# SPANISH 1003:



# Spring 2013

# Instructor:

**Office:**

**Office Hours:**

**Office Telephone:**

**email:**

**Notice (¡Ojo!):**  **This is an outline for the course; your instructor will assign**

**specific exercises for *Conexiones: Comunicación y cultura*  according to his/her classroom needs. You are responsible for the information presented in this syllabus.**

* **Required Texts/Materials:**

Zayas-Bazán, Eduardo, Susan M. Bacon and Dulce García. Conexiones:Comunicación y culturaFOURTH Edition. New Jersey: Prentice Hall, 2010. (Available at Coffman Bookstore) [*abbreviated* **CT**]

Martínez, Manuel and Mónica Ayala. MySpanishLab Online Student Activities Manual (SAM*).* The online manual is a Customized Student Activities Manual that is packaged with the text. You cannot buy the access to this manual as a “stand alone” manual since it is custom designed for UMN courses. R

**STUDENT ACTIVITIES MANUAL COURSE CODES:**

**DAY CLASSES: SEE M/W NIGHT CLASSES: SEE T TH NIGHT: SEE**

**\* Grading:**

Exams (3) 30% Homework, participation 15%

 Mesa Redonda 15% Final exam: 20%

 Oral presentation: 10% Oral interview: 10%

\* **UNIVERSITY GRADING STANDARDS**

## A = 93-100% B+ = 87-89% C+ = 77-79% D+ = 67-69%

**A- = 90-92% B = 83-86% C = 73-76% D = 63-66%**

 **B- = 80-82% C- = 70-72% F= less than 60%**

**A** Achievement that is outstanding relative to the level necessary to meet course requirements.

**B** Achievement that is significantly above the level necessary to meet course requirements.

**C** Achievement that meets the course requirements in every respect.

**D** Achievement that is worthy of credit even though it fails to meet fully the course requirements.

**F (N)** Represents failure (or no credit) and signifies that the work was either (1) completed but at a level

 of achievement that is not worthy of credit or (2) was not completed & there was no agreement

between the instructor and the student that the student would be awarded an **I**.

**I** (Incomplete) Assigned at the discretion of the level supervisors when, due to extraordinary circumstances,

e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement

 between instructor, level supervisor and student.

STUDENTS **MUST RECEIVE A 70% OR HIGHER** **(C-)** IN ORDER TO PASS ON TO THE NEXT LEVEL OF SPANISH

**SPANISH DEPT. FINAL EXAM MAKE-UP POLICY**

The ONLY valid excuses for taking a make-up final exam are the following:

 (1) you have another exam scheduled at that time, or

 (2) you have 3 exams scheduled within a 24 hour period. Work and personal/family vacations are not considered valid reasons for missing a final or scheduling a make up.

**U of M Student Policies:**

Students are to uphold the Student Conduct Code while enrolled in all courses at the University of Minnesota as outlined in The *Student Conduct Code*.It is the policy of the University of Minnesota that certain minimum standards of conduct are necessary to safeguard the rights, opportunities, and welfare of students, faculty, staff, and guests of the University community and to assure protection of the interests of the University as it seeks to carry out its mission. This Code is available online at http://www1.umn.edu/regents/policies/academic/Student\_Conduct\_Code.html

*Disruptive Classroom Conduct* "means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities." **Disruptions may also be caused by use of cell phones in class and sending and receiving text messages and is not allowed in class.**

**Academic Dishonesty; plagiarism vs. your own work**

The University of Minnesota's Student Conduct Code classifies scholastic dishonesty as a disciplinary offense actionable by the University. Scholastic Dishonesty is defined as:

*"Submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement."*

As with all writing assignments in class, the work you turn in must be your own. Any work that is not entirely your own is considered plagiarism. If you take a quote from another source, you must put the sentence in quotes and cite the reference in the bibliography. If you paraphrase the ideas of someone else, you must cite the person whose ideas you refer to.

The Department of Spanish and Portuguese provides tutors in the tutor lab in Folwell Hall 217A during the school year and summer sessions (call 612-625-5858 for hours). A tutor may indicate parts of the paper **you** need to work on, but the tutor may NOT rewrite a section of the paper for you, nor may she or he simply give you the answer. You may also ask your instructor for assistance on writing assignments. There are proofing tools in Folwell Hall 217A and Jones 135 in Spanish to help you in these areas. There is a spell check and a grammar check in these labs. Also, the on line verb conjugator will help with tenses and spelling of verbs. Writing your paper in English and using a translating program to translate the paper does NOT constitute handing in your own work*.* ***If the work you turn in is not your own, or if there is any suspected copying, or relying on others to correct your errors, you may not be given credit for the assignment.***

Academic dishonesty is any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

**Credits and Workload Expectations**

For undergraduate courses, **one credit** is defined as equivalent to an average of **three hours** of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a **five credit** course that meets for **five hours in class** per week should expect to spend **an additional 10 hours** a week on coursework outside the classroom (total 15 hours per week).

GENERAL INFORMATION FOR STUDENTS

SPANISH 1003 and 1004

THE STUDENT IS RESPONSIBLE FOR KNOWING ALL THE INFORMATION CONTAINED ON THESE PAGES

1. **Conexiones Textbook (CT)** You are responsible for the preparation of the assigned materials. It is extremely important that you come well prepared to class. Failure to do so will jeopardize your grade.

The study of grammatical concepts is to be done outside of class. Students are to study the material in the textbook and do any assigned exercises. Group exercises will be done in class to incorporate the new grammatical concepts learned, however mechanical exercises will not be done in class. If you continue to have doubts or questions, these exercises may be discussed, or on a limited basis, reviewed in class. In addition, always remember to consult your instructor during office hours when you are having trouble; s/he will be happy to help you! Your instructor can assign specific exercises. You also may visit the Spanish department tutor lab located in room 304 Eddy Hall. **Note: You must study grammar on your own.**

**2/3. Student Activities Manual (SAM) MySpanishLab ARE MANDATORY AND COMPRISE 15% OF YOUR COURSE GRADE**. You will be assigned to work in the Student Activities Manual (SAM) MySpanishLab almost daily. This year we are using the electronic Student Activities Manual (SAM) MySpanishLab where you will complete the activities online. These activities are timed and you will be given a day and a half to finish them.

***Setting up and using the electronic Student Activities Manual (SAM) MySpanishLaband lab manual***

***THIS MATERIAL WILL BE SENT TO STUDENTS IN A SEPARATE DOCUMENT THAT IS EASY TO FOLLOW.***

Diligently completing the Student Activities Manual (SAM) MySpanishLabactivities and listening to the audio files will help you better prepare for the 1003 exams and for 1004. At times you may need to listen to the audio files more than once in order to complete an exercise. The Student Activities Manual (SAM) MySpanishLab form part of the homework grade.

**4. Attendance. \*\*IMPORTANT\*\*** According to **University policy**, ANY STUDENT WHO IS ABSENT THE FIRST DAY OF CLASS CAN BE **DENIED ADMISSION TO THE CLASS.** All students, **both registered and non-registered, MAY LOSE THEIR PLACE IN THE CLASS AND MOVE TO THE BOTTOM OF THE WAITING LIST AFTER ANY ABSENCE DURING THE FIRST FIVE (5) DAYS OF CLASS.**

It is department policy that **with an accumulation of more than 5 unexcused absences, your grade will be lowered one whole letter grade (it will be lowered on the event of a 6th unexcused absence). With each one after that, it may be lowered another whole letter grade. Intensive, summer, and extension classes are permitted only 5 unexcused hours missed per course. (5 hours for 1003, and 5 hours for 1004)** It is extremely important that you be in class since you are an integral part of the course make up.

**5. Writing Exercises (All of the following writing assignments in this section must be type-written or they will not be accepted - no exceptions) One typewritten page must be** **double-spaced, on 8 1/2 X 11” pages with 1” margins, using Times Roman (or similar) 12 point font. One page equals 23-26 lines.**

**A. Mesa Redonda written component.** As part of the mesa redonda you will turn in a written component which will be graded separately. You will receive more information about this from your instructor.

**6. Exams.**

**1003:** You will have 3 unit exams and a final exam. The final exam is comprehensive.

 Each exam contains the following:

listening test (you will hear a monologue or dialogue in Spanish and answer in English) (10 points);

reading test (you will read a text in Spanish and answer in English) (10 points);

test on grammar points covered in the chapter(s) (20 points approx);

questions regarding the ritmos, imágenes, and páginas sections (12 points approx);

brief essay based on the Comparaciones readings in each chapter (12 points approx).

**1004:** You will have 3 unit exams and a written proficiency exam. During finals week you will take a Final Listening and Reading Exam.

**7. Oral participation. *You are expected to be an active participant and speak in Spanish at all times;***  therefore, you will be graded on this component every day. Since the ultimate goal of the program is to help you **communicate** in the foreign language, actual communication in the classroom will be emphasized. Although activities involving true communication with other participants are often the most difficult, they are also the most fun! In 1003 and 1004 part of your oral participation grade is active participation in the oral component of the mesa redonda.

**8. Oral interview.** In 1003 students will be graded individually on a final oral interview. Note: the oral presentation cannot be substituted for the oral interview; they are two distinct activities with completely different functions. (The 1004 interview will be conducted in pairs and deals with the chapter themes from 1004. There is another interview in 1004, which is *optional* for all 1004 students that forms part of the Language Proficiency Exam, The OPI does not count toward your final grade in the course.)

**9. Oral Projects.**  During the course of the semester, students will participate in an oral project, the purpose of which will be to demonstrate their oral language ability, as well as their preparation skills and their cultural knowledge. Crucial to receiving a passing grade on the final project in both levels is the fact that students **may not read their presentations.** Details on formats, evaluation procedures, etc. will be clarified by your instructor. Below is a general description of the projects:

1003: students will collaborate to give a group presentation (3-4 people per group) on a topic related to a chapter being studied in *Conexiones*. Students must research and bring in material from **outside sources** and will be allowed to have a single 3X5 notecard with an outline or vocabulary words on it for reference, but NO full sentences (or lists of conjugated verbs). The notecard should have a maximum of 20 words on it, and it will be turned in after the presentation. The presentation will last 20-25 minutes , and each person in the group will be expected to present an approximately equal part (6-7 minutes). Each group is expected to use **helpful** visuals and make the presentation as **creative and interesting** as possible.

1004: students will participate in a **debate** activity in class the last week of the semester. Students will be required to form groups and choose the ideas for the debate by about the fourth week of classes; time will be given in class to prepare the debate. The class will be divided into four groups (5-6 students per group). Within each group, there will be two “teams”: 2-3 students for the particular issue chosen and 2-3 students against. The debate will consist of the following parts: 1. Short introduction to the topic

 2. The members of the for team will individually express their ideas

 3. The members of the against team will individually express their ideas

 4. The debate between the two teams begins

 5. The debate with the audience begins

Each debate will last not less than 30 minutes and not more than 40 minutes.

**10. Mesa Redonda.** On the days assigned as “mesa redonda” days on your syllabus, you will come to class prepared on a topic previously assigned by your instructor. You will write an interesting one page essay/story on the assigned topic, incorporating specific grammar as much as possible. On “mesa redonda” day the class will be divided into small groups and each student will explain (not read) her/his story to the other group members. All group members listen and ask questions because they will later explain these stories to the whole class. If you miss the mesa redonda day and do not have a valid excuse, your grade will be lowered considerably. Your instructor will provide you with more information in class about the mesa redonda.

**11. Grading.** Grading criteria are based on straight percentages, not curves. All assignments are required to be fulfilled to receive a course grade. No assignments with low grades will be dropped. Because of the large class sizes, **late work will not be counted!!!** Also:

a. Make-up exams, or mesa redondas will be allowed **only** for a valid, documented, CLA excused absence.

 b. A student must earn at least a “C-” to continue on into the next level, including students registered S/N.

c. Remember that you are responsible for all the readings, grammar and homework assigned. It is your responsibility to come well prepared for class and be an active participant in the group. You will be held responsible for the entire content of the syllabus. **The instructor is not required to remind you every day of your duties.**

d. Any form of PLAGIARISM, intended or not, will be reported to the student scholastic committee. No exceptions.

1. NO INCOMPLETES ARE GIVEN UNLESS PREVIOUSLY AUTHORIZED BY A LEVEL

 COORDINATOR.

 **Midterm grade alert**

"Instructors in all 1-XXX courses shall provide a mid-term alert for students who, on the basis of performance in the course through the sixth week of the semester, appear to be in danger of receiving a grade of D, F, or N." Consistent with Senate policy, instructors in 1-XXX courses will need to instructor to identify those students whose work at the end of the sixth week is below the grade of C-, and be ready to respond to the **sixth** week mid-term alert. A copy of each midterm alert will be sent to a student's adviser(s).

**Proof of Prerequisite**

In order to ensure all students have completed the required courses before entering 1003, all students must bring a copy of their EPT placement score or an unofficial transcript to class the first week. Failure to do so may result in loosing your spot in the class. You must have passed 1002 or 1022 at the University of MN Twin Cities with a C- or better or be placed in 1003 by the EPT test in order to remain in this course.

 **Students who want to audit or take 1003-04 S/N**

In general, students should take 1xxx level language courses for a grade. For students completing the language requirement for CLA, auditing is not an option and enrolling in language courses S/N is not recommended. Students enrolled as an auditor should contact the Director of Language Instruction, Dr. McMillen Villar for further advising (Eddy Hall 100, e-mail: villa003@umn.edu or phone: 612-625-2840). Please note that auditors will be asked to complete homework, quizzes, examinations and peer-work activities assigned to students enrolled for A-F credit. Auditors need to inform their instructors that they have enrolled in the course as an official auditor the first day of class.

Classes taken S/N are not allowed for students thinking of pursuing a minor or major in Spanish:

# Español 1003 • Más ayuda en el internet

On-line dictionary and on-line conjugator

 • Go to <http://spanishwritingcenter.cla.umn.edu> and look on the top for help or online dictionaries.

 • Direct link: <http://tradu.scig.uniovi.es/>

 • Direct link verb conjugator: <http://tradu.scig.uniovi.es/conjuga.html>

## On-line practice for preterit and imperfect

 http://spanport.cla.umn.edu/langprog/courses/1003/traicion\_ejercicio.htm (w/ audio practice & video)

 (do this activity from the U of M. It will take too long to download from home)

 [http://www.colby.edu/%7Ebknelson/exercises/index.html](http://www.colby.edu/~bknelson/exercises/index.html)

## On-line rules for many grammar points

 <http://www.pachamama.umn.edu/show/skills/> (up soon)

### On-line exhibition of Days of the Dead (with virtual tour, activities)

 http://spanport.cla.umn.edu/langprog/courses/1003/

**1003-1004 Test Format**

|  |  |  |
| --- | --- | --- |
| **Section** | **Point****Value** | **How to study** |
| Reading | 10 | * Familiarize yourself with the vocabulary from the chapters
* Read the texts in the chapters for practice: *Así es la vida, Comparaciones, Páginas*, etc.
* Format could include short answer and multiple choice questions, identifying main ideas, etc.
* You will read in Spanish and answer in ENGLISH to show your comprehension.
 |
| Listening | 10 | * Practice listening in class during all activities and discussions
* Do all listening exercises in the workbook
* Listen to the *A escuchar* sections in the text
* Format could include filling in charts, short answer and multiple choice questions, identifying main ideas, etc.
* You will listen in Spanish and answer in ENGLISH to show your comprehension.
 |
| Grammar | 20 | * Review of the important grammar points of the chapter; do Student Activities Manual (SAM) MySpanishLabexercises
* Format could include activities such a sentence writing and completion, using the grammar to express ideas
 |
| Culture | 12 | * Short essay answers about *Ritmos, Páginas* and *Imágenes*, approx. 4 points for each section, based on the works and class discussion
* (points distributed after each part of question)
 |
| Composition | 12 | * An opportunity for you to write about a theme(s) from the chapters, including vocabulary and information that you have learned from readings in the text and class discussion
* You will be asked to express your opinion and support it with examples
* Assessment will be based on maximum of 3 points for each of the following categories:
* *Contenido (content)*
* *Comprensión y organización*
* *Vocabulario*
* *Lenguaje*
 |

**DEPARTMENT OF SPANISH AND PORTUGUESE: GENERAL INFORMATION**

This handout contains important information about various aspects of the Spanish and Portuguese language program. You will also receive a syllabus which will include information about the particular course in which you are enrolled.

**PLACEMENT**

If you feel that you are not enrolled at the proper level, speak with your instructor about the problem as soon as possible. If your instructor feels you are not at the proper level, s/he may be able to suggest an alternative course.

**GOALS OF THE PROGRAM**

The primary goal of the Spanish and Portuguese language program is to help you develop all four language skills--listening, reading, speaking and writing--within a communicative approach. (It does **not** mean speaking like a native after one or two years.)

Grammar will be studied as needed to help you make yourself be understood, and especially to avoid being misunderstood in the language. Homework assignments and some classroom activities will help you learn to read and write the language. However, most class time will be spent improving your speaking and listening skills.

**CLASSROOM ACTIVITIES**

Since the ultimate goal of the program is to help you communicate in the foreign language, we will give you as many opportunities as possible to practice actual communication. Since real communication requires other participants to listen to and respond to, this activity can only take place in the classroom. Though activities involving communication are often the most difficult, they are also the most fun. Your active participation in class is expected at all times.

**In order to make the best of class time for communicative activities, long explanations of grammar will be avoided in class. Grammar points are explained in the text and manual, and you are expected to study them thoroughly. If you are confused you can obtain individual help from your instructor or in the Tutoring Lab.**

In order to increase your ability to understand spoken Spanish or Portuguese, classes will be conducted primarily in those languages. You should talk to your instructor if you have difficulty understanding her/him.

**ATTENDANCE**

According to university policy, any student who is absent the first day of class can be denied admission to the class. All students, both registered and non-registered, will lose their place in class and move to the bottom of the waiting list after any absence during the first five days of class. The student’s oral participation grade will be affected on the days a student in absent. After 5 unexcused absences (day school or 2.5 absences from an intensive, evening or summer session class) the student’s grade will be lowered one whole letter grade. Subsequent absences may lower the grade one grade for every day missed.

**ORAL PRACTICE OUTSIDE OF CLASS**

Although we will devote the majority of class time to speaking/listening activities, your ability to "survive" in Spanish or Portuguese will depend on your willingness to make the best use of your study time. Regular and active practice with language tapes is a required part of the program and will help prepare for some class activities and reinforce others. The audio tapes that accompany the text are packaged with your textbook and workbook. We suggest that frequent, short practice periods (30-45 minutes) are much more effective than marathon (5 hours once a week) sessions.

**EXAMS**

All exams will include both oral and written questions to test your listening as well as your reading and writing ability. Exams may include oral and/or written questions. Exams will concentrate primarily on recently learned material, but you are responsible for previously learned items. (All learning of new material necessarily involves building on what you have learned previously!) The FINAL EXAM will be cumulative.

Speaking/listening skills will also be evaluated by your instructor based on your daily classroom participation and improvement through a FINAL ORAL INTERVIEW.

**GRADES**

***A/F students*** must have a score of 60% or higher to receive credit for the course and a 70% or higher to be eligible to enroll in the next course. A 100-93%; A- 92-90%; B+ 89-87%; B 86-83%; B- 82-80; C+ 79-77%; C 76-73%; C- 72-70%; D+ 69-67%; D 66-60%; and below 60% F. ***S/N students***must have a score of 70% or higher to get an **S**.

**COURSE EVALUATIONS**

Near the end of the quarter, you will have the opportunity to evaluate the course, textbooks, and your instructor, but your comments are welcome at any time. You should direct them to the Supervisor of your level.

 1001, 1002 Susan McMillenVillar. Ph.D. Folwell Hall 214A 625-2840

 1022 F. Matos-Schultz, Ph.D Folwell Hall 214C 625-3391

 1003 A. Carlson-Lombardi, Ph.D Folwell Hall 214B 626-8713

1004 David Jons, M.A. Folwell Hall 214C 625-3391

 3015, 3021 Thomas McCallum, Ph.D Folwell Hall 214D 625-5858

###### HINTS FOR STUDYING A FOREIGN LANGUAGE

1. DON'T CRAM! A foreign language must be assimilated little by little. Work in 30 to 45 minute

 study sessions, but frequently, twice a day or more if possible. Always review material studied

 during the last session.

2. Learning new vocabulary. Group words into categories like nouns (must be learned with their

 gender marker, i.e., *la casa*) verbs (check if their conjugation is regular or irregular) adjectives,

 adverbs, and pronouns. Make special note of any idiomatic expressions. Make flash cards of

 words and structures that you have difficulty remembering. Carry them in your pocket and go

 over them whenever you have a few minutes.

3. Review the new grammatical structures introduced in each chapter.

4. When practicing new vocabulary, write and say the words out loud. This will help you

 remember them.

5. Use the language listening activities frequently.

6. If you have trouble understanding your TA in class, remember that it is not necessary to

 understand every word that is said. Try to listen for the main idea.

7. STUDY WITH SOMEONE ELSE WHENEVER POSSIBLE. Many of the exercises in the

 book are meant to be practiced with two people.

8. If you need help, talk with your instructor. S/he has weekly office hours and will be glad to

 answer questions. If you have a lot of problems, s/he may be able to suggest a tutor.

9. DON'T PANIC. Learning a language is a long process. Perseverance and hard work every

 day are the key to improvement.

**Spanish 1003 Course Placement and Language Requirement - Fall 2012**

**CLA Language Testing Program -- http://langtest.umn.edu**

**Course Placement:** To enroll in 1003 and receive a course grade, you must either:

 1)  Complete the second semester (1002 or 1022) with a grade of C- or better

 OR

 2)  Pass the Entrance Proficiency Test (EPT)

**\*Note:**  Speak to your instructor immediately if this is your first language course, and you think you should be placed higher or lower.

If you did not complete 1002/1022 and have not attempted the EPT, please notify your instructor immediately.  You must take all three parts of the EPT online at **http://langtest.umn.edu before the first day of class.**

**CLA Second Language Requirement.** To fulfill your second language requirement for the College of Liberal Arts (CLA), you must earn a C- or better in Spanish 1004.  Earning a C- or better in 1004 is also a prerequisite for taking 3000-level courses.

If you are not interested in taking 3000-level courses, CLA allows you to try to test out of your language requirement during 1003 by passing the Language Proficiency Exam (LPE).  The LPE consists of evaluations in reading, writing, listening, and speaking.  For more information go to http://langtest.umn.edu.  To pass the LPE, you must pass writing, pass speaking, and earn a composite score of 44 out of 70 points on reading plus listening.

**Taking the LPE during 1003.** To take the Language Proficiency Exam (LPE) during 1003 you must first demonstrate your achievement in Spanish by **passing the LPE Screening Test**.  The Screening Test is a 80-minute computerized test consisting of multiple-choice reading questions followed by several writing assignments.  You must pre-register for the LPE Screening Test.  There is a fee of $20 to take the Screening Test.  There can be no refunds of the Screening Test fee.  If you pass the Screening Test, CLA will administer the LPE to you at no charge at the next regularly scheduled LPE test session.

**Registering for the LPE Screening Test.** You must register for the Screening Test at http://langtest.umn.edu during **October 10-27**.  From the homepage, click on “LPE Screening” then “Registration.”

* The LPE Screening Test is given during **November 1-4**.  You will choose from available test dates and times when you register.  During online registration, the $20 fee for the Screening Test will be billed to your Student Account upon your authorization.

**College policies regarding the LPE in 1003**

Students who fail the LPE during 1003 must take 1004 to fulfill their second language requirement.  Earning a C- or better in 1004 fulfills the second language requirement.

* Students may attempt the LPE only one time prior to taking 1004.  If you have already taken and failed the LPE, you may not attempt the LPE again during 1003.
* Students who wish to continue in 3000-level courses **must take 1004**.  Earning a C- or better in 1004 is a prerequisite for taking 3000-level courses.
* Students who pass the LPE during 1003 have fulfilled their CLA second language requirement and do not need to take additional language courses.  Students who do not take 1004 will not receive credit for 1004.

**What happens if I don’t pass?** Students who fail the Screening Test are advised to register for the next course in the language sequence.Students who fail the LPE during 1003 are required to take 1004 to fulfill their second language requirement.

**Questions?** Please contact the CLA Language Testing Program:<http://langtest.umn.edu>E-mail:  langtest@umn.edu**.** Voice mail:  612-624-0862

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| --- |
|  En clase Tarea para casa |
| **SEMANA 1** **All SAM (Student Activity Manual) online homework for first week is due Día 5, 11:59pm. Pace yourself, don’t get behind! See footnote below for other SAM dates[[1]](#footnote-1)** |
| Día 1 | - Introducción al curso, actividades | -CT (Conexiones Text): 3-5 Así lo decimos |
| - para conocerse | - SAM : 1-1 to 1-4 |
|  | Palabras conectivas |
| Día 2 | - pp. 3-5 Así es la vida; Así lo decimos | -CT: 7-13 preterit -SAM:1-7 to 1-10 |
|  | "una cosa curiosa"p. 11-17 segundo libro |
| Día 3 | - pp 7-13 Estructuras 1 :The  | -CT: 14-17 imperfect;  |
|  preterit tense | -SAM: 1-13; 1-15; 1-18 |
|  |  |
| Día 4 | - pp. 14-17 Estructuras 2: The | - CT : 19 Comparaciones |
|  Imperfect Tense | **segundo libro,p.18-20** |
| **SEMANA 2**  |  |
| Día 5 | - p 19 Comparaciones | -CT: 20-21 Así es la vida; Así lo decimos |
| - p 22 Escuchar en clase 1-31 | -SAM:1-20 to 21; 1-23 to 24 |
| - Explicar las presentaciones |  |
|  |  |
| Día 6 | - pp 20-21 Así es la vida/ Así lo decimos | -CT: 24-29 Preterit/Imperfect; - SAM: 1-26 to 27 |
| - Form presentation groups, brainstorm for ideas | fotos/dibujos de coche ideal/deportes |
|  |  |
| Día 7 | - pp 24-29 Estructuras 3: Preterit vs. Imperfect | Conjuguemos-pret. vs. imp(3actividades) |
| - Explain My Spanish Lab Features | **p.21-24, segundo libro** |
| *-*  |  |
|  |  |
| Día 8 | - Día de trabajar | - CT: 30-33; Imágenes, ritmos, antes de leer |
| - |  |
|  |  |
| Día 9 | - pp 31-33 Ritmos, antes de leer | - CT 34-5 Páginas “El foro de Sofía la curiosa” |
|  | -SAM: 1-34 to 36 |
|  |  |
| **SEMANA 3**  |  |  |
| Día 10 | - pp 34-5 Páginas “El foro de Sofía la curiosa” | -Repasar la información del cap 1 |
| - p 35 Después de leer  | - Estudiar para el 1er examen |
| Peligro |  |
| Día 11 |  | -Repasar la información del cap 1 |
| Día de trabajar/estudia | - Estudiar para el 1er examen |
|  |  |
|  |  |
| Día 12  | **- Examen 1 (capítulo 1; primera parte)** | - Estudiar para el 1er examen |
|  |  |
| Día 13 | **- Examen 1 (capítulo 1): 2a parte** | -**Cap. 2**, CT: 39-41 Así .. vida decimos.  |
|  |  -SAM: 2-1& 2; 2-4; 2-5 |
|  |  |
|  |  |
| Día 14 | -**Cap 2** pp 39-41 Así es la vida/ lo decimos  | -CT: 45-7 Estructuras 1: ser / estar / haber |
| **- Complete “Deber 1 y 2” en clase**  | - SAM: 2-8 to 2-11 |
| (instructor to give sheets) | p.44, 2-7 |
|  | - |
|  | **En clase** | **Tarea para casa** |
| **SEMANA 4** |  |  |
| Día 15 | -pp 45-47 Estructuras 1: Uses of ser/estar/haber | Segundo libro,;.58-61 |
|  |  |
| Día 16 | **- Complete “Deber 3.1, 3.2 y 5.1, 5.2”**  | -CT; 49-51 future tense |
| en clase. (instructor to give sheets) | -SAM: 2-13 (review ser/estar/haber) 2-15; 16; 18 |
|  |  |
| Día 17 | - pp 49-51 Estructuras 2: The Future tense | -CT: 55 Comparaciones; 56-7  |
| - p 63 Escuchar en clase 2-36 | -SAM: 2-23;25; 27 |
|  | Basurología |
| Día 18 | - p 55 Comparaciones | -CT:59-62 Subjunctive in noun clauses; |
| - pp. 56-7 Así es la vida/ así lo decimos | -SAM: 2-29; 2-33; 2-34 |
|  | 2-22 poster |
| Día 19 | - pp 59-62 Estructuras 3: Subjunctive (noun) | - SAM 2-19; 2-21 (review of future tense) |
| SEMANA 5 |  |  |
| Día 20 | **- Presentación 1** | - CT: 66-8, Imágenes, Ritmos  |
| - Finish Estructuras 3:Subjunctive noun clause | - SAM: 2-36 |
|  |  |
| Día 21 | - pp 66-8 Imágenes, Ritmos, antes de leer | - CT: p. 68 Antes de leer (5cosas) |
|  | -Huella prepCT: 68-71; SAM 2-39, 2-40 |
| Día 22 | -presentación 2 | Cap. 3, CT: 75-77 |
| p.68-71 Los mutantesHuella ecológica | SAM 3-1, 3-3, 3-4 |
|  |  |
| Día 23 | - **Cap 3** pp 75-77 Así es la vida, Así lo decimos |  CT: 80-81 Estructuras 1: Subjunctive w/ indir. |
| -Write handwriting draft of Mesa Redonda 1(15-20  |  commands -SAM: 3-8; 3-10; 3-11 |
| lines minimum) | - Bring typed Mesa Redonda draft día 24Self edit at home |
| **SEMANA 6**  |
| Día 24 | -pp 80-81 Estructuras 1: Subjunctive | -CT: 83 Comparaciones |
|  with indirect commands | - CT: 84-6 |
| - **Peer Edit, Mesa Redonda 1** | - SAM: 3-17 to 18; 3-20 to 21 |
|  |
| Día 25 | - p 83-85 |  |
| - Nuestros desaparecidos video | - Terminar con la Mesa Redonda 1 |
|  |  CT: 88-90 Estructuras 2; obj. pronouns “a” personal |
| **- Hand in Mesa Redonda 1 to professor, all** |   |
| **parts in a folder.**  |  |
| Día 26 | - p 88-90 Estructuras 2: Direct & in- | - CT: 96-98 Gustar & similar verbs |
|  direct obj. pronouns; El “a” personal | - SAM: 3-23 to 26 |
|  | Segundo libro 176-184 |
| Día 27 | - pp 96-98 Estructuras 3: Gustar … | - CT: 99-102 |
| "Guns and greed" video | - SAM: 3-29 to 3-32S.O.A. reading and questionsp. 99-103 |
| **SEMANA 7** |
| Día 28 | -pp 99-103 | Repaso para el examen |
|  | - SAM: 3-39 to 40Mesa redonda mañana |
| Día 29 | - **Present- Mesa Redonda 1**  |  |
| - Bring Questions about Exam 2 | - Estudiar para el examen (cap. 2-3) |
| vocab. review, power point |  |
| Día 30 | **- Examen 2 (cap 2-3): 1ea parte** | - Estudiar para el examen (cap. 2-3) |
|  |  |
| Día 31 | **- Examen 2, 2a parte** | -**Cap . 4** CT: 107-9 Así es la vida Así lo decimos |
|  | - SAM: 4-1 to 4-4 |
| **SEMANA 8** |  |  |
| Día 32 | - **Cap 4** pp 107-9 |  |
| - Escuchar en clase 117; (4-12) | 10 cartitas |
| **Frida Kahlo video** |  |
| Día 33 | **- blogs on desks** | - CT: 114-5 Reflexive Constructions;  |
| finish video |  |
| Collect 10 cartitas | - SAM: 4-9 to 4-10; 4-12 |
|  |  |
| Día 34 | - pp 114-15 Estructuras 1: Reflexive | - CT: 120-1 Así es la vida/ así lo decimos;  |
| - p 119 Comparaciones | - SAM: 4-16 to 4-19 |
| Diez cartitas/blog |  |
| Día 35 | - pp 120-121 | -position and agreement of adj. (para día 40) |
| - p 124; 4-26 De nuevo | CT: 125-127 |
|  | S.A.M. 4-23,4-24,4-26,4-27 |
| Día 36 | **p.125-127** | - CT: 129-130 |
| Sections chaps 4-6 (or Taller activity) | - SAM: 4-28, 4-29, 4-31, 4-32 |
| SEMANA 9  |  |
| Día 37 | - pp 129-130 | Actividades del presente perfecto |
|  | CT: 133-135 |
|  | SAM 4-33 |
| Día 38 | **- Presentación 3** | SAM 4-37, 4-38 |
|  p. 133-135 | CT: 135-137 |
| 1-1- conversations on homework |  |
|  |  |
| Día 39 | - pp 135-137 | Bring typed first draft tomorrow (23-26 lines) |
| **Handwritten Mesa Redonda,15-20 lines** |  |
| Bring typed first draft tomorrow |  |
| Día 40 | Peer edit | **-Cap 5 CT:** 141-43 Así...vida; Asi…decimos |
| Self-edit | - SAM: 5-1; 2; 5-4; 5 |
| A Julia de Burgos |  |
|  |  |  |
| **SEMANA 10** |
| Día 41 | - **Cap 5** pp 141-43 Así es la vida Así lo decimos |  |
| Búsquedas |  |
|  | -CT: 146-7 Subj vs. indic in adj clauses |
|  | -SAM: 5-7 to 5-10 |

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|  |  En clase Tarea para casa |
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| Día 42 | - pp 146-47 Estructuras 1: Sub- | - CT 152-3 Así es la vida/ así lo decimos |
| junctive vs indicative in adj clauses | - SAM: 5-14 to 5- 16 |
| **entrevistas orales intro** | **Mesa redonda first draft, all parts due tomorrow** |
|  |  |
| Día 43 | - pp 152-3 Así es la vida/ así lo decimos | Segundo libro activities |
| **p.151** | - CT: 156-7 Pluperfect/ future perfect |
| **Mesa redonda due** | -SAM: 5-20 to 21; 5-24 to 25 |
|  |  |
| Día 44 |  |  |
| - pp 156-57 Estructuras 2: Pluperfect tense | - CT: 159-60: Comparisons, Superlatives |
|  | -SAM: 5-27; 5-32; 5-33 |
|  |  |
| Día 45 | - p 159-60 Estructuras 3: Comparisons | - CT: 164-167 |
|  | Start review |
|  |  |
| **SEMANA 11** |
| Día 46 | p. 165-167 | - CT 167-169 |
|  - p 164 Imágenes | S.A.M. 5-37, 5-38 |
|  |  |
| Día 47 | - p. 167-169 | Estudiar para el examen 3 |
|  |  |
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| Día 48 | - **Examen 3: 1era parte (cap 4-5)** | - Estudiar para el examen 3 (cap 4-5) |
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| Día 49 | - **Examen 3: 1era parte (cap 4-5)** | mesa redonda 2 mañana |
|  | **bring all parts tomorrow in a folder** |
| Día 50 | **present Mesa redonda** | **- Cap 6** CT:173-5 |
|  |  - SAM: 6-1 to 3; 6-5 |
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| **SEMANA 12** |
| Día 51 | - Escuchar en clase p 177(6-7) | CT: 179-181, 185-187 |
| **- Cap 6** 173-75 | S.A.M. 6-9, 6-12, 6-17 to 6-19 |
| Día 52 | **p. 179-181, p. 185-187** | CT: 191-194 |
| Tango things | S.A.M. 6-24, 6-25 |
|  |  |
| Día 53 | p.191-194 | S.A.M. 6-28,6-29, 6-33to 6-35 |
|  | CT: p.196-197 |
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| Día 54 | **p. 196-197****Ojalá que llueva café** | CT: 198-201 |
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|  En clase Tarea para casa |

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| **SEMANA 13** |
| Día 55 | p. 198-201 | - CT: 201-203 |
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|  | - SAM: 6-41, 6-42 |
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| Día 56 | p. 201-203 El concierto | study for final |
| questions about final exam |  |
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| Día 57 | **- oral interviews** | study for final |
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| Día 58 | oral interviews |  |
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| Día 59 | oral interviews |  |
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| **SEMANA 14** |
| Día 60 | final exam |  |
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| Día 61 | final exam |  |
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1. **All other homework from Mondays –Thursdays is due ON THE DAY IT IS LISTED in column “Tarea para casa” the syllabus by 11:59 pm. If something is assigned on a Friday, it is due by Sunday evening, 11:59 p.m.** [↑](#footnote-ref-1)