

**SPA 112 - Elementary Spanish II (T03 - 10823)**

**Spring 2011**

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Instructor: MARIA CELESTE ARRIETA  
 Course schedule: Tuesday and Thursday 03:00pm-04:40pm  
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 Office Hours: Wednesdays 10am to 1pm

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**Course description:** This four credit course is a continuation of Elementary Spanish I. More advanced grammatical structures are introduced to continue developing the skills of language learning, to prepare students to begin expressing more complex thoughts in Spanish. Cultural topics and literary readings offer a wide range of historical, social, political and artistic information to increase the student's knowledge and understanding of the Spanish speaking world.

**Prerequisites:** Consent of the instructor is required for enrollment in this course. Consent is usually given if student has completed Elementary Spanish 111.

**Course Materials:**

- Textbook: *Anda Curso Elemental*, Heining-Boynton & Cowell, Pearson, 2009.
  - Span 111: Part A (Chapters 1 to 6) - Span 112: Part B (Chapters 7 to 12)
  - 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 Latino world.
- MySpanishLab* (Workbook and Laboratory Manual - online)
  - A minimum of one hour of laboratory/computer practice beyond the class meetings are required per week.
- Vistas Culturales*. Video Guide. Pearson Prentice Hall, 2007.

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

- To pronounce clearly most of what they say and read in the target language
- To understand Spanish spoken at a moderate speed.
- To recognize and apply more advanced grammar structures (Preterit, Imperfect, Present tense of the Subjunctive Mood, Commands)
- To begin expressing their thoughts in the language.
- To read short narratives ranging from simple to moderate difficulty.
- To write short compositions using previously learned structures in Elementary Spanish I and new ones, allowing them to express more complex thoughts.
- To be familiar with cultural contexts in order to contextualize the learning experience.
- To continue developing the cultural understanding of the Hispanic population by researching and presenting to the class a topic of their choice

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

Class participation	15%
Homework, notebook ( <i>Carpeta</i> ) and <i>MySpanishLab</i>	20%
Quizzes ( <i>Pruebas</i> )	20%
Journals and Composition ( <i>Diarios</i> )	10%
Midterm exam (Written and Oral)	10%
<u>Oral presentation</u>	10%
<u>Comprehensive written final exam</u>	15%
	100%

**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:** Since the oral component of the class is very important, students are expected to participate in all class meetings.

Criteria for class participation are:

- Being present at every class session.
- Reading, studying and preparing in advance the assigned material for each class as determined by the instructor.
- *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.
- The realization of extra projects required which form an integral part of the required course work.

**Individual and group participation.** 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. Every ten classes you will receive a grade for attendance and a grade for participation. Your grade for attendance will be determined by receiving ten points for each class you attend. If you miss a class you'll be deducted ten points and two points if you arrive to class late.

**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 take responsibility for keeping up with the assignments. Check with a classmate for any changes or additions to the classes schedule.**

**Disruptive Behavior:** Will not be tolerated. Students will be removed from the class if the problem is not corrected. 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 or note 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 under the instructor discretion. 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 "F" for the exam or assignment missed. In order to be fair to other students in the class, up to five points may be deducted from the student's grade for make up tests, or for late assignments. . Instructors will keep 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.

**Completion of the material** in the **Textbook** (during class and homework), **MySpanishLab**, **Vistas Culturales** Video Guide and **Diarios/Composiciones**. You will be provided with **due dates** for submitting each assignment.

### **3. WRITTEN WORK:**

#### **Journals and Compositions:**

1. The main purpose of this activity is developing the writing skill by regularly practicing the skill and getting immediate feedback.
2. The instructor will announce the assignment, instructions 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 advance vocabulary at the end.

**Notebook / “Carpeta”:**

1. In order to gauge the progress the student has done throughout the course, each student is required to compile all the homeworks and written assignments done during the course.
2. This *Cuaderno - Carpeta* should include the activities done in class, homework assignments, projects, journals, compositions and study packs.
3. Additionally, the student could 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. Think of the *Carpeta* as a “scrap-book.”
4. Students will submit the *Carpeta* 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.

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**GENERAL INFORMATION FOR STUDENTS**

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**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.

**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 me before class that you will be expecting a call.

**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, 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. I reserve 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. 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 Internet or other sources (machine translation is easily identifiable and usually a bad quality one).
- 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 case of plagiarism occurs, 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

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**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, reread 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 time to waste.

**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 attached flyer on Resources and Tools for Language students at TRCC.

**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>



**Classes 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 **MySpanishLab** in conjunction with the structures assigned in the Textbook's exercises. Also make sure you finish the material of these components and do the self test (*¿Cómo andas? and Y por fin, ¿cómo andas?*) sections throughout the chapters before a test. 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 date 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

ENERO	Texto: Gramática, lecturas, vocabulario y actividades
<b>Jueves 20</b> *** <b>Capítulo Preliminar B</b>	<p><u>Introducción al curso:</u> Presentación de la clase - Syllabus - Materiales - Metodología - Criterios de Evaluación - Discusión de asignaciones - Encuesta</p> <p><u>Asignación:</u> "The importance of learning Spanish" (one-page, in English, bullets format)</p>
	<p><b>A. Comunicación</b></p> <p>Repaso Vocabulario (<i>review</i>) pp. 224-231: La familia, Las materias y las especialidades, La Clase, Emociones y estados, En la universidad, los Deportes y los pasatiempos</p> <p>Repaso Gramática (<i>review</i>) pp. 224-231: Verbo TENER, Singular y plural, Masculino y femenino, Artículos definidos e indefinidos, Adjetivos posesivos y descriptivos, PRESENTE INDICATIVO de verbos regulares, Preguntas y palabras interrogativas, Los números 1-100.00.00, el Verbo ESTAR, el Verbo GUSTAR</p>
	<p><b>B. Cultura</b></p> <p>🌐 Repaso Geografía: Los países del mundo hispano pp. 16-18</p>
<b>Martes 25</b> *** <b>Capítulo Preliminar B</b>	<p><b>A. Comunicación</b></p> <p><u>Discusión de asignación:</u> "The importance of learning Spanish"</p> <p><b>REVIEW TEST (not graded)</b></p>
	<p><b>B. Cultura</b></p> <p>📺 Vistas culturales: <i>El mundo hispano</i></p>
<b>Jueves 27</b> *** <b>Capítulo Preliminar B</b>	<p><b>PRESENTACION - MYSPANISHLAB</b></p>
	<p><b>A. Comunicación</b></p> <p><u>Discusión de asignación:</u> "The importance of learning Spanish"</p> <p>Repaso Vocabulario (<i>review</i>) pp. 232-242: La casa, los Muebles, los Quehaceres domésticos, los Colores, los Lugares, Trabajos y servicios voluntarios</p> <p>Repaso Gramática (<i>review</i>) pp. 232-242: VERBOS IRREGULARES (dar, conocer, hacer, poner, salir, traer, ver, decir, oír, venir, poder, querer, tener) pp. 104-108, Hay, Expresiones con TENER, Saber y Conocer and the personal <i>a</i>, Tengo que..., los VERBOS CON CAMBIO DE RAÍZ pp. 144-146, el Verbos IR e IR + a + infinitivo, las Expresiones afirmativas y negativas</p>
	<p><b>B. Cultura</b></p> <p>📺 Repaso Vistas culturales: <i>Los hispanos en los Estados Unidos</i> (libro: pp. 52-53)</p>
FEBRERO	Texto: Gramática, lecturas, vocabulario y actividades
<b>Martes 1</b> *** <b>Capítulo</b>	<p><b>A. Comunicación</b></p> <p>Repaso Vocabulario (<i>review</i>) pp. 242-249: el mundo de la música, el mundo del cine</p> <p>Repaso Gramática (<i>review</i>) pp. 242-249: Verbos SER y ESTAR pp. 156-157, los adjetivos y pronombres demostrativos, el PRESENTE PROGRESIVO p. 182, los Números Ordinales, Hay que + infinitivo, los pronombres de complemento directo</p>

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<b>Preliminar B</b>	<p><i>B. Cultura</i></p> <ul style="list-style-type: none"> <li>📖 Repaso Vistas culturales: <i>Los hispanos en los Estados Unidos</i> (libro: pp. 52-53)</li> </ul>
<b>Jueves 3</b>	<b>COLLEGE PROFESSIONAL DAY - CLASSES NOT IN SESSION</b>
<b>Martes 8</b>  <b>***</b> <b>Capítulo 7</b>	<p><i>A. Comunicación</i></p> <p>Vocabulario: La comida pp. 252-253, Gramática: Repaso del complemento directo p. 257, el PRETERITO pp. 258-262 Pronunciación: <i>r</i> and <i>rr</i> p. 253</p> <p><i>B. Cultura</i></p> <ul style="list-style-type: none"> <li>📖 Lectura: <i>Las comidas en el mundo hispano</i> p. 256</li> <li>🌐 Nutrición: ¡A contar calorías! p. 254, la Pirámide alimenticia y las dietas p. 255</li> <li>📖 El maíz: alimento de múltiples usos</li> </ul>
<b>Jueves 10</b>  <b>***</b> <b>Capítulo 7</b>	<p><i>A. Comunicación</i></p> <p>Vocabulario: la Preparación de las comidas p. 263, en el Restaurante p. 271 Gramática: unos VERBOS IRREGULARES en el PRETERITO pp. 266-267</p> <p><i>B. Cultura</i></p> <ul style="list-style-type: none"> <li>📖 Lectura: <i>La comida hispana</i> p. 265</li> <li>📖 Vistas culturales: <i>Chile</i> (libro: p. 276)</li> </ul>
<b>Martes 15</b>  <b>***</b> <b>Capítulo 7</b>	<p><i>A. Comunicación</i></p> <p>Escuchar: Combinar estrategias para desarrollar esta habilidad p. 274 Escribir un relato de un recuerdo (<i>memory</i>): Describe el mejor día festivo que pasaste de niño p. 275</p> <p><i>B. Cultura</i></p> <ul style="list-style-type: none"> <li>📖 Vistas culturales: <i>Paraguay</i> (libro: p. 277) y <i>Bolivia</i> (libro: p. 346)</li> </ul>
<b>Jueves 17</b>  <b>***</b> <b>Capítulo 8</b>	<p><i>A. Comunicación</i></p> <p>Vocabulario: La ropa pp. 286-287, GUSTAR y Verbos como gustar pp. 294-297 Gramática: los Pronombres de complemento indirecto pp. 292-294</p> <p><i>B. Cultura</i></p> <ul style="list-style-type: none"> <li>🌐 Moda: La moda y la vestimenta en los países hispanos pp. 288-289</li> <li>🌐 Turismo - Geografía: la moda, las estaciones y el clima en los países hispanos</li> <li>🌐 Ciencias sociales - Música - Arte: expresa tu opinión sobre personajes hispanos famosos del mundo de la moda, de la música o artistas en general pp. 296-297</li> <li>📖 Lectura: <i>Zara: la moda internacional</i> p. 291</li> <li>📖 Vistas culturales: <i>Argentina</i> (libro: p. 312)</li> </ul>
<b>Martes 22</b>  <b>***</b> <b>Capítulo 8</b>	<p><i>A. Comunicación</i></p> <p>Vocabulario: Verbos REFLEXIVOS pp. 302-303 Gramática: los Pronombres de complemento directo e indirecto usados juntos pp. 298-300, las construcciones reflexivas (VERBOS Y PRONOMBRES REFLEXIVOS) pp. 302-303</p> <p><i>B. Cultura</i></p> <ul style="list-style-type: none"> <li>🌐 Teatro: representación con mímica de los verbos reflexivos p. 305</li> <li>📖 Lectura: <i>Los centros comerciales en Latinoamérica</i> p. 306</li> </ul> <p><b>📌 Entrega de la Guía de Estudio para el Examen de mitad de semestre (Study guide for Midterm Exam)</b></p>
<b>Jueves 24</b>  <b>***</b> <b>Capítulo 8</b>	<p><i>A. Comunicación</i></p> <p>Gramática: el IMPERFECTO pp. 306-309 Escuchar: Estrategias para desarrollar esta habilidad (Adivinar el significado por el contexto) p. 310</p> <p><i>B. Cultura</i></p> <ul style="list-style-type: none"> <li>🌐 Ciencias Políticas: Eva Perón p. 308</li> <li>📖 Vistas culturales: <i>Uruguay</i> (libro: p. 313)</li> <li>✉ Literatura: Escribir un relato de las actividades preferidas tu niñez en formato de correo electrónico (<i>e-mail</i>) p. 311</li> </ul>
<b>MARZO</b>	<b>Texto: Gramática, lecturas, vocabulario y actividades</b>
<b>Martes 1</b>	<b>REPASO PARA EL EXAMEN DE MITAD DE SEMESTRE (MIDTERM REVIEW)</b>
<b>Jueves 3</b>	<b>EXAMEN ORAL DE MITAD DE SEMESTRE (ORAL MIDTERM EXAM - Capítulos: B, 7 y 8) (By appointment)</b> <ul style="list-style-type: none"> <li>• <b>MYPANISHLAB</b></li> </ul>

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<b>Martes 8</b>	<b>EXAMEN ORAL DE MITAD DE SEMESTRE (ORAL MIDTERM EXAM - Capítulos: B, 7 y 8) (By appointment)</b> • <b>MYSpanishLAB</b>
<b>Jueves 10</b>	<b>EXAMEN ESCRITO DE MITAD DE SEMESTRE (WRITTEN MIDTERM EXAM - Capítulos: B, 7 y 8)</b>
<b>Martes 15</b>	<b>SPRING BREAK - CLASES NOT IN SESSION</b>
<b>Jueves 17</b>	<b>SPRING BREAK - CLASES NOT IN SESSION</b>
<b>Martes 22</b> <b>***</b> <b>Capítulo 9</b>	<b>A. Comunicación</b> Vocabulario: el Cuerpo Humano p. 322 Gramática: un resumen de los Pronombres de complemento directo, indirecto y reflexivos pp. 325-327, ¡Qué! y ¡Cuánto! pp. 332-333 <b>B. Cultura</b> 🌐 Geografía - Salud: El soroche (Altiplano boliviano) p. 330 🎨 Arte: Pablo Picasso (Guernica), Salvador Dalí, Frida Kahlo 📖 Vistas culturales: <i>Perú</i> (libro: p. 345)
<b>Jueves 24</b> <b>***</b> <b>Capítulo 9</b>	<b>A. Comunicación</b> Vocabulario: unas Enfermedades y tratamientos médicos pp. 328-329 Gramática: el PRETERITO y el IMPERFECTO pp. 334-335 Escribir: completar un formulario médico p. 339 <b>B. Cultura</b> 📖 Lectura: <i>El agua y la buena salud</i> p. 331 🌐 Historia: <i>Una (muy) breve historia de los incas</i> pp. 336-337 📖 Literatura: Narrar una historia basándose en las imágenes p. 338 📖 Vistas culturales: <i>Ecuador</i> (libro: p. 347)
<b>Martes 29</b> <b>***</b> <b>Capítulo 9</b>	<b>A. Comunicación</b> Gramática: expresiones con HACER p. 341 Escribir: Narrar un resumen de una película p. 340 Escuchar: Estrategias para desarrollar esta habilidad (Haciéndote preguntas) p. 343 <b>B. Cultura</b> 📖 Lectura: <i>Las farmacias en el mundo hispanohablante</i> p. 340
<b>Jueves 31</b> <b>***</b> <b>Capítulo 10</b>	<b>A. Comunicación</b> Vocabulario: los Medios de transporte pp. 356-357 Gramática: los Mandatos informales pp. 360-363, los Mandatos formales pp. 364-367 <b>B. Cultura</b> 📖 Lectura: <i>¿Cómo nos movemos?</i> p. 366 🌐 Transmilenio: el transporte masivo de pasajeros de Bogotá p. 366 📖 Vistas culturales: <i>Colombia</i> (libro p. 381)

<b>ABRIL</b>	<b>Texto: Gramática, lecturas, vocabulario y actividades</b>
<b>Martes 5</b> <b>***</b> <b>Capítulo 10</b>	<b>A. Comunicación</b> Vocabulario: el Viaje pp. 368-371 Gramática: otras formas del Posesivo pp. 372- 373 Escribir: Las mejores vacaciones p. 371 <b>B. Cultura</b> 🌐 Geografía - Turismo: <i>Venezuela, país de aventuras</i> p. 371
<b>Jueves 7</b> <b>***</b> <b>Capítulo 10</b>	<b>A. Comunicación</b> Gramática: el COMPARATIVO y el SUPERLATIVO pp. 374-378 Escuchar: Estrategias para desarrollar esta habilidad (Identificar claves lingüísticas) p. 379 <b>B. Cultura</b> 🌐 Geografía: comparación de superficies de países hispanos p. 376 📖 Literatura: Escribir un artículo periodístico para una revista turística ( <i>newspaper article</i> ) p. 380 📖 Vistas culturales: <i>Venezuela</i> (libro: p. 382)
<b>Martes 12</b>	<b>A. Comunicación</b> Vocabulario: los Animales pp. 392-395, el Medio Ambiente pp. 396-398 Gramática: el SUBJUNTIVO pp. 398-404


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*** <b>Capítulo 11</b>	<p><b>B. Cultura</b></p> <ul style="list-style-type: none"> <li>📖 Lectura: <i>El Yunque: tesoro tropical</i> p. 398</li> <li>🌐 Ciencias de los animales - Ecología: El cocodrilo p. 402</li> <li>🎵 Música: La salsa, el merengue y el bolero</li> <li>🏠 Vistas culturales: <i>Puerto Rico</i> (libro: p. 418)</li> <li>🌳 Los Recursos naturales</li> </ul>
Jueves 14 *** <b>Capítulo 11</b>	<p><b>A. Comunicación</b></p> <p>Vocabulario: la Política pp. 405-408 Gramática: POR y PARA pp. 408-410</p> <p><b>B. Cultura</b></p> <ul style="list-style-type: none"> <li>📖 Lectura: <i>La política en el mundo hispano</i> p. 407</li> <li>🗳️ Ciencias Políticas - Opinión: anota algunas ideas que expresen tu opinión sobre el futuro político de tu ciudad, estado, país o del mundo p. 407</li> <li>🏠 Vistas culturales: <i>Cuba</i> (libro: p. 417)</li> <li>🏠 Vistas culturales: <i>La República Dominicana</i> (libro: p. 419)</li> </ul> <p><b>ORAL PRESENTATIONS (Instructions for oral presentations will be provided in a separate handout)</b></p>
Martes 19 *** <b>Capítulo 11</b>	<p><b>A. Comunicación</b></p> <p>Gramática: las Preposiciones y los Pronombres preposicionales pp. 410-413, el infinitivo después de preposiciones pp. 414-415 Escuchar: Estrategias para desarrollar esta habilidad (Utilizar organizadores visuales) p. 415</p> <p><b>B. Cultura</b></p> <ul style="list-style-type: none"> <li>🌐 Geografía: El Viejo San Juan, Puerto Rico p. 413</li> <li>🌐 Publicidad - Ecología: crear un anuncio publicitario para radio de 15 segundos sobre algún aspecto de la protección del medio ambiente p. 416</li> </ul> <p><b>ORAL PRESENTATIONS (Instructions for oral presentations will be provided in a separate handout)</b></p>
Jueves 21	<p><b>Comunicación y Cultura</b></p> <ul style="list-style-type: none"> <li>🎬 Cine: Película <i>Nueve reinas</i> (pre-actividades y post-actividades)</li> </ul> <p>Vocabulario: Expresiones idiomáticas coloquiales argentinas Gramática - Pronunciación: el español en Argentina, sus características y diferencias de tipo morfológico, fonético, sintáctico y semántico</p>
Martes 26	<p><b>Comunicación y Cultura</b></p> <ul style="list-style-type: none"> <li>🎬 Cine: Película <i>Nueve reinas</i> (pre-actividades y post-actividades)</li> </ul> <p>Vocabulario: Expresiones idiomáticas coloquiales argentinas Gramática - Pronunciación: el español en Argentina, sus características y diferencias de tipo morfológico, fonético, sintáctico y semántico</p>
Jueves 28 *** <b>Capítulo 12</b>	<p><b>REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW)</b> <i>Capítulo de Revisión de Vocabulario, Gramática y Cultura (Incluye Capítulos: B, 7, 8, 9, 10 y 11)</i></p> <p>📄 Entrega de la Guía de Estudio para el Examen Final (Study guide for Final Exam)</p>

<b>MAYO</b>	<b>Texto: Gramática, lecturas, vocabulario y actividades</b>
Martes 3 *** <b>Capítulo 12</b>	<p><b>REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW)</b> <i>Capítulo de Revisión de Vocabulario, Gramática y Cultura (Incluye Capítulos: B, 7, 8, 9, 10 y 11)</i></p>
Jueves 5 *** <b>Capítulo 12</b>	<p><b>REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW)</b> <i>Capítulo de Revisión de Vocabulario, Gramática y Cultura (Incluye Capítulos: B, 7, 8, 9, 10 y 11)</i></p>
Martes 10	<b>EXAMEN FINAL ESCRITO (FINAL WRITTEN EXAM - Todos los capítulos)</b>
Jueves 12	<b>Carpeta - Grades - Fiesta</b>



**MySpanishLab SPA 112 - Spring 2011**

 This is a list of the assigned activities in *MySpanishLab* for the semester. You'll see the due date for each activity in your calendar online in *MySpanishLab* once you are logged in.

Capítulo B: 1,2,3,4,5,6,7,10,11,13,14,17,18,19,20,22,24,26,27,29,34,37,38,41,46,49,50,53,54

Capítulo 7: 1,2,3,11,13,14,17,18,19,20,21,24,25,26,28,30,35,36,38,42

Capítulo 8: 1,2,3,9,14,15,17,18,19,22,26,28,29,32,35,37,40,42,45,46

Capítulo 9: 1,2,3,5,6,7,9,12,14,15,17,18,19,22,24,28,30,31,32,37,45

Capítulo 10: 1,2,3,4,14,15,16,18,19,21,22,25,28,29,31,33,41

Capítulo 11: 1,2,3,4,6,7,11,12,13,15,18,20,21,23,25,26,29,30,33,34,35,37,44

Capítulo 12: 2,3,4,5,6,9,10,11,12,15,16,17,20,21,22,24,27,29,33,37

\* All **Tutorials** in all chapters are also assigned. **Tutorials** are very short videos that explain grammar topics and are really useful for students.

**Cuestionario Informativo**

Please fill in this form and return it to the instructor

Nombre (*name*): \_\_\_\_\_ Apellido (*last name*): \_\_\_\_\_

Place and date of birth \_\_\_\_\_

Correo electrónico (*email*): \_\_\_\_\_

Area(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.*) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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*):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Muchas gracias*