

SPA 111 - Elementary Spanish I (T4 - 31037)

Fall 2013

Instructor: Sasha Gauley
Course schedule: Tuesdays and Thursdays 6:30pm-8:10pm
+ Lab: Supersite (Online)
Classroom: KTRCC D211
E-mail: sgauley@trcc.commnet.edu
Office: D205
Office Hours: Tuesdays and Thursdays 5:30pm-6:30pm, or by
appointment

Course description: This four credit course introduces the basic principles of the Spanish language and provides a cultural understanding of the Hispanic world. The emphasis of the course is on developing communicative skills at a basic level, focusing on the four basic skills of language learning: listening, speaking, writing and reading. This course will allow students to contextualize the learning experience by providing a cultural context for all activities which encourages interest and appreciation of language and Hispanic culture.

Course Materials:

- ☑ Textbook: *Vistas*. Introducción a la lengua Española, 4th edition. Blanco & Donley, Vista Higher Learning, 2012.
 - Span 111: Lección 1 to 5 - Span 112: Lección 6 to 11 **
 - This textbook introduces the basic grammatical structures of the language. Each chapter provides a large number of activities to help you practice the structures introduced. The chapters provide practice in pronunciation, listening, writing, reading and speaking the language. The readings offer a wide range of historical, social, political and artistic information to increase the student's knowledge and understanding of the Spanish & Latino world.
- ☑ *Vistas Supersite Plus (WebSAM: Online Workbook/Lab Manual/Video Manual + Wimba Pronto: for online communication and collaboration + vText)*
 - Lab: This is a four credit course since a minimum of one hour of laboratory/computer practice beyond the class meetings is required per week. The amount of time you will spend doing these activities will depend on your level of skills. You can use the Language Lab (C117) or your own computer for that.
- ☑ *Dictionary.* To have your own dictionary is strongly recommended. There are no specific requirements for dictionaries, any dictionary will work. Making your own vocabulary & grammar cards is greatly recommended since they prove to be very useful for foreign language learners. Several of these resources are available at the Language Lab, you can check them and see if any of those will fit your needs. Although you can't take them home, you are more than welcome to use them in the Language Lab.

** Remember to keep your textbook and Supersite account for Elementary Spanish II. You'll use the same textbook and account so you won't need to buy any new material for SPA112 course. Both courses are required to fulfill the foreign language requirement.

Learning Outcomes: At the end of this semester students should be able to do the following:

- To develop speaking and listening skills in Spanish, to be able to recognize and use Spanish pronunciation.
- To recognize and apply basic grammar structures and connect grammar with communication.
- To develop and use the vocabulary and topics of conversations presented in the six introductory lessons of the textbook. These topics reflect how Spanish speakers communicate in the real world.
- To read and understand short narratives.
- To write questions and answers and short paragraphs based on the material presented in the textbook.
- To be familiar with cultural contexts in order to contextualize the learning experience.
- To increase their knowledge of Hispanic culture: Students will demonstrate basic knowledge of the customs and contributions of the different ethnic groups that form the Hispanic world.

Evaluation Criteria: An individual's performance will be evaluated according to the following criteria and percentages.

Class participation and attendance (<i>Participación</i>)	15%
<u>Supersite</u> (<i>Lab online</i>)	15%
Homework, assigned projects, notebook (<i>Carpeta</i>)	5%
Tests, Quizzes, Assessments (<i>Pruebas</i>)	20%
Writing assignments (Journals & Composition) (<i>Diarios</i>)	10%
Oral Exam (<i>Examen oral individual</i>)	10%
Oral group presentation (Culture & Movie)	10%
<u>Comprehensive written final exam (<i>Examen final</i>)</u>	<u>15%</u>
	100%

Cultural Assessment: Please remember that Culture is a very important part of learning a foreign language. Global awareness, cross-cultural and multi-cultural perspectives are strong components of your general education. Students' cultural competences will be assessed in all of the criteria mentioned above. At the end of this course students will be familiar with cultural concepts and will demonstrate knowledge of the Hispanic culture and how it relates to language and communication.

Numerical Grading Scale

A	94-100	B	83-86	C	73-76	D	65-66
A-	90-93	B-	80-82	C-	70-72	D-	60-64
B+	87-89	C+	77-79	D+	67-69	F	0-59

CRITERIA OF EVALUATION

1. CLASS PARTICIPATION and ATTENDANCE: Since the oral component of the class is very important, students are expected to attend and participate in all class meetings.

Criteria for class participation:

- Being **present** at every class session, arriving to class on time and being present during all the class period until the end of the class (usually important announcements are given at the end of the class).

ATTENDANCE: Because of the cumulative nature of language learning, attendance is very important, frequent exposure to the material and keeping up with the assignments is essential. Students should attend all classes and must come to class prepared by reviewing the material assigned to study for each class. If absences are not justified student's participation grade will be affected. It is at the instructor's discretion to justify absences given circumstances and situations for each individual student. Every class you will receive a grade for attendance and a grade for overall participation. Your grade for attendance will be determined by receiving points for each class you attend. If you miss a class you'll be deducted all those points. Also you will receive fewer points if you arrive to class late or leave early.

Punctuality: As participation is so important in language courses, chronic tardiness cannot be tolerated as it disturbs both your classmates and the instructor. If you arrive after class has begun, quietly take a seat near the door in order to minimize the interruption.

If you miss a class, you need to take responsibility for keeping up with the assignments. Check with your classmates for any changes or additions to the classes' schedule. Remember that it's your responsibility to be updated on the class announcements, assignments and due dates.

- Reading, studying and preparing in advance the assigned material for each class as determined by the instructor. Read the course schedule and outline for the topics that will be covered each class.
- The realization of projects required which form an integral part of the required course work.

What does it mean to participate in class?

- **Actively participating in class activities and discussions by making comments, asking questions, showing enthusiasm in activities, respecting others participation and conducting yourself appropriately for a class.**
- Doing the homework, paying attention to listening comprehension activities and instructions, grammar exercises, performing dialogues and oral activities, studying and focusing on the readings and participating in the correction of exercises indicated in the textbook.
- Your self-motivation, interest and **attitude** towards the class are very important in foreign language classes (you could earn an overall performance extra-point at the end of the course).

Disruptive behavior: Will not be tolerated. Class interruptions such talking during video sessions or instructor explanations, affect the dynamic of the class. Your disruptive behavior will be noted by the instructor and your participation grade will be seriously affected. Students will be removed from the class if the problem is not corrected and the Dean of Students will be notified for a follow up with you on your behavior. Please see **Student's responsibilities** for more information on behavior during classes.

2. Completion of all ASSIGNMENTS AND EXAMS. Students are required to take all scheduled exams, both oral and written, in order to pass the course. Make up tests, quizzes or exams are not allowed. The instructor must be notified in advance by phone, note or e-mail if the student is under extenuating circumstances and has to miss a class or a test. Any exam or other work missed due to illness or other **excused** absence must be made up within one week of the scheduled date and is at the instructor discretion to receive it after the due date. It is the student's responsibility to make the necessary arrangements. In the event that arrangements are not made, the student shall receive a grade of 0 (zero) / "F" for the exam or assignment missed. In order to be fair to other students in the class, up to ten points may be deducted from the student's grade for make up tests, or for late assignments. The instructor will keep tests, quizzes and written exams after reviewed by students. Students are welcome to make appointments during office hours to discuss and review their tests with the instructor.

The **completion of the material** assigned from the **Textbook** (during class and as homework), **Supersite**, Video assignments, homework assignments and **Diarios/Composiciones** is **required**. You will be provided with instructions and **due dates** for submitting each assignment. It is at the instructor discretion to receive or accept late submissions of assignments and it could be based on the student overall performance in the class.

3. WRITTEN WORK:

Journals and Compositions:

1. The main purpose of this activity is developing your writing skills by regularly practicing the skill and getting immediate feedback by the Supersite and by your instructor.
2. The instructor will announce the assignment, instructions, format and the topic of the journal.
3. The assignment will be related to topics discussed in class.
4. The level and length at a basic level will vary from short and simple sentences (5 to 10) with simple vocabulary at the beginning to longer and more advanced vocabulary at the end (one or two pages).

Notebook / “Cuaderno”:

1. In order to gauge the progress the student has done throughout the course, each student is required to compile all the homework and written assignments done during the course. Including practice sheets, handouts and packages.
2. This *Cuaderno or Carpeta* should include the activities done in class, homework assignments, projects, journals, compositions and study packs.
3. Additionally, the student should add any other piece of writing evaluated and returned by the instructor, such as workbook activities or any other additional material you would like to include.
4. Students will submit the *Cuaderno* at the end of the course for grading, and the instructor will hand it back.

** Failure to fulfill any of the categories mentioned above can have a negative impact on your grade.

Extra-credit projects: Might be allowed at the instructor’s discretion and will be announced.

Previous knowledge of the Language:

If you believe that your previous knowledge of Spanish could allow you to move forward to the next level course of Spanish, you can discuss your situation with your instructor since it might be possible to receive an override to join that class. Decisions are made on an individual basis taking into account several factors.

GENERAL INFORMATION FOR STUDENTS

Student’s rights: All students in the College have specific rights and responsibilities. You have the right to expect a classroom environment that enables you to learn, including modifications if you have a disability.

Student’s responsibilities: Your **responsibilities** to this class --and to your education as a whole-- include attendance and participation. You are also expected to be honest and honorable in your fulfillment of assignments and in test-taking situations. You have a responsibility to the rest of the class--and to the instructor--to help create a classroom environment where all may learn. At the most basic level, this means that you will **respect the other members of the class and the instructor**, and treat them with the courtesy you hope to receive in turn.

Disabilities Statement: If you have a disability that may require certain modifications, please contact the Counseling and Advising Center at 860-383-5217 as soon as possible. I cannot provide accommodations until I receive a letter from the Disability Counselor. Your cooperation is appreciated.

College Withdrawal Policy: A student who finds it necessary to discontinue the course must complete a withdrawal form in the Registrar’s office. Withdrawals are recorded with a “W”. Students who stop attending but fail to formally withdraw are assigned “F” for a grade at the end

of the course. If you decide to withdraw, please make sure to make the withdrawal process in a timely matter so you don't receive an F in the class. Make sure that you are aware of the withdrawal due date at the Registrar's office each semester, it is your responsibility to withdraw before the due date.

Cell phones: Please turn off cell phones during class. Please turn cell phones completely off, including vibration setting and put them away. It is disturbing to the entire class—and disrespectful to the instructor—to have students get up during class to receive phone calls or to have to lecture while they are text messaging. If you have a particular emergency, please inform the instructor before class. Otherwise, your participation grade may be affected.

Laptop Use: While use of laptops is permitted in this class, it should be used in connection to the class activities and instructions issued by the instructor. Any student found to be surfing the internet, checking email, using social networks, chat, playing games or doing anything on the laptop that is not connected with the class, will have their grade affected and may forfeit their right to use their laptop for the duration of the semester.

Academic honesty and plagiarism:

- False representation of a student's academic performance constitutes academic dishonesty. Knowingly or intentionally assisting another student to do so in any way (during a quiz, exam or written assignment) will have serious consequences. The instructor reserves the right to award an "F" for the course to the individuals involved.
- Please note that **ALL** written work is expected to be your own work, without the help of others. Keep in mind that turning in another's work as your own is considered plagiarism and constitutes academic dishonesty. This inappropriate behavior will be considered especially in relation to texts copied from Internet or done by people other than you. You can consult dictionaries and grammar reference sources and use a Spanish spell checker (*e.g.* with a program such as *Microsoft Office Word*). You can't turn in a composition that translates your writing from English to Spanish or use *automatic translation devices* from the Internet or other sources (machine translation is easily identifiable and usually of poor quality).
- Any student found copying during an exam or any other individual piece of work that is to receive a grade will receive a grade of "F" in the assignment. If other cases of plagiarism occur, the student will be reported to the appropriate university authorities for whatever action is deemed necessary.

SUGGESTIONS ON HOW TO STUDY AND LEARN A FOREIGN LANGUAGE

Learning to speak:

1. **Practice** the language as much as you can.
2. **Imitate** as exactly as you can. Say everything **out loud**. If you read silently you are only using your visual memory if you study out loud, you triple your efficiency by adding auditory memory and motor memory.
3. Learn **one concept** at a time. Break up a lesson into small units.

4. **Study for short periods of time.** Start off with twenty minutes to a half an hour at the most; then turn to some other work; then come back for another twenty minutes; and so on. Four half hour periods of study will produce far better results than two uninterrupted hours.
5. **Make full use of class time.** Don't close your mind off when somebody else is responding in class. Recite mentally with him or her and get half the learning job done that way.
6. **Keep up with the assignments** and don't fall behind. Language learning is cumulative. You build on what you learned previously. You must know the concepts on chapter 1 because you need them for chapter 2.
7. **Come to class prepared.** Don't stay away from class if you are unprepared. You'll fall still farther behind. Tell your instructor and learn from the classroom work.
8. **Learn to apply the grammatical rules you are learning** rather than learn the rule. If you can't apply them, they are of no use to you.

Learning to read:

1. **Read** the assignment twice once for pronunciation and the second time for content. Don't look up every word you don't know. Verbs are the most important words in a sentence, if you know the meaning of the verbs, you can guess the rest.
2. **Read** the whole sentence before you look up a word that you don't know in a paragraph.
3. **Literal translation** from one language to another is not possible in many cases. Learn to read for meaning rather than just translating.
4. **Don't try** to cover the whole assignment in one sitting. Break up the chapter into structures, re-read each part and then re-read the whole, after that, close the book and recall what you just read.
5. **Don't agonize** over passages you just can't understand. Ask your instructor.
6. **Make a list** or flash cards of your own particular nuisance words; words you have to look up again and again spend special time on them. Except for such nuisance words, don't write out list of words you had to look up- unless you think you have extra time.

Other suggestions:

- Listen to the Spanish radio stations or watch the news on the Spanish TV channels.
- Listen to music in Spanish and try to recognize some words.
- Use the language as often as possible with a classmate, Spanish-Speaking people or by yourself.
- Prepare your own vocabulary cards to help you remember or get them at a bookstore.
- On TV, select the audio in Spanish and/or the subtitles in Spanish to practice listening and reading coordination.

LANGUAGE LAB and ROSETTA STONE software:

- Make use of **Rosetta Stone** for free at the **Language Laboratory** located behind the Lab in room C-117. Students can make use of this excellent tool for practicing and improving their language skills.
- You will also find several useful study materials at the Language Lab. Please see posted flyer on Resources and Tools for Language students at TRCC.

- The Language Arts Lab in TASC provides space for tutoring along with 5 computer work stations. Headphones and headphone/microphone sets are available for use in TASC.
- Remember to sign in every time you use the Language Lab, you could receive extra-points for your classes.

TUTORING

- Languages tutors are available at the Tutoring and Academic Success Center (TASC) located in C117. Tutoring service is free to students.

OLE - Organization of the Latino-American Experience:

- Participate in the **cultural activities and events** offered by **OLE** at the college. You can come to their meetings and become an active member. You can be part of cultural and academic events: music, art, language, books, games, job, fashion, travel, movies and food. You can get in touch with a new culture and have some fun by sharing “fiestas” together. Think also it will look good in a resume to be a member of an organization. This participation can help you develop leadership and teamwork skills to get the job you want for your future. OLE wants to hear your suggestions on activities that interest you like study/travel courses, cultural videos, dinner/dance parties, community help, etc. Look for notices and announcements.
- Visit their website at: <http://www.wix.com/oletrcc/home>



STUDY ABROAD

Learning about a foreign culture is valuable for your academic performance, your career and it's an enriching personal experience. Adding a *foreign language* to your career preparation and your resume could translate in the possibility of a new job or a better position. Think that when learning foreign languages, the full immersion methodology, by living in the country where it's spoken, is always the best way to learn it.

Three Rivers Community College is currently associated with the **College Consortium for International Studies**, which is a partnership of colleges that encompasses a broad spectrum of international higher education. If you are interested in learning about Studying Abroad opportunities, the first step would be to navigate CCIS website at: <http://www.ccisabroad.org/>. There you can explore the information on destinations, options of programs (semester and summer programs), academics (course offerings & credits), student life, costs, application deadlines, eligibility, etc. After reviewing this information, if you are interested in any specific program or programs offered by CCIS, please contact Jamie McCutcheon (JMcCutcheon@trcc.commnet.edu) or Maria Celeste Arrieta (marrieta@trcc.commnet.edu) so we can schedule a meeting and try to answer all your questions. We'd like to help you with the process of Studying Abroad and hope that you find a program that meets your career expectations.

COURSE SCHEDULE

- Out of class preparation is essential for language learning. Do the assigned material prior to coming to class, not during class. Class time reinforces the material you have already studied at home.
- In this syllabus you will see the dates in which each new topic will be introduced, but remember that language learning is a progressive and integral process that requires continuous revision and recycling of old material.
- Do the exercises in **Supersite** in conjunction with the structures assigned in the Textbook's exercises. Also make sure you finish the material of these components and do the assessments online. It will help you to know what you need to review or study more.
- Homework and Projects will be assigned each class. In case of specific due dates for completion of work it will be announced in advance.

***Course Revisions:** This syllabus has been prepared as accurately as possible, but it could be modified and revised at the discretion of the instructor.

Referencias: 📖 Lecturas culturales - 🌐 Cultura hispana en el mundo - 📺 Videos - 📖 Literatura - 🎵 Música

AUGUSTO	Temas y Actividades <i>(Las páginas corresponden al Libro de Texto)</i>
jueves 29 *** Capítulo 1 "Los Saludos"	<p><u>Introducción al curso:</u> Presentación de la clase - Syllabus - Materiales - Metodología - Criterios de Evaluación - Discusión de asignaciones - Encuesta</p> <ul style="list-style-type: none"> • <u>Asignación:</u> "The importance of learning Spanish" (one-page, in English, bullets format) • SUPERSITE <p>A. Comunicación Contexto: los Saludos</p> <p>B. Cultura</p> <ul style="list-style-type: none"> 📖 Fotonovela: <i>Bienvenida, Marissa</i> pp. 6-7 🌐 Geografía: Los países del mundo hispano y sus capitales, regiones geográficas (MAPAS A59-A62)
SEPTIEMBRE	Temas y Actividades <i>(Las páginas corresponden al Libro de Texto)</i>
martes 3 *** Capítulo 1 "Los Saludos"	<p>A. Comunicación Discusión de asignación: "The importance of learning Spanish" Pronunciación: el Alfabeto p. 9 Gramática: Sustantivos y Artículos (Género: femenino/masculino, Número: singular/plural) pp. 12-15</p> <p>B. Cultura</p> <ul style="list-style-type: none"> 📖 Lectura cultural: <i>Saludos y besos en los países hispanos</i> pp. 10-11
jueves 5 *** Capítulo 1 "Los Saludos"	<p>A. Comunicación Vocabulario: los Números 0-30 pp. 16-18, la Hora pp. 24-27 Gramática: Hay... pp.16-18, el Verbo SER y Pronombres personales pp. 19-24 Repaso pp. 28-29</p> <p>B. Cultura</p> <ul style="list-style-type: none"> 🌐 ¿Tú o usted?

<p>martes 10</p> <p>***</p> <p>Capítulo 1 “Los Saludos”</p>	<p><i>A. Comunicación</i></p> <p>Vocabulario: Cognados pp. 30-31, Animales p. 31 Escritura: Escribir en Español, Hacer una lista p. 32 Escuchar: Reconocer vocabulario de los saludos Repaso Vocabulario p.38</p>
	<p><i>B. Cultura</i></p> <ul style="list-style-type: none">  <i>Mafalda</i> (Argentina)  Comics: <i>Quino</i>  Hispanos en Estados Unidos: TV (Univisión y Telemundo) - <i>Anuncio de Mastercard</i> p. 34  Flash cultura: <i>Encuentros en la plaza</i> (Plaza de Mayo en Buenos Aires, Argentina) p. 35  Panorama Cultural: <i>La población hispana en Estados Unidos y Canadá</i> pp. 36-37  Historia: la Historia del español en Los Estados Unidos  Ciencias Sociales: la población hispana en los Estados Unidos  Oye como va: Tito Puente y Carlos Santana
<p>jueves 12</p> <p>***</p> <p>Capítulo 2 “En la universidad”</p>	<p><i>A. Comunicación</i></p> <p>Contexto: En la universidad Vocabulario: la universidad, la Clase y las materias p. 40-41 y 46, Los días de la semana p. 42 Pronunciación: Las vocales p.47</p>
	<p><i>B. Cultura</i></p> <ul style="list-style-type: none">  Fotonovela: <i>¿Qué estudias?</i> pp. 44-45  El Castillo de Chapultepec, México  Lectura: <i>La elección de una carrera universitaria</i> p. 48-49, <i>La Universidad de Salamanca</i> p.49  Las universidades hispanas p. 49
<p>martes 17</p> <p>***</p> <p>Capítulo 2 “En la universidad”</p>	<p><i>A. Comunicación</i></p> <p>Gramática: PRESENTE INDICATIVO de VERBOS REGULARES (–AR) pp. 50-51 Gramática: Verbo GUSTAR p. 52, la formación de Preguntas y las Palabras interrogativas pp.55-56 Definiciones p. 58</p>
	<p><i>B. Cultura</i></p> <ul style="list-style-type: none">  Lectura: <i>UAM, La Universidad Autónoma de Madrid, España</i> pp. 68-69  <i>La diversidad en el Español</i> (Diversidad)
<p>jueves 19</p> <p>***</p> <p>Capítulo 2 “En la universidad”</p>	<p><i>A. Comunicación</i></p> <p>Vocabulario: los Números desde el 31 en adelante pp. 63-64 Gramática: Verbo ESTAR p. 59, Preposiciones p.60, Verbos SER y ESTAR p.61 Escritura: Lluvia de ideas (<i>Brainstorming</i>), Descripciones p. 70 Escuchar: Reconocer cognados p. 71 Repaso Vocabulario p.76</p>
<p>martes 24</p> <p>***</p> <p>Capítulo 2 “En la universidad”</p>	<p><i>B. Cultura</i></p> <ul style="list-style-type: none">  Video TV Clip: <i>Anuncio de Jumbo</i> p. 72 (Navidad en Chile)  Flash Cultura: <i>Los estudios</i> - UNAM, Universidad Autónoma de México p. 73  Panorama Cultural: <i>España</i> pp. 74-75  Arte: Artistas hispanos (Frida Kahlo, José Gurvich, Pablo Picasso, Xul Solar)  Arquitectura: Dalí, Gaudí
<p>jueves 26</p> <p>***</p> <p>Capítulo 3 “La familia”</p>	<p><i>A. Comunicación</i></p> <p>Contexto: La familia Vocabulario: La familia pp. 78-79, Profesiones y ocupaciones p.79, Adjetivos descriptivos pp.83-84 Definiciones p.79 Pronunciación: Diptongos y “linking” p.85</p>

OCTUBRE	Temas y Actividades <i>(Las páginas corresponden al Libro de Texto)</i>
martes 1 *** Capítulo 3 “La familia”	B. Cultura 📖 Fotonovela: <i>Un domingo en familia</i> p.82-83 📖 Lectura: <i>¿Cómo te llamas?</i> p.86 - Los nombres en el mundo hispano 🌐 Ciencias Sociales: La familia hispana y los miembros que la componen p. 87 📖 Lectura: <i>La familia real española</i> p.87
jueves 3 *** Capítulo 3 “La familia”	A. Comunicación Vocabulario y Gramática: Adjetivos descriptivos pp.88-90, Nacionalidades p.89 Gramática: los Adjetivos posesivos p. 93, PRESENTE INDICATIVO de VERBOS REGULARES (-ER / -IR) pp. 96-97

martes 8 *** Capítulo 3 “La familia”	B. Cultura 🌐 Opinión: estar de acuerdo y no estar de acuerdo p. 92 🌐 Ciencias Sociales: Nacionalidades - Los orígenes y la Inmigración - ¿Hispano o latino? - Los estereotipos 📖 Estudios sobre la mujer (Women Studies): La mujer hispana de hoy, desafíos y cambios
jueves 10 *** Capítulo 3 “La familia”	A. Comunicación Gramática: Verbos TENER y VENIR pp. 100-101, Expresiones con el verbo TENER p.101 Escritura: Usar mapas de ideas, Mensaje electrónico (E-mail) p. 108 Escuchar: Solicitar que se repita cuando no se entiende p. 109 Repaso Vocabulario p.115 B. Cultura 📖 Lectura: <i>Gente... Las familias</i> pp.106-107 (Identificar el significado a partir del contexto) 🌐 Sociología: El rol de los abuelos en la familia hispana p. 110 📖 Película corta (Short film): <i>Tears & Tortillas</i> p. 110 📖 Flash Cultura: <i>La familia</i> p. 111 (Las reuniones familiares) 📖 Panorama Cultural: <i>Ecuador</i> pp. 112-113
martes 15 *** Capítulo 4 “Los Pasatiempos”	A. Comunicación Contexto: Los Pasatiempos Vocabulario: los Deportes y los pasatiempos pp. 116-117, Los lugares en la ciudad p.118 Escuchar: Los acentos p.123 B. Cultura 📖 Fotonovela: <i>Fútbol, cenotes y mole</i> pp.120-121 (Hacer invitaciones y planes) 📖 Lectura: <i>Real Madrid y Barça: rivalidad total</i> p.124 📖 Lectura: Atletas importantes en el mundo hispano: Lionel Messi, Lorena Ochoa y otros p.125 🌐 Los deportes en el mundo hispano p. 125
jueves 17 *** Capítulo 4 “Los Pasatiempos”	A. Comunicación Contexto: Los Pasatiempos Vocabulario: los Deportes y los pasatiempos pp. 116-117, Los lugares en la ciudad p.118 Escuchar: Los acentos p.123 B. Cultura 📖 Fotonovela: <i>Fútbol, cenotes y mole</i> pp.120-121 (Hacer invitaciones y planes) 📖 Lectura: <i>Real Madrid y Barça: rivalidad total</i> p.124 📖 Lectura: Atletas importantes en el mundo hispano: Lionel Messi, Lorena Ochoa y otros p.125 🌐 Los deportes en el mundo hispano p. 125

<p>martes 22 *** Capítulo 4 "Los Pasatiempos"</p>	<p><i>A. Comunicación</i></p> <p>Gramática: Verbo IR p.126, los VERBOS CON CAMBIO DE RAÍZ pp. 129-133, las Películas p.135 Gramática: VERBOS IRREGULARES (tener, venir, decir - hacer, poner, salir, suponer, traer - ver, oír) pp. 136-137</p>
<p>jueves 24 *** Capítulo 4 "Los Pasatiempos"</p>	<p><i>B. Cultura</i></p> <ul style="list-style-type: none"> 📖 Lectura: <i>No sólo el fútbol</i> pp. 142-143 (Predecir contenido a partir de los elementos visuales) 🌐 Los deportes populares en los países hispanos pp. 142-143 🎵 La música hispana 🌐 Los artistas famosos hispanos en el cine norteamericano
<p>martes 29 *** Capítulo 4 "Los Pasatiempos"</p>	<p><i>A. Comunicación</i></p> <p>Escritura: Usar un diccionario, Escribir un folleto p.144 Escuchar: Comprender la idea general (Gist) p.145 Repaso Vocabulario p.150</p> <p><i>B. Cultura</i></p> <ul style="list-style-type: none"> 📺 Video TV Clip: <i>Anuncio de Totofútbol</i> p.146 (El fútbol en los países hispanos) 📺 Flash Cultura: <i>Fútbol en España</i> p.147 🌐 Sociología: La rivalidad entre equipos de fútbol en los países hispanos p. 146 📖 Panorama Cultural: <i>México</i> pp.148-149
<p>jueves 31 *** Capítulo 5 "Las vacaciones"</p>	<p><i>A. Comunicación</i></p> <p>Contexto: Las vacaciones Vocabulario: Las vacaciones (En la agencia de viajes, aeropuerto, hotel y playa) pp.152-153, Las estaciones, los meses del año, la fecha p.154, El tiempo/clima p.154, Números ordinales p.155 Pronunciación: Las letras b y v en Español p.161, Adjetivos que describen condiciones/estados y emociones p.164 Gramática: Verbo ESTAR en las condiciones/estados y emociones p.164</p>

NOVIEMBRE	Temas y Actividades <i>(Las páginas corresponden al Libro de Texto)</i>
<p>martes 5 *** Capítulo 5 "Las vacaciones"</p>	<p><i>B. Cultura</i></p> <ul style="list-style-type: none"> 📺 Fotonovela: <i>¡Vamos a la playa!</i> pp.158-159 (Describir el hotel y las emociones) 📖 Lectura: <i>Las cataratas del Iguazú</i> (Argentina) p.162 🌐 Viajes y turismo: Destinos turísticos populares en el mundo hispano p.163 🌐 Geografía: <i>Punta del Este</i> (Uruguay) p.163
<p>jueves 7 *** Capítulo 5 "Las vacaciones"</p>	<p><i>A. Comunicación</i></p> <p>Gramática: El PRESENTE PROGRESIVO pp.166-167 Escritura: Hacer un bosquejo o resumen, Mapas de ideas, Escribir un folleto p.182 Escuchar: Identificar palabras o frases clave p.183</p>

martes 12 *** Capítulo 5 “Las vacaciones”	B. Cultura <ul style="list-style-type: none"> 📖 Lectura: Examinar/ Ojear un texto por información específica p.180 🌐 Lectura: <i>Turismo ecológico en Puerto Rico</i> pp.180-181 A. Comunicación Gramática: Verbos SER y ESTAR pp.170-171, El objeto directo y sus pronombres pp.174-175 Repaso Vocabulario p.187
jueves 14 *** Capítulo 5 “Las vacaciones”	B. Cultura <ul style="list-style-type: none"> 📺 Video TV Clip: <i>Reportaje sobre Down Taxco</i> p.185 (Deportes extremos en Latinoamérica) 📺 Flash Cultura: <i>¡Vacaciones en Perú!</i> p.185 🌐 Historia: El Imperio Inca en Perú p.185 📖 Panorama Cultural: <i>Puerto Rico</i> pp.186-187
martes 19	ORAL GROUP PRESENTATIONS (Instructions for oral presentations will be provided in a separate handout) <ul style="list-style-type: none"> • Películas (English)
jueves 21	ORAL GROUP PRESENTATIONS (Instructions for oral presentations will be provided in a separate handout) <ul style="list-style-type: none"> • Películas (English)
martes 26	Make-up/Supplemental session- Instructor Discretion
DICIEMBRE	Temas y Actividades (Las páginas corresponden al Libro de Texto)
martes 3	REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW) <u>Revisión de Vocabulario, Gramática y Cultura</u> (Incluye Capítulos: 1, 2, 3, 4 y 5)
jueves 5	REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW) <u>Revisión de Vocabulario, Gramática y Cultura</u> (Incluye Capítulos: 1, 2, 3, 4 y 5)
martes 10	REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW) <u>Revisión de Vocabulario, Gramática y Cultura</u> (Incluye Capítulos: 1, 2, 3, 4 y 5)
jueves 12	REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW) <u>Revisión de Vocabulario, Gramática y Cultura</u> (Incluye Capítulos: 1, 2, 3, 4 y 5)
martes 17	EXAMEN FINAL ESCRITO (FINAL WRITTEN EXAM - Todos los capítulos - All chapters included) Carpeta - Grades - Fiesta

Questionario Informativo
Please fill in this form and return it to the instructor

Nombre (*name*): _____ Apellido (*last name*): _____

Correo electrónico (*email*): _____

Área(s) de interés, o especialización (*Major and minor or main interests*): _____

1. Indica qué experiencia (cursos, años, amigos, etc.) en español has tenido hasta este momento (*Which experience with Spanish have you had until this moment? You can give previous courses and/or years of studying Spanish*).

2. ¿Por qué decidiste tomar este curso? (*Why are you studying Spanish?*) _____

3. Explica brevemente qué te gustaría hacer o qué esperas en esta clase. (*Explain briefly what you would like to learn or you expect to learn in this class.*) _____

5. ¿Qué otros idiomas conoce? (*Do you have some knowledge of any language other than English or Spanish?*):

6. Áreas de interés en lenguaje o la cultura hispánica (*Main areas of interest in Spanish language or culture*):

7. ¿Cuál es tu estilo de aprendizaje preferido? Provee ejemplos concretos. (*How do you learn best? Please provide concrete examples.*): _____

8. Other information you wish the instructor to know about (All information is kept confidential)

Muchas gracias