SPAN 20
Fundamentals of Oral and Written Spanish
Spring 2012
BC
M-W-F
4 Hrs. Cr.

Required Text and Materials:
http://www.mySpanishlab.com/ My Spanish Lab: online student’s workbook and lab manual.

Your textbook Arriba comes with My Spanish Lab code that will allow you to sign up for your student’s workbook and lab manual online. PLEASE, DO NOT DISREGARD ANY MATERIALS, CODE NUMBERS, ETC. because you will need them for this class and if you already throw them, you will have to purchase them again. Also, your professor will provide you with additional information to successfully complete your workbook and lab materials.

Recuerden: El Professor debe incluir la información necesaria (junto con este sílabo) para que el estudiante pueda entrar en el curso de My Spanish Lab y acceder a los ejercicios.

Instructor’s information:
Professor: Office:
Office hours: Email:

NOTICE TO THE PROSPECTIVE STUDENT. This syllabus contains the policies and expectations I have established for SPAN 20, Fundamental of Oral and Written Spanish. Please, review this entire syllabus carefully before continuing in this course, which will require a considerable commitment to excellence on your part. The clearly outlined policies and expectations are intended to foster a productive learning atmosphere for all students enrolled and to provide the parameters for individual responsibility and conduct during the course. You should expect that if your conduct during class disrupts the atmosphere of mutual respect that I expect, you will not be permitted to participate further.

Purpose of the Course:
This course is designed to develop students’ learning experience of Spanish through cultural awareness and linguistic competence from the perspective of a second language acquisition.

Course Content: SPAN 20: Fundamentals of Oral and Written Spanish II (4)
Continuation of the introduction to the Spanish language. Progressive mastering of the four skills of listening, speaking, reading, and writing. Emphasis on using language in context to expand self-expression.
Prerequisite: Spanish 1, placement, or special permission.

Course Goals:
Students will:
• Become familiar in all aspects of the language arts in Spanish.
• Continue acquisition of the four skills: hearing, speaking, reading and writing.
• Continue exploring Latin American and Spanish cultural aspects. Culture is viewed as an integral part of learning a language.
• Communicate using basic Spanish skills.

Expected Outcomes:
Students will learn:
• To handle a limited number of interactive, task-oriented and social situations.
• To ask and answer simple questions.
• To maintain face-to-face conversation.
• To perform such tasks as:
  o Talking about activities you like to do in your free time; making plans to do something; reporting
  past events and activities; talking about sports; taking short-cuts in conversation; shopping at a
  department store; talking about what used to happened and what you used to do in the past.
  Describe a scene in the past; Contrasting what happened in the past with something else that
  was going on; Trying to influence another person; Giving advice and influencing other people;
  Describing travel plans; Giving and following instructions and command; writing business letters;
  Talking about what could happened; talking about the environment; all of these with linguistic
  accuracy.
• To learn social customs of Spanish-speaking countries.

Methods of Instruction:
Spanish 20 uses Arriba volume 2 as the designated textbook for introductory Spanish and covers six thematically
organized chapters of the textbook, which present essential communicative functions and structures, along with
basic cultural information about the countries that make up the Hispanic world. Each lesson is divided into three
parts: the language material that forms the core of each lesson is divided into two distinct instructional units. The
third is a synthesizing section that presents cultural information along with activities designed to develop students’
reading and writing skills. Communicative objectives are presented at the beginning of each lesson.

Grammatical Structures Overview:
• Irregular verbs in the preterit (II); double object pronouns.
• Imperfect tense of regular verbs and irregular verbs; ordinal numbers; Preterit versus imperfect.
  Impersonal and passive se.
• Por o Para; adverbs ending in –mente. The Spanish subjunctive; the subjunctive to express volition.
• Nosotros commands; indirect commands; The subjunctive to express feelings and emotions; doubt and
denial;
• Subjunctive with impersonal expressions; formal commands;
• Past participle and the present perfect indicative; the conditional.

Academic Policies:
• Lessons 7-12 from Arriba.
• One test after every chapter.
• Every test will include an oral component “para escuchar” read by your professor ten minutes after the
  beginning of the test. Please, be advised that your professor will not read the oral part again should a
  student arrive late and miss it.
• One final written examination.
• One final oral examination: Assessed by either one-on-one conversation with professor or group-work (2
  students) in the format of a skit based on a topic provided by instructor.
• **FINAL EXAMINATION: DATE AND TIME ARE NON-NEGOTIABLE. DO NOT MAKE PREMATURE TRAVEL
  PLANS.** Please, be aware that final exams are scheduled May 3-9, both included.
• Short quizzes on vocabulary and/or grammatical points.
• There may be occasional, unannounced quizzes to check for daily preparation.
• [http://www.myspanishlab.com](http://www.myspanishlab.com) This is the digital platform that contains your workbook/lab manual.
  Professor will assign daily exercises on My Spanish Lab website. These exercises are due on the assigned
  date, after which you will not be able to access the exercise and you will be graded accordingly (no grade
  will be given). This is non-negotiable.
• So, remember: Late homework will not be taken or allowed neither in My Spanish Lab nor for any other
  assignment due in class on a given due date.
• All homework assigned to be turn in during class should be typed and double-spaced. No hand-writing
  assignment will be taken. Assigned written work must be submitted in hard-copy form, not as electronic
  attachment. If you do not have a printer, make sure you give yourself enough time before class to print
the materials (at the library, computer lab, etc) and bring them to class. Arriving late because you were printing it is not acceptable.

Course Policies:

- **Exercises/assignments/any kind of homework will not be accepted late.**
- **No extra credit.**

- All homework assigned is to be turn in the assigned day in class and it should be typed and double-spaced. **No handwriting assignment** will be taken. Assigned written work must be submitted in hard-copy form, not as electronic attachment. If you do not have a printer, make sure you give yourself enough time before class to print the materials (at the library, computer lab, etc.) and bring them to class. Arriving late because you were printing it is not acceptable.

- **Class participation:** attached to this syllabus there is a grid that will help you to evaluate your participation in class. At the end of the month, your instructor will collect the grid with your participation self-assessment and will return it back to you with her OK regarding your participation. You are responsible to keep it for the whole semester and to turn it in at the end of every month so that you keep track of your class participation. No credit for simply showing up and warming a seat!

- **Be on time for class:** Class begins when professor says “Comenzamos” (Let’s begin). Arriving after that point will be considered as “late arrival”.

- Late arrivals are taken as absences even if you are allowed to enter and participate in class (up to the discretion of professor). Two (2) late arrivals will affect grade: it will go down half letter grade of your final grade for the course. This is non-negotiable. And, there are no excuses.

- All students should arrive to class on time and well prepared.

- You should expect a warning notice after your second absence and/or late arrivals.

- No eating or leaving class once the class session has begun. No excuses.

- Cellular phones must be turned **OFF** during class session. Absolutely no text messaging or email.

- No make-up tests or make-up work for extra credit. Do not ask.

- Behavioral and attitude situations and/or problems will be immediately notified to Dean Sara Waldron, Dean of Campus Life and Students Affairs.

- Academic issues will be notified to Dean Melissa Nicolas.

- Do not let too much time pass if you are having trouble in the course. See me.

- Tutoring is available for free. Please, contact Ms. Joanne McCann (BC 114).

**Attendance policy:**

Attendance will be taken. It is highly recommended not to miss more than three classes in order to successfully complete the requirements of the course. More than three unexcused absences will affect grade. Grade will go down one letter grade of your final grade for each subsequence absence. Be aware that your instructor will send a warning notice to you (with copy to the Academic Dean and your advisor) after the second absence. After a warning notice you have to see your instructor and you may be asked to drop the course.
Class Etiquette:

- Address your instructor by using the title of “professor”.
- Respect fellow classmates. There is a great deal that we can learn from each other, but this cannot happen if students feel uncomfortable in class about speaking in Spanish. Make sure you do everything you can to make our classroom culture a comfortable learning environment for everyone in the class.
- Use an appropriate tone of voice.
- Take responsibility for making the class successful. It is your class. I am the facilitator/instructor but class learning will be the work of you.
- If you must enter the class late, please do so quietly. Choose a seat near the door. If you are a chronic latecomer, please, discuss your reason with me.
- Cell phones, beepers, eating, leaving the room, and other distracting activities are not appreciated nor tolerated.

Academic Accommodations:
Should you require academic accommodations, you must file a request with the Office of Disability Services (BC 119, extension 3327). It is your responsibility to self-identify with the Office of Disability Services and to provide faculty with the appropriate documentation from that office at least one week prior to any request for specific course accommodations. There are no retroactive accommodations.

Evaluation of Student Learning: PLEASE, ASSIGN POINTS OR % IN THIS SECTION
1. Tests
2. Quizzes
3. Workbook and Lab (My Spanish Lab)
4. Assignments due in class (compositions, exercises, etc.)
5. Final Examination:
   - Written exam
   - Oral exam –presentation/skit, or conversation with professor.

6. Class participation

Grading scale for the final Grade Distribution in this course:

A  (95-100)   A-  (90-94)
B+ (87-89)    B  (83-86)   B-  (80-82)
C+ (77-79)    C  (73-76)   C-  (70-72)
D+ (67-69)    D  (63-66)   D-  (60-62)
F  (59-0)
# EVALUATION OF CLASS PARTICIPATION

Use the grid and the rating categories below to track your participation for the month. Your instructor will collect the grid and agree or disagree with your self-evaluation.

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mes de septiembre:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mes de octubre:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mes de noviembre:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yo, el profesor (la profesora) de la clase, estoy de acuerdo / no estoy de acuerdo con la autoevaluación.

<table>
<thead>
<tr>
<th>Puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Firma y fecha

---

Read each category and select the one that most closely describes your participation for each month. Write the number of points associated with the category for each month in the box above.

**SUPERIOR**  25 PUNTOS
- I attended class and arrived on time.
- I greeted people and took leave using Spanish expressions.
- I worked on my comprehension skills by listening when others spoke.
- I spoke only Spanish.
- I participated in all activities with enthusiasm and a positive attitude.
- I helped others to do all of the above.

**AVERAGE**  20 PUNTOS
- I attended class and arrived on time.
- I greeted people and took leave using Spanish expressions.
- Every now and then, I didn’t listen to others when they were talking.
- I spoke Spanish in class but also used English on occasion.
- I participated in all activities, sometimes enthusiastically.
- Overall I showed a positive attitude.
- I made participating in class easier for other people.

**UNSATISFACTORY**  15 PUNTOS
- I arrived late.
- I used more English in class than Spanish.
- I wasn’t listening while others talked.
- My presence in a group didn’t make much difference in getting the task done.
TENTATIVE SCHEDULE (39 days of classes):
¡Arriba! 6e Brief - Three 65 minute class meetings per week

Semester II

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Class objective</th>
<th>In-class assignments</th>
<th>Homework</th>
<th>MySpanishLab Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Capítulo 7 Primera parte</td>
<td>Talking about activities you like to do in your free time Making plans to do something</td>
<td>¡Así es la vida!: El fin de semana Vocabulario: El tiempo libre: 7-1 to 7-7</td>
<td>07-01 to 07-08</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Talking about some activities in the past Talking about indefinite people and things, and people and things that do not exist</td>
<td>Estructuras: Irregular verbs in the preterit (II): 7-7 to 7-10 Estructuras: Indefinite and negative expressions: 7-11 to 7-12</td>
<td>07-09 to 07-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spanish Grammar Tutorial: Preterit Forms of Ser and Ir</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spanish Grammar Tutorial: Preterit Forms of Estar and Tener</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spanish Grammar Tutorial: Preterit Forms of Dar and Ver</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spanish Grammar Tutorial: Indefinite and Negative Expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spanish Grammar Tutorial: Uses and Placement of Negative Expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English Grammar Tutorial: Affirmative and Negative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English Grammar Tutorial: Definite and Indefinite</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English Grammar Tutorial: Indefinite and Negative Expressions</td>
</tr>
<tr>
<td>3</td>
<td>Perfiles</td>
<td>Learning about</td>
<td>¿Cuánto saben?</td>
<td>07-19 to 07-25</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Chapter</td>
<td>Class objective</td>
<td>In-class assignments</td>
<td>Homework</td>
<td>MySpanishLab Tutorials</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>----------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
|     | Segunda parte | Hispanic celebrations  
Acquiring Spanish through popular music  
Reviewing Primera parte | Mi experiencia: Una quinceañera: 7-13 to 7-14  
“Pégate” (Ricky Martin, Puerto Rico): 7-15 to 7-16  
¡Así es la vida!: Actividades deportivas | 07-26 to 07-38 (text) Proyecto: 7-34 | Spanish Grammar Tutorial: Irregular Preterit Forms  
Spanish Grammar Tutorial: Verbs with Different Meanings in Preterit/Present Tense |
| 4   |         | Talking about different sports  
Investigating the Spanish-speaking Caribbean  
Reporting more past events and activities | Practice: 7-17  
Vocabulario: Los deportes 7-18 to 7-21  
| 5   |         | Taking shortcuts in conversation to avoid repetition  
Reviewing Segunda parte | Estructuras: Double object pronouns: 7-25 to 7-28  
¿Cuánto saben?  
¡Pura vida! Episodio 7: 7-29 to 7-30 | 07-43 to 07-48; 07-52 to 07-54 | |
| 6   |         | Developing awareness of the Spanish-speaking Caribbean  
Developing selective reading skills | Panoramas: 7-32 to 7-33  
Páginas: Entrevista con Ricky Martin, Embajador de Buena Voluntad por UNICEF, Estrella: 7-35 to 7-38 | 07-48 to 07-54 | |
| 7   |         | | | | |
| 8   | Capítulo 8 Primera parte | Talking about clothes and shopping at a department store  
Talking about | ¡Así es la vida!: De compras  
Vocabulario: Las compras y la ropa: 8-1 to 8-5  
Estructuras: The imperfect of | 08-01 to 08-15 | Spanish Grammar Tutorial: Imperfect of Regular Verbs  
Spanish Grammar Tutorial: Imperfect of Regular Verbs |
<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Class objective</th>
<th>In-class assignments</th>
<th>Homework/Student Activities Manual</th>
<th>MySpanishLab Tutorials</th>
</tr>
</thead>
</table>
| 9   | Perfiles | Talking about the order in which things appear or events occur | *Estructuras*: Ordinal numbers: 8-10 to 8-12  
¿Cuánto saben?  
*Mi experiencia*: De compras en Perú: 8-13 to 8-14 | 08-16 to 08-24 | Spanish Grammar Tutorial: Ordinal Numbers  
English Grammar Tutorial: Ordinal Numbers |
| 10  | Segunda parte | Acquiring Spanish through popular music  
Shopping for personal care products | *Mi música*: “Compañera” (Yawar, Perú) 8-15 to 8-17  
¿Así es la vida!: ¿Qué hiciste hoy?  
*Vocabulario*: Tiendas y productos personales: 8-18 to 8-19 | 08-25 to 08-31 | Spanish Grammar Tutorial: Summary of Uses of Preterit and Imperfect |
| 11  |         | Contrasting what happened in the past with something else that was going on | Practice: 8-20 to 8-22  
*Estructuras*: Preterit versus imperfect 8-23 to 8-27 | 08-32 to 08-40  
*Proyecto*: 8-38 | Spanish Grammar Tutorial: Impersonal and passive se: 8-29 to 8-31  
Pura vida Episodio 8: 8-32 to 8-34  
Páginas: 8-38 to 8-40  
Taller: Una fábula: 8-44 | Spanish Grammar Tutorial: Impersonal Se  
Spanish Grammar Tutorial: Passive Voice with Se  
English Grammar Tutorial: Impersonal Subjects |
<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Class objective</th>
<th>In-class assignments</th>
<th>Homework Student Activities Manual</th>
<th>MySpanishLab Tutorials</th>
<th>English Grammar Tutorial: Passive Voice</th>
</tr>
</thead>
</table>
| 13  |         | Developing awareness of Peru and Ecuador from a historical perspective | Panoramas: 8-36 to 8-37  
    Páginas: “Los rivales y el juez”  
    (Ciro Alegría, Perú): 8-41 to 8-43  
    ¿Cuánto saben? | 08-48 to 08-50; 08-55 to 08-57 | | |
| 14  |         | | Capítulo 8 exam | | | |
| 15  | Capítulo 9 Primera parte | Making travel arrangements  
    Requesting travel-related information  
    Talking about going to and through places | ¿Así es la vida!: De vacaciones  
    Vocabulario: En el aeropuerto: 9-1 to 9-5  
    Estructuras: Por and para: 9-6 to 9-9 | 09-01 to 09-08  
    09-09 to 09-14 | Spanish Grammar Tutorial: Por and Para  
    English Grammar Tutorial: Prepositions | |
| 16  | Perfiles | Talking about how things are done  
    Reviewing Primera parte  
    Learning about Venezuela’s tourist attractions | Estructuras: Adverbs ending in -mente: 9-10 to 9-13  
    ¿Cuánto saben?  
    Mi experiencia: Auyentepuy: un viaje de aventura: 9-14 to 9-15 | 09-15 to 09-25 | Spanish Grammar Tutorial: Adverbs  
    English Grammar Tutorial: Adverbs | |
| 17  | Segunda parte | Acquiring Spanish through popular music  
    Describing travel and vacation experiences  
    Understanding subjective description | “Me enamora” (Juanes): 9-16 to 9-17  
    ¿Así es la vida!: Unos correos electrónicos de Marisela  
    Vocabulario: Los viajes: 9-19 to 9-23 | 09-26 to 09-31  
    Proyecto: 9-38 | | |
<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Class objective</th>
<th>In-class assignments</th>
<th>Homework Student Activities Manual</th>
<th>MySpanishLab Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>Chapter</td>
<td>Class objective</td>
<td>In-class assignments</td>
<td>Homework Student Activities Manual</td>
<td>MySpanishLab Tutorials</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>----------------</td>
<td>----------------------</td>
<td>-------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td>Capítulo 9 exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Acquiring Spanish through popular music Investigating</td>
<td>“Viaje”, Octavia (Bolivia): 10-17 to 10-20 ¡Así es la vida!: ¡Mejora tu salud!</td>
<td>10-28 to 10-35 Proyecto: 10-38</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Chapter</td>
<td>Class objective</td>
<td>In-class assignments</td>
<td>Homework</td>
<td>MySpanishLab Tutorials</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>24</td>
<td>Segunda parte</td>
<td>Bolivia and Paraguay; Talking about how to stay fit</td>
<td><strong>Vocabulario: Los alimentos:</strong> 10-21 to 10-26</td>
<td>10-36 to 10-44; 10-50 to 10-53; 10-57</td>
<td>Spanish Grammar Tutorial: Subjunctive in Nouns Clauses with Verbs of Doubt and Denial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving your opinion about something; Acquiring selective listening skills</td>
<td><strong>Estructuras:</strong> The subjunctive to express doubt and denial: 10-27 to 10-32; ¡Pura vida! Episodio 10: 10-33 to 10-35</td>
<td><strong>Taller: Un artículo sobre la salud:</strong> 10-45</td>
<td>Spanish Grammar Tutorial: Use of Subjunctive in Noun Clauses after Impersonal Expressions; Spanish Grammar Tutorial: Tal vez, Quizás</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Developing awareness of the diversity of Paraguay; Developing selective reading skills; Peer-editing and composition revision; Reviewing Segunda parte</td>
<td><strong>Panoramas:</strong> 10-36 to 10-37; <strong>Páginas:</strong> “La azucena del bosque” (Mito guaraní): 10-30 to 10-44; ¿Cuánto saben?</td>
<td>10-45 to 10-49; 10-54 to 10-56</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td>Capítulo 10 exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Capítulo 11</td>
<td>Describing professions and occupations using work-related terms; Talking about the advantages of different professions; Giving and</td>
<td>¡Así es la vida!: El mundo del trabajo; <strong>Vocabulario:</strong> Los oficios y las profesiones: 11-1 to 11-5; <strong>Estructuras:</strong> Tú commands 11-6 to 11-10</td>
<td>11-01 to 11-15</td>
<td>Spanish Grammar Tutorial: Formation of Regular Tú Commands; Spanish Grammar Tutorial: Formation of Irregular Tú Commands; Spanish Grammar Tutorial: Negative Tú Commands</td>
</tr>
<tr>
<td>Day</td>
<td>Chapter</td>
<td>Class objective</td>
<td>In-class assignments</td>
<td>Homework Student Activities Manual</td>
<td>MySpanishLab Tutorials</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>----------------</td>
<td>---------------------</td>
<td>------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>following instructions from a friend</td>
<td></td>
<td></td>
<td>Spanish Grammar Tutorial: Attaching Object and Reflexive Pronouns to Tú Commands</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Reviewing Primera parte</td>
<td>¿Cuánto saben?</td>
<td></td>
<td>Spanish Grammar Tutorial: Adverbial Conjunctions That Always Require Indicative</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Investigating Argentina and Uruguay</td>
<td>Mi experiencia: Los empleos y las recomendaciones: 11-17 to 11-18</td>
<td></td>
<td>Spanish Grammar Tutorial: Adverbial Conjunctions That May Require Indicative or Subjunctive</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Perfiles</td>
<td></td>
<td></td>
<td>English Grammar Tutorial: Conjunctions English Grammar Tutorial: Adverbial Clause</td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>Acquiring Spanish through popular music</td>
<td>Mi música: “Yo vengo a ofrecer mi corazón” (Fito Páez, Argentina): 11-19 to 11-21</td>
<td>11-29 to 11-35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Reading and responding to want ads</td>
<td>¡Así es la vida!: En la busca de empleo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Interviewing for a job</td>
<td>Vocabulario: La búsqueda de empleo: 11-23 to 11-24, 11-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>Describing existing and nonexistent people and things</td>
<td>Estructuras: The subjunctive with indefinite people and things: 11-28 to 11-33</td>
<td>11-36 to 11-43; 11-48 to 11-50; 11-54</td>
<td>Spanish Grammar Tutorial: Use of the Subjunctive in Adjective Clauses</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Acquiring selective listening skills</td>
<td>¡Pura vida! Episodio 11: 11-34 to 11-36</td>
<td>Taller: Un currículum vitae y una carta de presentación para</td>
<td>English Grammar Tutorial: Adjective Clause</td>
</tr>
<tr>
<td>Day</td>
<td>Chapter</td>
<td>Class objective</td>
<td>In-class assignments</td>
<td>Homework Student Activities Manual</td>
<td>MySpanishLab Tutorials</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>--------------------------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| 31  |         | Developing awareness of Chile’s industry and natural attractions | *Panoramas:* 11-37 to 11-38  
*Páginas:* “No hay que complicar la felicidad” (Marco Denevi, Argentina): 11-40 to 11-48  
¿Cuánto saben? | 11-51 to 11-53; 11-44 to 11-47 | |
| 32  |         | Capítulo 11 exam | | | |
| 33  | *Capítulo 12*  
*Primera parte* | Talking about the use of technology  
*Vocabulario: La computadora y otros aparatos electrónicos:* 12-1 to 12-6  
*Estructuras:* The past participle: 12-7 to 12-10 | 12-01 to 12-15 | Spanish Grammar Tutorial: Formation of Regular Past Participles  
Spanish Grammar Tutorial: Spelling Changes and Irregular Past Participles  
Spanish Grammar Tutorial: Past Participle Used as Adjective  
Spanish Grammar Tutorial: *Acabar de + Infinitive*  
English Grammar Tutorial: Past Participle  
English Grammar Tutorial: Past Participle Used as Adjective | |
| 34  |         | Describing people  
*Estructuras:* The present perfect | 12-16 to 12-22 | Spanish Grammar | |
<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Class objective</th>
<th>In-class assignments</th>
<th>Homework Student Activities Manual</th>
<th>MySpanishLab Tutorials</th>
</tr>
</thead>
</table>
|     | 35      | Talking about the environment | Vocabulario: El medio ambiente: 12-21 to 12-24  
Spanish Grammar Tutorial: Verbs with Irregular Stems in Future Tense  
Spanish Grammar Tutorial: Use of Future Tense  
English Grammar Tutorial: Future Tense |
| 36  | 35      | Speculating about the present and the past | Estructuras: The conditional tense: 12-29 to 12-33  
¡Pura vida! Episodio 12: 12-34 to 12-35 | 12-38 to 12-50 Taller: 12-44 | Spanish Grammar Tutorial: Formation of Regular Conditional  
Spanish Grammar Tutorial: Verbs with Irregular Stems in Conditional  
Spanish Grammar Tutorial: Use of Conditional  
Spanish Grammar Tutorial: Probability |
|     | Perfiles| and things  
Talking about what has happened  
Reviewing Primera parte  
Investigating famous Hispanics  
Talking about careers using technology  
Acquiring Spanish through popular music | indicative: 12-11 to 12-14  
¿Cuánto saben?  
Mi experiencia: La tecnología y el futuro: 12-15 to 12-16  
“Ta’ bueno ya”, Albita (Cubanoamericana): 12-17 to 12-20 | | Tutorial: Formation of Present Perfect Indicative  
English Grammar Tutorial: Present Perfect Indicative |
<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Class objective</th>
<th>In-class assignments</th>
<th>Homework Student Activities Manual</th>
<th>MySpanishLab Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td></td>
<td></td>
<td>Capítulo 12 exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
<td>Final Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Important dates to remember:
- Monday, January 23 classes begin.
- March 12-18 Spring Break
- April 6 Good Friday, no classes
- Monday April 30 last day of the classes.
- May 1-2 Reading Days.
- Final examinations: May 3-9 both included.

Grades
The grades awarded in the College are:
- A, A- excellent
- B+, B, B- good
- C+, C, C- satisfactory
- D+, D, D- marginal
- F fail
- I incomplete
- P pass, quality of work equivalent of D- or higher
- X course in progress, grade deferred
- AUD audited
- W withdrew
- NR grade not reported by instructor
- Z grade roster not returned by instructor