters 10 & 11; Exam six-Final Exam, Chapters 12 & 13. Tests will include listening, reading, writing, grammar 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 that 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. Wearing hats and using electronic devices including but not limited to cell phones, pagers and computers are expressly prohibited during any exam.

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.

ELECTRONIC WORKBOOK ilrn AND HOMEWORK (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.

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>

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 12 & 13. It will include questions regarding the material covered in class, reading comprehension, short and extended writing, cultural material, including your portfolio and

vocabulary. Scheduling a trip or oversleeping is not considered valid reason 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.

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.

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
- E. Plagiarisms workshop

IMPORTANT DATES

2/1 **Test 1: Caps. 1 & 2**
 2/9 Writing #1 in class
 2/15 Writing #1 due
 2/17 **Test 2: Caps. 3 & 4**
 3/2 Writing #2
 in class (entrevista)
 3/7, 8 & 9
 Group Oral Skits
 3/21 Writing #2 due
 3/23 **Test 3: Caps. 5, 6, & 7**
 3/31 **Test 4: Caps. 8 & 9**

4/7 Writing #3 *Biografía*
 4/12 Writing #3 due
 4/18 **Test 5: Caps. 10 & 11**
 4/28 Completed portafolio due
 4/28 & 5/2 & 3 Individual Oral Exams
 5/4 Listening of Final Exam
 5/6 Final Exam 6:00-8:00 P.M.

<u>D2L QUIZZES IMPORTANT DATES</u>	3/3 D2L #6
1/25 D2L #1	3/22 D2L #7
1/31 D2L #2	3/29 D2L #8
2/8 D2L #3	4/7 D2L #9
2/16 D2L #4	4/21 D2L #10
2/24 D2L #5	4/28 D2L #11

WEEKLY SYLLABUS SPANISH 205

DATES	TEXTBOOK	PAGES	FUNCTIONS/CONTENT
enero 12	Introduction to course		Diagnostic writing. Introduction to: Daily Oral Proficiency Card
enero 13	PARA EMPEZAR ¡Hola! ¡Bienvenidos! Tarea: En preparación ¡Las fotos hablan! Para empezar Noticiero Cultural: Las Américas: tierras de contrastes Vocabulary	16-21 2-3 4-9 10-11 12-14 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 • Learning Strategies
enero 17	MARTIN LUTHER KING DAY NO CLASSES		
enero 18 & 19	CAP. UNO. ¡A la universidad.. en las Américas! Tarea: En preparación ¡Las fotos hablan! PASO 1: Mis compañeros... centroamericanos y caribeños Noticiero cultural: Centroamérica... ¡impresionante!	48-53 22-23 24-29 30-31	
enero 20	Paso 2: ¡Los latinoamericanos...son estupendos! Tarea: En prep.	53-56 32-37 38-39	<ul style="list-style-type: none"> • Descriptions: yourself & friends.
enero 24	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
enero 25	** D2L Quiz #1 CULTURE AND GRAMMAR CAP. UNO: Paso 1, 2 & 3		

enero 25 & 26	CAP. DOS, Hay tanto que hacer... ¡en Puerto Rico! ¡Las fotos hablan! Paso 1: ¿Vienes a trabajar en...San Juan? Tarea: En preparación Un paso atrás, dos adelante Noticiero cultural: Puerto Rico	84-86 62-67 68-69	<ul style="list-style-type: none"> • Present tense • Sentence Structure Review Sheet
enero 27	Paso 2: ¿Qué tal tu vida en...san Juan? Tarea: En preparación	87-91 70-74	<ul style="list-style-type: none"> • Numbers • Possessive adjectives • Irregular verbs
enero 31	** D2L Quiz #2 CULTURE AND GRAMMAR CAP. DOS: Paso 1 & 2		
enero 31	Paso 3 Puerto Rico ¡esto es vida! Tarea: En preparación Vocabulario Repaso: Examen #1	92-95 75-81 82-83	<ul style="list-style-type: none"> • Telling time • Days of the week/months/seasons • Gain new vocabulary
febrero 1	*** TEST #1: CHAPTERS 1 & 2 *** SEE TEST TAKING STRATEGIES		
febrero 2	CAP. TRES Estamos pasándolo en grande en... ¡España! Tarea: En preparación ¡Las fotos hablan! Paso 1: De vacaciones en... ¡España! Un paso atrás, dos adelante Noticiero cultural: España intensa como la vida	122-123 96-103 104-105	<ul style="list-style-type: none"> • Describe what is happening around you. • Initiating/maintaining conversation. • Describing things and people.
febrero 3	Paso 2: Tu casa en... ¡España! Tarea: En preparación	123-124 106-111	<ul style="list-style-type: none"> • Descriptions • Present progressive • Ser and estar
febrero 7	Paso 3: Me gusta España, <<Me gustas tú>> Tarea: En preparación Vocabulario	125-127 112-119 120-121	<ul style="list-style-type: none"> • Reading/scanning passages • Introduction of verb <i>Gustar</i> • Gain new vocabulary
febrero 8	*** D2L Quiz #3 CULTURE AND GRAMMAR CAP. TRES: Paso 1, 2 & 3		

Febrero 8	<p>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: El Zócalo</p>	<p>154-157 128-135 136-137</p>	<ul style="list-style-type: none"> • Describe physical appearances and characters of people. • Expressing preferences
febrero 9	<p>Writing #1: Describe your ideal party. First draft in class. Peer editing in class.</p>		
Febrero 10	<p>Tarea: En preparación Paso 2: ¡De compras en el...D.F.!</p>	<p>157-160 138-142</p>	<ul style="list-style-type: none"> • Cost of clothing • Vocabulary and structures for shopping
febrero 14 & 15	<p>Tarea: En preparación Paso 3: Ayer fuimos al... ¡D.F.! Vocabulario Repaso Examen #2 Portfolio Draft: Revisión #1 with WR # 1 Due</p>	<p>161-163 143-151 152-153</p>	<ul style="list-style-type: none"> • To glean information from an advertisement. • Ordering in a small café. • Gain new vocabulary.
febrero 16	REVIEW EXAM #2		
febrero 16	** D2L Quiz #4 CULTURE AND GRAMMAR CAP. CUATRO: Paso 1, 2 & 3		
febrero 17	*** TEST #2: CHAPTERS 3 & 4 ***		
febrero 21	<p>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</p>	<p>192-194 164-173 174-175</p>	<ul style="list-style-type: none"> • Critical thinking skills • Describe location/family member • Inquire about renting an apartment • Describe an apartment and its furnishings
febrero 22	<p>Tarea: En preparación Paso 2: De paseo por Buenos Aires</p>	<p>194-197 176-181</p>	<ul style="list-style-type: none"> • Counting and writing checks • How to travel in a city
febrero 23	<p>Tarea: En preparación Paso 3: Mi familia argentina Vocabulario</p>	<p>197-199 182-189 190-191</p>	<ul style="list-style-type: none"> • To glean information • Describe physical changes and personality • Comparisons • Gain new vocabulary
febrero 24	** D2L Quiz #5 CULTURE AND GRAMMAR CAP. CINCO: Paso 1, 2 & 3		

febrero 24	<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</p>	<p>226-227 200-201 202-207 208-209</p>	<ul style="list-style-type: none"> • Pre-Columbian/Mayan culture • Talk about activities performed in the past
febrero 28	<p>Tarea: En preparación Paso 2: En Guatemala leemos <i>Prensa Libre</i></p>	<p>227-228 210-215</p>	<ul style="list-style-type: none"> • Glean info from newspapers • Learn information about Rigoberta Menchú.
marzo 1	<p>Tarea: En preparación Paso 3 Canal tres presenta... Los misterios de Tikal Vocabulario Prepare interview questions</p>	<p>228-229 216-223 224-225</p>	<ul style="list-style-type: none"> • Talk about news • Prepare want ads • Gain new vocabulary
marzo 2	<p>Writing #2: 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 organize the information in a coherent descriptive narrative.</p>		
marzo 3	<p>** D2L Quiz #6 CULTURE AND GRAMMAR CAP. SEIS: Paso 1, 2 & 3</p>		
marzo 7, 8 & 9	<p>ORAL PRESENTATION: You will represent about your family or discuss a topic, and an activity such as a video, song, etc. previously approved by your instructor.</p>		
marzo 10	<p>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 Peer Editing WR#2 DUE Topic for Oral Exam Skits due</p>	<p>230-231 256-258 232-237 238-239</p>	<ul style="list-style-type: none"> • Speculate about an ad's content • Ask for a date/accept/refuse • Favorite pastimes
marzo 12 -20	<p>SPRING BREAK NO CLASSES</p>		
marzo 21	<p>Paso 2: Decidimos salir a pasear por Cartagena WR #2 Due</p>	<p>259 240-245</p>	<ul style="list-style-type: none"> • What to do on a date • Describing preferences

marzo 22	* * D2L Quiz #7 CULTURE AND GRAMMAR CAP. SIETE: Paso 1 & 2		
marzo 22	CAP. OCHO Chile te lo da... ¡todo! Tarea: En preparación ¡Las fotos hablan! Paso 1: A disfrutar de las riquezas naturales. Un paso atrás, dos adelante. Noticiero cultural: Chile: un paraíso alto... Class notes: Los números y el pretérito	286-287 263-269 270-271	<ul style="list-style-type: none"> • Requesting a table at a restaurant • Gain new vocabulary
marzo 23	*** TEST #3: CHAPTERS 5, 6 & 7 ***		
marzo 24	Tarea: En preparación PASO 2: ¿Qué se les ofrece... en Valparaíso?	288-290 272-276	<ul style="list-style-type: none"> • Glean info from an ad. • Ordering a meal at a restaurant • Describing favorite foods
marzo 28	Tarea: En preparación: (Ser, estar & dar) Paso 3: La Isla de Pascua... ¡fascinante! Saber comprender: Isabel Allende vocabulario	291-293 277-283 281 284-285	<ul style="list-style-type: none"> • Describe food at a restaurant, food preferences, etc. • Ordering meals • Likes and dislikes • Gain new vocabulary & reading strategies
marzo 29	** D2L Quiz#8 CULTURE AND GRAMMAR CAP. OCHO: Paso 1, 2 & 3		
marzo 29	CAP. NUEVE: ¡Qué buen día para los hispanos en EE.UU.! Tarea: En preparación ¡Las fotos hablan! Paso 1: ¡Hace frío por todo el suroeste de los EE.UU.! Un paso atrás, dos adelante. Noticiero cultural: Los hispanos en los Estados Unidos	 294-295 322-323 296-301 302-303	<ul style="list-style-type: none"> • Discussing the weather • Gain new vocabulary • Hispanics in the U.S.
marzo 30	Tarea: En preparación Paso 2: ¡Mi rutina en San Francisco, California! Noticiero cultural: Gente... Gloria...	323-325 304-307 308-309	<ul style="list-style-type: none"> • Describing daily routine • Weather expressions
	Tarea: En preparación Paso 3: De visita en San Francisco, California Vocabulario	326-327 311-319 320-321	<ul style="list-style-type: none"> • Asking and giving directions • Giving orders • Gain new vocabulary
marzo 31	***TEST #4: CHAPTERS 8 & 9 <u>SEE TEST TAKING STRATEGIES</u>***		

abril 4	<p>CAP. DIEZ: Nicaragua... Tierra de lagos, volcanes, terremotos y poetas. Tarea: En preparación ¡Las fotos hablan! Paso 1: ¡Viajando seguros en... Nicaragua! Un paso atrás, dos adelante. Noticiero cultural: Nicaragua: de la realidad a la esperanza.</p>	328-329 352-353 330-335 336-337	<ul style="list-style-type: none"> • Safety signs and accident prevention • What would you do in an emergency? • Asking for help in case of a car emergency
abril 5	<p>Tarea: En preparación Paso 2: ¡Qué hermosa la vida...en Solentiname!</p>	354-356 338-342	<ul style="list-style-type: none"> • Responding to questions about the past • Describing what happened
abril 6	<p>Tarea: En preparación Paso 3: Nos hablaron de... ¡la poesía nicaraüense! Vocabulario</p>	356-357 343-349 350-351	<ul style="list-style-type: none"> • Talking about past events • Gain new vocabulary
abril 7	** D2L Quiz#9 CULTURE AND GRAMMAR CAP. DIEZ: Paso 1, 2 & 3		
abril 7	WR #3 ¿Te gusta escribir? Biografía		
abril 11	<p>CAP. ONCE: Costa Rica... naturalmente mágica. Tarea: En preparación ¡Las fotos hablan! Paso 1: La vida era hermosa. Un paso atrás, dos adelante. Noticiero cultural: Costa Rica: Un paraíso natural. Peer editing WR #3</p>	358-359 380-383 360-365 366-367	<ul style="list-style-type: none"> • Describe what you used to do • Discuss your youth
abril 12	<p>Tarea: En preparación Paso 2: Cuando era niño era muy feliz en... ¡Costa Rica! WR #3 Due</p>	383-385 368-372	<ul style="list-style-type: none"> • Narrate past experiences
abril 13	<p>Tarea: En preparación Paso 3: No lo he hecho... pero dónde mejor que en Costa Rica Vocabulario</p>	386-387 373-378 379	<ul style="list-style-type: none"> • Talk about what you have and have not done • Identify the main idea of a paragraph • Gain new vocabulary
abril 14	<p>CAP. DOCE: Por los caminos del Inca... en Perú. Tarea: En preparación ¡Las fotos hablan! Paso 1: ¡Mañana empezaremos el camino del Inca! Un paso atrás, dos</p>	412-414 388-389 390-395 396-397	<ul style="list-style-type: none"> • Describing what you will do on a vacation • Describe what you will do in the future

	adelante. Noticiero cultural: Perú, donde la altura...		
abril 18	*** EXAMEN #5 - CAPITULOS 10 & 11***		
abril 19	Tarea: En preparación Paso 2: ;Imaginate... un Perú todavía mejor!	414-416 398-404	<ul style="list-style-type: none"> • Describing what you will do in the future • Talking about past and future events
abril 20	Tarea: En preparación Paso 3: ;No te diviertas demasiado... en Cuzco! Lectura: Los multimillonarios y famosos visitan Machu Picchu... Vocabulario	416-417 405-410 411	<ul style="list-style-type: none"> • Giving advise and instructions • Give orders • Use context clues when deciphering the meaning of unknown words • Gain new vocabulary
abril 21	** D2L Quiz #10 CULTURE AND GRAMMAR CAP. DOCE: Paso 1, 2 & 3		
abril 21 & 25	CAP TRECE: Y el techo del mundo... ;Bolivia! Tarea: En preparación ;Las fotos hablan! Paso 1: ;Te recomiendo que visites Bolivia! Un paso atrás, dos adelante. Noticiero cultural: Bolivia: un potosí de cultura y biodiversidad.	444-445 418-425 426-427	<ul style="list-style-type: none"> • Giving advice about health
abril 26	Tarea: En preparación Paso 2: A tonificar el cuerpo... en Cochabamba.	445-447 428-434	<ul style="list-style-type: none"> • Leading a group in aerobic exercise • Practice body parts • Telling someone what to do or not do • Describing how one feels after an exercise
abril 27	Tarea: En preparación Paso 3 Me alegro de que disfruten de... ;Bolivia! Lectura: Juvenal Nina Vocabulario	447-449 435-439 440-441 442-443	<ul style="list-style-type: none"> • Suggesting and making recommendations • Learn to summarize an informative article • Gain new vocabulary
abril 28	** D2L Quiz #11 CULTURE AND GRAMMAR CAP. TRECE: Paso 1, 2 & 3		
abril 28	* COMPLETED PORTAFOLIO DUE *		
abril 28 - mayo 2 & 3	*****INDIVIDUAL ORAL PRESENTATIONS*****		
mayo 4	REVIEW FOR & <u>LISTENING COMPREHENSION SECTION OF FINAL EXAM IN CLASS</u>		
mayo 6	FINAL EXAM FRIDAY, MAYO 6, 2011 FROM 6:00- 8:00 PM YOUR INSTRUCTOR WILL ANNOUNCE THE LOCATION		

SPANISH 205 FINAL EXAM WILL BE
FRIDAY, MAY 6, 2011 FROM 6:00 - 8:00 PM
YOUR INSTRUCTOR WILL ANNOUNCE THE LOCATION.

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