



## SYLLABUS & COURSE CALENDAR

### SPAN 101: Elementary Spanish

Spring 2022 • February 21 – June 15 / Tuesday and Thursday • 12:00 pm 13:15 pm

Instructor: MARCOS BORGES

Email: [mmarqu@gmu.edu](mailto:mmarqu@gmu.edu)

MCLTel #: +82-32-626-5000

Office: G641 Office Hours: Tuesday 10:00am-11:30 am – Thursday 13:30pm-14:30 pm. If you cannot make it during these hours, we can schedule an individual session.

## TABLE OF CONTENTS

<a href="#">COURSE DESCRIPTION AND LEARNING OUTCOMES</a>	2
<a href="#">COURSE PREREQUISITES AND PLACEMENT</a>	2
<a href="#">MATERIALS</a>	2
<a href="#">TECHNICAL SKILLS</a>	3
<a href="#">COURSE REQUIREMENTS</a>	3-5
1. <a href="#">ATTENDANCE &amp; PARTICIPATION</a> : 20%	3
2. <a href="#">HOMEWORK</a> : 15%	4
3. <a href="#">COMPOSITIONS</a> : 15%	4
4. <a href="#">QUIZZES</a> : 15%	4
5. <a href="#">CHAPTER EXAMS</a> : 20%	5
6. <a href="#">ORAL ASSESSMENT</a> : 15%	5
<a href="#">ASSESSMENT</a>	5
<a href="#">MAKE-UPS&amp; ROUND UP</a>	6
<a href="#">CLASSROOM ETIQUETTE</a>	6
<a href="#">GMU HONOR CODE</a>	6
<a href="#">SEXUAL MISCONDUCT AND INTERPERSONAL VIOLENCE</a>	6
<a href="#">GMU EMAIL ACCOUNTS</a>	6
<a href="#">UNIVERSITY POLICIES AND CATALOG</a>	6
<a href="#">FERPA</a>	7
<a href="#">DISABILITY SERVICES</a>	7
<a href="#">UNIVERSITY CALENDAR</a>	7-8
<a href="#">INCLEMENT WEATHER</a>	8
<a href="#">WEEKLY COURSE CALENDAR</a>	9-17
<a href="#">RUBRICS: CLASS PARTICIPATION RUBRIC COMPOSITION RUBRIC ORAL ASSESSMENT RUBRIC</a>	18-20

## COURSE DESCRIPTION

**SPAN 101: Elementary Spanish I** is a three-credit semester program for beginning students of Spanish, and it starts the basic language requirements for Bachelors of Arts students at GMU. This course is designed around the national standards of foreign language education: **communication, cultures, connections, comparisons, and communities**. We address those standards through a variety of listening, speaking, reading and writing activities in class and online. We put into practice the **FLIPPED-CLASSROOM** approach, a *pedagogical model* in which the typical **lecture and homework elements of a course are reversed**. In other words, in this class, **students are expected to study new material outside of class and be ready to practice in class**.

**Major Topics to be Covered:** Basic greetings; salutations and leave-taking; expressions of time; dates and prices; academic life and subjects; descriptions of people, places, things, and events; likes and dislikes; daily, free-time, and weekend activities; and food.

**Grammatical Structures to be Covered:** The present tense, personal pronouns, articles and nouns, prepositions, adjectives, adverbs, possessive adjectives, and the immediate future.

## LEARNING OUTCOMES

Upon successful completion of the course students will be able to:

1. understand basic speech such as simple statements and questions, and high-frequency commands used by Spanish speakers in simple conversations;
2. participate in basic communicative exchanges, making statements, formulating commands, and asking questions;
3. understand the main ideas and some details of texts such as advertisements, announcements, brochures, restaurant menus, and articles;
4. use the acquired vocabulary and basic grammatical structures to write short texts (dialogues, descriptions, narratives, etc.) with a reader in mind;
5. demonstrate a certain level of knowledge and critical understanding of the products, practices, and perspectives of the Spanish-speaking world;
6. use several online tools to learn new material and practice the four skills.

## COURSE PREREQUISITES


This course is for students with no previous knowledge of Spanish.

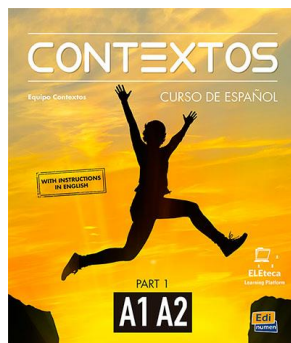
If you	You must take
have never studied Spanish AND have not learned Spanish outside of the classroom (e.g. by speaking Spanish at home, by living in a Spanish-speaking country)	<b>SPAN 101:</b> Elementary Spanish I
have completed SPAN 101 at GMU or the equivalent of 101 at another college	<b>SPAN 102:</b> Elementary Spanish II

**PLACEMENT:** If you have studied Spanish in high school (2+ years), you are recommended to take the placement test regardless of how long ago this took place. **Please discuss the foreign language requirement for your degree with your major advisor.**

You do not need to take the placement exam if you have submitted DELE, AP, IB or CLEP exam scores to George Mason University as proof of your proficiency in Spanish.

## MATERIALS

**Required:** *"Contextos A1/A2 (Libro del alumno - Editorial Edinumen)"* (We will cover several chapters (1 to 4). Can be purchased in <http://enamuh.com/> (textbook ordering service). Guideline for users available in Blackboard. 



#### Notes:

1. The textbook is preferred and should be brought to every class.

#### Highly recommended:

1. **NAVER Diccionario** Spanish-Korean Dictionary. <https://dict.naver.com/>
2. **WordReference.com** Spanish-English Dictionary. <https://www.wordreference.com/>

#### TECHNICAL SKILLS

It is expected that you possess the following technical skills:

- navigate the World Wide Web using different Web browsers;
- experience in using the learning management system, Blackboard ([Click here](#) for Blackboard's video tutorials [https://help.blackboard.com/Learn/Student/Watch\\_Videos](https://help.blackboard.com/Learn/Student/Watch_Videos));
- communicate via email including sending attachments;
- use office applications such as Microsoft Office (or similar) to create documents;
- be comfortable uploading and downloading saved files and assignments in Blackboard;
- be capable downloading and installing software.

#### COURSE REQUIREMENTS

##### 1. ATTENDANCE & PARTICIPATION: 20%

Classes will be conducted mostly in Spanish, and active participation is a major requirement. The participation grade is not earned by just coming to class. Students need to proactively participate and demonstrate they are fully prepared and have completed all assignments for the class. Furthermore, students must volunteer to participate and not expect to be called on by the instructor. Students absent on any given day will receive a zero grade for participation for that day. It is the student's responsibility to find out about assignments from a classmate. Therefore, exchanging email addresses with at least two classmates during the first week of class is highly recommended.

Students will frequently be asked to work in pairs or small groups and are expected to make every attempt to communicate in Spanish. Class work will include activities such as role plays, oral and written questions and answers, small group/pair work, discussions, and activities from the textbook. The additional quizzes (announced) and other in-class activities created by the instructor can be counted as Attendance & Participation.

The [participation rubric](#) can be found on page 21. Participation will be recorded daily, and an average will be entered into [Blackboard](#)'s Grade Center approximately every three weeks, with a total of four grades spread out throughout the semester.

**\*Attendance policy:** Regular attendance and active class participation are expected from all students in this class. At the end of the semester every subsequent absence that is something other than documented illness that is serious enough to require medical attention, religious observance, participation in a University-sponsored activity, or a special circumstance will result in a 2-point deduction from their Weighted Total grade. If you believe that your absence(s) should not carry the points' deduction, you must notify your instructor as promptly as possible and not wait until the end of the semester or when the grades have been posted in Blackboard and/or Patriot Web.

Students who are **late to class** by more than **15 minutes** will be entered as **"absent"** in the attendance record.

Please notify your instructor in writing no later than the second week of the semester of any absences you anticipate due to religious observances and/or university-sponsored activities.

## 2. HOMEWORK: 15%

**\*As classes move online during COVID-19, students will be completing the assignment online.** The student's book contextualized activities will help students learn grammar and vocabulary, develop listening, reading, speaking and writing skills, and connect to culture. The activities in the **student's book** are for preparation and **are not graded**.

### Graded Assignments.

The online component that accompanies **CONTEXTOS A1/A2** is one of the most important aspects of this class, and it needs to be completed at home on **ELEteca**, a learning management system integrated with the student's book, that should be accessed through: (<https://eleteca.edinumen.es/login/index.php>). In order to access **ELEteca**, students need to purchase the textbook and use the online code that comes with the corresponding textbook and follow the registration instructions located in Blackboard to activate your digital contents. *Email the instructor in case of any issue.*

You are responsible for completing the assigned work on the due dates via **ELEteca**. Other activities, such as the **videos activities are graded** and for most of them only three attempts are allowed. The highest grade of the three will be computed. PLEASE, do not hesitate to contact me if you are unable to get the correct answers after the second attempt so that I can help you. Bear in mind that the main purpose of these activities is for the students to be prepared to participate in class by using what they have studied at home; this is the essence of the **"FLIPPED CLASSROOM"** methodology that is implemented in this course. Therefore, students are required to complete the activities and be submitted in person to the instructor as specified on the calendar. **Late submitting assignments will be penalized.** PLEASE, do not request to have your homework graded once the semester is finished or once the chapter's grade has been posted in Blackboard. It is your responsibility to submit the assigned activities on the days indicated in the syllabus. "I forgot", "I didn't notice" or any technical problems with your personal computer are not valid excuses for not submitting your homework. **\*Currently under approval.**

## 3. COMPOSITIONS: 15%

There will be **two in-class compositions** focusing on the vocabulary and grammar structures discussed in class. Your instructor will assign the topic on the same day of the composition, and it will include the material discussed in class up to that day. As the in-class compositions are meant to assess what you have learned, the use of the textbook or dictionaries is not allowed. This course emphasizes the importance of the writing process and, therefore, composition writing involves two steps: **1. In-class first draft (70%), 2. Typed final draft that you'll have to hand in to your instructor (30%).** The first draft should be submitted in class on the day and the final draft is due on next day of class. Please note that the bar for revisions is higher than it is for the original essay. A paper that received an A- the first time around, and that was not revised based on your instructors' comments, would probably receive a B on the revision. Should you fail to provide a second draft, the grade you obtained for your first draft will be the only one recorded and you will receive a grade of "0" for the second draft. A [grading rubric](#) is available on page 22. Please consult it to know what is expected of you in each of these writing assignments. **Late final drafts will be penalized with a deduction of 10% per day. After the third day, work will not be graded and a grade of zero will be entered.**

The following will receive **no credit (0) or a more serious penalty**:

- Texts that evidence help from other instructors, friends, electronic translators, etc. **What you write must be produced solely by you.**
- Copies of other texts.
- Texts that do not follow directions.

**All revised versions of compositions must be typed according to the following guidelines:**

- Include as a header on the first page: name, course number, the date and a title in Spanish.
- Use font Times New Roman 12 pt. and one-inch margins all around.
- One and a half-space the text and use standard 8 ½ by 11 paper and legible black ink.
- Write the number of words at the end of your composition.
- Do not submit a paper without accents. While typing your work, if you have a PC you can use:

á = alt + 160      ü = alt + 129      é = alt + 130      ñ = alt + 164      í = alt + 161  
j = alt + 173      ó = alt + 162      ç = alt + 168      ú = alt + 163

**Note:** To type the numbers, you must use the numeric keypad on the right side of your keyboard, not the number keys on the top row.

**Orin Office for Windows:** For accented vowels: Press Ctrl + ' , then the vowel (ctrl + ' + a = á)

For Ñ: Press Ctrl + ~ , then the letter n (ctrl + ~ + n = ñ)

**Mac users:** Hold down the Option key, and while holding it down, type the letter e; then release those keys and type the

Letter that you want the accent to appear on: á = Opt + e, then aé = Opt + e, then e í = Opt + e, then I  
 ó = Opt + e, then o ú = Opt + e, then u ñ = Opt + n, then n ü = Opt + u, then u j = Opt + 1 ç = Opt + shift +?

#### 4. QUIZZES: 15%

There will be a **total of four short (10-15-minute) quizzes**. The quizzes are meant to consolidate the understanding of the main points in the covered lessons. The dates for the quizzes, as well as the material that each quiz will cover are included in the [calendar](#) below.

#### 5. CHAPTER EXAMS: 20%

There will be 2 chapter-exams which will test a variety of skills and information and will also include a **listening** comprehension section. A study guide will be provided prior to each exam. The dates are included in the [calendar](#) below. The exams cannot be made up for unless they are missed due to an emergency, in which case you need to provide documentation to be allowed to take the exam on a different date. Please notify your instructor in writing no later than the second week of the semester of any absences you anticipate due to religious observances and/or university-sponsored activities.

#### 6. ORAL ASSESSMENT: 15%

Students' speaking skills will be formally assessed by means of a role-play presentation (5%) and an interview (10%) with the instructor:

- The first oral assessment item consists of an on-the-spot, role-play presentation involving 3-4 participants per group.** On the specified date (see calendar), students will submit the names of the group participants and the chosen topic. The instructor will provide a list of possible topics to be considered; students can contribute ideas as well. In all cases, the oral performance assessment should reflect class discussions and grammar/vocab. items studied so far. Students are encouraged to rehearse out of class. However, no notes will be allowed during these assignments as they are meant to be as spontaneous as possible as opposed to a memorized speech by each student.
- The second oral assessment item consists of an individual interview with the instructor.** The four topics of the interview, which are related to the material covered in class, will be made available in advance, and the student should be ready to answer questions on the four topics. No notes can be used during the interview as it is meant to be a spontaneous exchange as opposed to a memorized speech by each student. At the discretion of the instructor, this conversation will be recorded. The oral exam will take place on the day of the final exam; a 10-minute slot will be assigned to each student. Attendance is required only for the individual exam appointment (each instructor will provide a chart with the corresponding appointments). An [evaluation rubric](#) can be found on page 23, and plenty of practice will be provided during the semester.

### ASSESSMENT

The progress made by students in this class will be evaluated according to the following criteria:

Assignments	%	Grade scale
1. <a href="#">Attendance &amp; participation</a>	20	A+ 97-100
2. <a href="#">Homework</a>	15	A 93-96
3. <a href="#">Compositions</a> (2 x 2 drafts)	15	A- 90-92
4. <a href="#">Quizzes</a> (4)	15	B+ 87-89
5. <a href="#">Chapter exams</a> (2)	20	B 83-86
6. <a href="#">Oral Assessment</a> (Role-play presentation: 5% & Individual interview: 10%)	15	B- 80-82
		C+ 77-79
		C 73-76
		C- 70-72
		D 60-69
		F 0-59

#### Notes:

1. Late work will be penalized with a deduction of 10% per day. After the third day, work will not be graded and a grade of zero will be entered. **Missed assignments, exams, oral activities, etc. will receive grades of zero, which will be computed in the final average.**

2. All graded writing assignments (exams, quizzes, compositions, and homework assignments done inside or outside class must be your own work. You should familiarize yourself with the sections on [cheating](#) and [plagiarism](#) of GMU's Honor Code [<https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>]. Please talk to your instructor if you have any questions about the concept of academic integrity.

3. For GMU policies about grades, please check: <http://catalog.gmu.edu/policies/academic/grading/>

#### **MAKE-UPS AND ROUND UP**

No make-ups are allowed for exams, quizzes, oral examinations, in-class compositions, oral presentations, or any other graded assignment in this course. In the event of a medical emergency or other extreme situation, each case will be discussed on an individual basis. In such a case, the student must notify his/her instructor in advance by electronic mail. **NOTE** that oversleeping, minor illness, travel or vacation plans, parking trouble, and similar situations are not valid emergency cases. Therefore, please make sure to plan ahead.

When the final grade on Blackboard is less than 0.5 to the next grade level, instructors are allowed to round up the grade. For example, 72.51-72.99 can be rounded up to 73=C. This is at the discretion of the instructor.

#### **CLASSROOM ETIQUETTE**

The main focus of **SPAN 101** is interpersonal face-to-face interaction in Spanish. Therefore, **the use of cell phones or any other electronic devices will not be allowed unless required for an activity**. Classes may not be recorded (audio or video) without the instructor's consent. Learning a language requires rigorous discipline; for that reason, **punctuality** is a requirement in this course, and your grade will be penalized if you arrive late or leave early without prior instructor's consent. Late arrivals will be considered as absences. Please refrain from eating and drinking in the classroom without consent of the instructor.

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. Mutual respect and civility of others will be considered an essential component of students' participation in this class.

#### **GMU HONOR CODE**

Upon applying for admission, all Mason students sign a commitment to uphold the [Mason Honor Code](#), and to "pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." All students are responsible for understanding the Honor Code, as well as for reporting any violations. For more information on the Honor Code and its requirements, the Academic Integrity Website: <http://oai.gmu.edu>

Plagiarism, or the use of someone else's words, ideas, sequence of ideas, or other intellectual or creative work without proper acknowledgment, constitutes an Honor code violation. All students are strongly encouraged to read the Writing Center's online guide for avoiding plagiarism: <http://writingcenter.gmu.edu/?p=499>. In this course, you are NOT allowed to have a native speaker, or a more advanced student correct your homework or compositions.

If you have any doubts about the types of assistance that you are permitted to receive from others, ask your professor. Students who violate the [Honor Code](#) in this course will be reported to the Mason's Honor Committee: (<http://oai.gmu.edu>) and should expect to receive an "F" in the course.

[Click here](#) [<https://oai.gmu.edu/take-the-pledge/>] to take the GMU Honor Code pledge.

#### **SEXUAL MISCONDUCT AND INTERPERSONAL VIOLENCE**

George Mason University is committed to providing a safe learning, living, and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. Confidential resources are available on campus at **Office of Student Affairs**. Address: Suite G414. Email: [mksa@gmu.edu](mailto:mksa@gmu.edu) / Phone: +82-32-626-5050. Hours: 9:00am to 12:00pm and 1:00pm to 6:00pm, Monday through Friday.

#### **Mason Live/Email (GMU Email)**

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate your account and check it regularly. All communication from the university, college, school, and program will be sent to you solely through your Mason email account. [See <https://masonlivelogin.gmu.edu/login>].

## UNIVERSITY POLICIES AND CATALOG

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. For university policies, please visit <http://universitypolicy.gmu.edu>  
**FERPA** (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See <http://registrar.gmu.edu/ferpa/>].

### Disability Services

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to **Office of Student Affairs**. Address: Suite G414. Email: [mksa@gmu.edu](mailto:mksa@gmu.edu) / Phone: +82-32-626-5050. Hours: 9:00am to 12:00pm and 1:00pm to 6:00pm, Monday through Friday. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please notify your instructor.

### UNIVERSITY CALENDAR [<https://masonkorea.gmu.edu/academic-calendars/spring-2022>]

<i>Spring 2022</i>	<i>Full Semester</i>
First Day of Classes	Mon Feb 21
Last Day to Add Classes	Mon Feb 28
Independence Movement Day (no classes)	Tue Mar 1
Last Day to Drop Classes (with 100% tuition refund)	Mon Mar 7
Presidential Election (no classes)	Wed Mar 9
Last Day to Drop Classes (with 50% tuition refund)	Mon Mar 14
Unrestricted Withdrawal Period (100% tuition liability)	Tue Mar 15-Fri Apr 1
Mid- Progress Reporting Period	Mon Mar 21-Fri Apr 15
Selective Withdrawal Period (100% tuition liability)	Sat Apr 2-Fri Apr 29
Incomplete Work Due to Instructor	Fri Apr 22

<b>Spring 2022</b>	<b>Full Semester</b>
Incomplete Grade Changes Due to Registrar	Fri Apr 29
Labor Day (no classes)	Sun May 1
Children's Day (no classes)	Thu May 5
Spring Recess (no classes)	Fri May 6
Buddha's Birthday (no classes)	Sun May 8
Make Up Day 1 (Follow Wednesday Schedule. Monday classes do not meet)	Mon May 9
Regional Election (no classes)	Wed Jun 1
Last Day of Classes	Fri Jun 3
Memorial Day (no classes)	Mon Jun 6
Reading Day(s)	Tue Jun 7
Examination Period	Wed Jun 8-Wed Jun 15
Graduation Ceremony	TBD
Degree Conferral Date	Sat Jun 18

**Note:** The dates and deadlines listed on the SPAN101 course calendar are for full semester courses only.

It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments. A calendar of religious holidays and observations can be found on the University Life website [see: <http://ulife.gmu.edu/calendar/religious-holiday-calendar/>]

**Inclement Weather:** In the case of inclement weather, the Basic Spanish Program follows GMU procedures. Note that assignments might have to be completed via Blackboard. In that case, your instructor will get in touch with you via e-mail, if possible, or make announcement on Blackboard to explain changes to course assignments.



**SPAN101 ~ TR ~ SPRING 2022**  
**CALENDAR OF THE COURSE (There might be announced minor changes)**

<p style="text-align: center;"><b>Week _ Important Dates</b>  <b>Date_Chapters #_Objectives</b></p>	<p style="text-align: center;"><b>Tarea para hoy (homework for today)</b></p> <ul style="list-style-type: none"> <li>The main reference for the activities is:  <b>“Contextos A1/A2” (Libro del alumno - Editorial Edinumen).</b></li> <li>Students are responsible to complete all assigned activities.</li> <li>Additional homework may be assigned in preparation for in class activities.</li> </ul>	<p style="text-align: center;"><b>Trabajo en clase (In class)</b></p> <p><i>Instructors are encouraged to select and incorporate communicative and task-based activities from the textbook and/or the Instructors Resources manual, and unassigned activities. Supplementary material such as video clips, songs, short readings, and comic strips may be presented in class.</i></p>
<p><b>SEMANA (Week) 1</b>  <b>Mon Feb 21: First day of classes</b></p>		
<p><b>Tue Feb. 22</b>  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand the course dynamics and instructor/student responsibilities.</li> <li>Understand the rationale under “the <b>flipped classroom</b>” and “the communicative approach to language learning”.</li> <li>Get acquainted with your classmates and instructor.</li> </ul>	<p style="text-align: center;"><b>BEFORE COMING TO CLASS:</b></p> <ul style="list-style-type: none"> <li>Read complete course description and calendar.</li> <li>Sign in and Register on <b>BLEteca</b> following the guidelines available in Blackboard (Content Area). If you encounter any tech issues with the registration process, please notify your instructor by email.</li> </ul>	<p>-Course introduction (an overview and syllabus in detail)          -Icebreaker activities          -<b>El alfabeto</b>, (Spanish <b>alphabet and pronunciation I</b>)</p> <p><b>Additional in-class activities:</b>  <i>Textbook p.18: 0.1 / 0.2</i></p>
<p><b>Thu. Feb. 24</b>  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Clarify doubts about the syllabus &amp; assignments.</li> <li>Practice the pronunciation of Spanish consonants that are slightly different from their English counterparts</li> </ul>	<p style="text-align: center;"><b>BEFORE COMING TO CLASS:</b></p> <ul style="list-style-type: none"> <li>Students become acquainted with Spanish Alphabet</li> <li>Become familiar with the textbook <b>“Contextos A1/A2 (Libro del alumno - Editorial Edinumen)”</b> (how it works &amp; what type of exercises students should expect).</li> </ul>	<p>-Course introduction (clarify doubts about the syllabus, the assignments)          -<b>El alfabeto</b>, (Spanish <b>alphabet and pronunciation II</b>)</p> <p><b>Additional in-class activities:</b>          - Spelling activities.  <i>Textbook p.18: 0.4 / 0.5</i></p>

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>SEMANA (Week) 2</b> <b>Last Day to Add Classes: Mon Feb 28</b> <b>Independence Movement Day (no classes): Tue Mar 1</b> <b>Mon Mar 7: Last Day to Drop (with 100% tuition refund)</b>		
<b>Tue. Mar. 01 (no classes)</b>		
<b>Thu. Mar. 03</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li><b>Stress Placement in Spanish:</b> objective learning where to place the stress when pronouncing words in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li><b>Syllable Division and diphthongs</b> Complete assigned practice exercises to review part of the chapter's material) (see <a href="#">the Assignments link on your course's homepage</a> in Blackboard). B5</li> </ul>	<i>-El alfabeto,(Spanish alphabet and pronunciation III)</i>  <b>Additional in-class activities:</b> - Spelling activities. <i>Textbook p.18: 0.6 / 0.7</i>
<b>①Suggestions:</b> 1. You can also review the grammar and vocabulary by checking <b>grammar appendix</b> starting from <b>page 245</b> . 2. Studying out loud may help you acquire better the sounds and structure of the language. Also look for connections between words and put the vocabulary you are trying to memorize into a usable context. This will allow you to recognize better recall and use what you're learning. Don't simply look at the vocabulary lists! 3. One of the key tips to be successful language learner is to incorporate reviewing old material into your study schedule. Learning a foreign language is a constant process of learning it, forgetting some of it, relearning it, forgetting a bit less, and relearning it again until it becomes familiar and automatic. You should organize your study time, to make some time to review the old material so it stays fresh into your mind.		

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>SEMANA 3</b> <b>Presidential Election (no classes): Wed Mar 9</b> <b>Last Day to Drop Classes (with 50% tuition refund): Mon Mar 14</b>		
<b>Tue. Mar. 08</b> <b>Unidad 0 :“ Hola”:</b> <ul style="list-style-type: none"> <li>Identify classroom objects</li> <li>Listen to and respond to classroom expressions and requests</li> </ul>	- <b>Read:</b> Sabor Latino (p.20-21). <ul style="list-style-type: none"> <li><b>Vocabulario (p. 23)</b></li> </ul>	Selected activities from <b>Unidad 0:</b> -Using classroom expressions. <b>p.17</b> <i>Textbook: 0.10 (2B) / 0.11 / 0.12</i> -En la clase de español <b>p.16</b> <i>Textbook: 0.7 (2A)</i>

<p><b>Thu. Mar. 10</b>  <b>Unidad 0 :“ Hola”:</b>  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Spell names and surnames</li> </ul> <p>Understand the pronunciation of Spanish.</p>	<ul style="list-style-type: none"> <li>• Spelling. (pp.18-19)</li> <li>• Language for the classroom. (p.17)</li> </ul>	<p>Selected activities from <b>Unidad 0:</b>  - Los países del mundo hispano (pp.12-13)  <i>Textbook:</i> 0.1 / 0.2  - Vocabulario y comunicación: Using cognates, (pp.14-15) <i>Textbook:</i> 0.1 (1.A)</p>
<p>- <b>Tips &amp; Suggestions:</b> Start reviewing for <b>Exam 1. Plan ahead!</b> Break up your review sessions into small units. Prioritize your revision on improving on the areas you are having difficulties. You can set up a study session with a classmate or two. The benefits of studying in a small group are numerous.</p> <p>- <b>① Suggestion:</b> When you <b>watch or listen</b> to a <b>recording</b>, remember that you don't have to understand everything and you have the opportunity to replay it. Before viewing the <b>video</b>, take a look at the exercise(s) you have to complete. During the first viewing, listen for the general idea. The second time, listen for details.</p> <p><b>Note:</b> All videos can be viewed with captions in Spanish.</p> <p><b>Tip:</b> As you read, look up unknown words but instead of constantly referring to a dictionary every time you encounter a word you don't recognize, attempt to figure out the meaning of the word from the context of the sentence. Read for meaning. Focus on the overall message being communicated, then check it out in the dictionary to see if your guessing was correct. You may not understand everything that is said in the video the first time you watch it. You should try to listen to the main ideas and understand key differences between the characters. You may need to replay specific parts to increase your comprehension.</p>		
<p><b>SEMANA 4</b>  <b>Unrestricted Withdrawal Period: Tue Mar 15-Fri Apr 1.</b>  <b>Mid-Term Progress Reporting Period: Mon Mar 21-Fri Apr 15</b></p>		
Date_Chapters #_ Objectives	BEFORE COMING TO CLASS	IN CLASS
<p><b>Tue. Mar. 15</b>  <b>Unidad 1 Bienvenidos:</b>  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Saying hello and introducing someone.</li> <li>• Leave-Taking, how to say goodbye in different situations.</li> <li>• Learn more about the Spanish-speaking world.</li> </ul>	<p>-  <b>Read:</b> <b>Comunicación:</b> Greeting people, making introductions, and saying goodbye (p.29).  • <b>Vocabulario</b> (p. 47)</p>	<p>Selected activities from <b>Unidad 1:</b>  - Los compañeros de clase, (pp.26-28)  <i>Textbook:</i>1.1 / 1.2 / 1.3  - Ways of addressing people (tú and usted). (p.27) <i>Textbook:</i>1.4 / 1.5 / 1.6  - Vocabulario: Saludos y presentaciones (pp.28-29) <i>Textbook:</i>1.1 / 1.2 / 1.3 / 1.4 / 1.5</p> <p><b>Additional in-class activities:</b>  - <b>Video:</b> “Hola ¿qué tal? Saludos/Despedidas</p>
<p><b>Thu. Mar. 17</b>  <b>Unidad 1 Bienvenidos:</b></p> <ul style="list-style-type: none"> <li>• Nationalities and Jobs: Introduction to gender in Spanish.</li> <li>• Irregular verb: <i>SER</i>.</li> </ul>	<p>-  <b>Read:</b> <b>Grammar appendix:</b> <b>Attention!</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns and the verb <b>SER</b> (pp.39-40)</li> <li>• Present tense of verb <b>LLAMARSE</b> (p. 41)</li> </ul> <p><b>EL Eteca Graded Homework. Hablamos de...</b>  1. Conocer a nuestros compañeros</p>	<p>Selected activities from <b>Unidad 1:</b>  - Nacionalidades y profesiones: Asking for and giving information about yourself and others (pp.30-31) <i>Textbook:</i>1.8 / 1.9 / 1.10  - Jobs: Specify gender. p.32</p> <p><b>Additional in-class activities:</b></p>

	2. Las nacionalidades 3. Saludos y despedidas	- <b>Games:</b> Countries and nationalities. - <b>Video:</b> NACIONALIDADES.
<b>SEMANA 5</b>		
<b>Date_Chapters #_Objectives</b>	<b>BEFORE COMING TO CLASS</b>	<b>IN CLASS</b>
<b>Tue. Mar. 22</b> <b>Unidad 1 Bienvenidos:</b> <ul style="list-style-type: none"> <li>Personal information I.</li> <li>Asking Questions in Spanish.</li> <li>Intonation in questions.</li> </ul>	- <b>Read: Comunicación.</b> Asking and giving information about yourself and others (p.33) - <b>Video NEEM:</b> "Saludos. Hola, ¿qué tal?": <b>Episodio 1</b> (after-viewing, complete assigned exercises to review part of the chapter's material) (see <b>assignments</b> in <b>Blackboard</b> ). <ul style="list-style-type: none"> <li>Get acquainted with the main characters of the "NEEM (NUEVO ESPAÑOL EN MARCHA)" VIDEOS.</li> </ul>	Selected activities from <b>Unidad 1:</b> - Asking and giving personal information. <i>Textbook:</i> 1.14 / 1.15 - Verb Ser. (p.40) <i>Textbook:</i> 1.3 / 1.4 / 1.5 / 1.6
<b>Thu. Mar. 24</b> <b>Unidad 1 Bienvenidos:</b> <b>Quiz 1</b> <ul style="list-style-type: none"> <li>Use numbers 0-31.</li> <li>Months of the year.</li> <li>How to express the date.</li> </ul>	<b>Study for Quiz 1</b> - <b>Read: Grammar appendix:</b> <b>Attention!</b> 1. Present tense of verb <b>TENER</b> (p. 41)	- <b>Quiz 1</b> (15-20 min.) - Using numbers. (p.34) <i>Textbook:</i> 1.16 / 1.17 / 1.18 / 1.19 - <b>Video:</b> Months of the year.
<b>SEMANA 6</b>		
<b>Selective Withdrawal Period (100% tuition liability): Sat Apr 2-Fri Apr 29</b>		
<b>Tue. Mar. 29</b> <b>Unidad 1 Bienvenidos:</b> <ul style="list-style-type: none"> <li>Personal information II.</li> <li>Asking for and giving personal information.</li> <li>Spanish interrogative words.</li> </ul> How to ask simple questions in Spanish.	- <b>Read: Comunicación:</b> Sharing other personal information. - <b>Pronunciación:</b> The sounds of <b>ch</b> and <b>ñ</b> . <b>ELEtecaGraded Homework. Vocabulario y comunicación.</b> <ol style="list-style-type: none"> <li>Información personal.</li> <li>Presentaciones.</li> <li>Profesiones.</li> <li>Edad, meses del año y fechas.</li> <li>Países y nacionalidades.</li> </ol>	<b>Personal Information. (p.35)</b> <i>Textbook:</i> 1.20 / 1.21 / 1.22. - Verbs LLAMARSE and TENER (p.41) <i>Textbook:</i> 1.7 <b>Additional in-class activities: Video:</b> <b>"Hola ¿qué tal? Personal information. + Comprensión de Lectura (p.42):</b> <i>Textbook:</i> 1.2 / 1.3
<b>Thu. Mar.31</b> <b>Record a video for Quiz 2</b> <b>Unidad 1 Bienvenidos:</b> <ul style="list-style-type: none"> <li>Definite and indefinite Articles.</li> </ul>	- <b>Quiz 2 (Video assignment: Personal Information)</b> (see Instructions in <b>Assignments</b> section in <b>Blackboard</b> ).  + <i>Textbook</i> Interacción Oral (p.43 / 1.6) - <b>Read: Grammar appendix:</b> <b>Attention!</b> <ul style="list-style-type: none"> <li>Artículos (p.38)</li> </ul> <b>ELEtecaGraded Homework. Gramática.</b> <ol style="list-style-type: none"> <li>Videoclase 1. Activity.</li> <li>Videoclase 2. Activity.</li> <li>Casa del español. Street Interview 1 Video Activity.</li> </ol>	- Study articles and nouns (p.38) <i>Textbook:</i> 1.1 / 1.2 + Verb. Hay.

	4. Casa del español. Street Interview 2 Video Activity.	
<b>SEMANA 7</b>		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>Tue. Apr.05</b> <b>Composition 1</b> <ul style="list-style-type: none"> <li>Practice your knowledge within realistic contexts. Produce an 85-100-word composition in class on an unannounced topic</li> <li>Understand how Spanish words are typically linked together in normal speech</li> </ul>	<b>Study for in-class composition 1</b> <b>ELEteca Graded Homework. Destrezas &amp; Evaluación.</b> <ol style="list-style-type: none"> <li>Compresión de lectura.</li> <li>Self assessment.</li> </ol>	<b>Composition 1: 85-100 word in-class composition</b>
<b>Thu. Apr.07</b> <ul style="list-style-type: none"> <li><b>Study for Exam 1</b></li> </ul>	<b>-Review for Exam 1 (Unidad 0 "Hola". Unidad 1 "Bienvenidos")</b>	<b>Examen1: (50 min.)</b>

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>SEMANA 8</b>		
<b>Tue. Apr. 12</b> <b>Objectives:</b> <b>Unidad 2 En Casa</b> Express opinions and preferences	<ul style="list-style-type: none"> <li>- <b>Read: Comunicación:</b> Talking about preferences. (p.55)</li> <li>- <b>Read: Comunicación:</b> Expressing opinions (p. 58-59)</li> <li>• <b>Vocabulario:</b> (p. 70)</li> </ul>	Selected activities from <b>Unidad 2:</b> <ul style="list-style-type: none"> <li>- Una ciudad española. (pp.50-51).</li> <li>- Sports, food, course subjects (p.55)</li> </ul> <b>Textbook:</b> 2.1 / 2.2 / 2.3 / 2.4 / <b>2.9</b> / 2.18 - <b>2.21</b> / <b>3.8 (Unidad 3, p.89)</b>
<b>Thu. Apr. 14</b> <b>Unidad 2 En Casa</b> <ul style="list-style-type: none"> <li>Describing a house. Colors. Furnitures</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Video NEEM:</b> "Una casa especial": <b>Episodio 4</b> (after-viewing, complete assigned exercises to review part of the chapter's material) (see <b>assignments</b> in <b>Blackboard</b>). <b>B5</b></li> <li>- <b>Read: Grammar appendix:</b> <b>Attention!</b> <ul style="list-style-type: none"> <li>Gender, number, and agreement of nouns and adjectives (p.62)</li> </ul> </li> </ul> <b>ELEteca Graded Homework. Hablamos de...</b> <ol style="list-style-type: none"> <li>El viaje de Juan.</li> </ol>	Selected activities from <b>Unidad 2:</b> <ul style="list-style-type: none"> <li>-<b>Vocabulario:</b> La casa y los colores (p.52-57)</li> </ul> <b>Textbook:</b> 2.1 / 2.3 / 2.4 <b>-Vocabulario:</b> Los muebles (p.56) <b>Textbook:</b> 2.11 / 2.13

	2. Turismo en una ciudad. 3. Turistas.	
<b>SEMANA 9</b> <b>Incomplete Work Due to Instructor: Fri Apr 22</b>		
<b>Tue. Apr. 19</b> <b>Unidad 2 En Casa</b> - Present tense of regular -ar verbs.	- <b>Read:</b> <i>Grammar appendix:</i> <b>Attention!</b> <ul style="list-style-type: none"> <li>Present tense of regular -ar verbs (p.64)</li> </ul> - <b>Pronunciación:</b> The sounds of <b>h</b> , <b>ll</b> and <b>y</b> .  <b>ELÉteca Graded Homework. Vocabulario y comunicación.</b> <ol style="list-style-type: none"> <li>Expresar opiniones I y II.</li> <li>Preferencias.</li> <li>La casa.</li> <li>Los colores.</li> <li>Los muebles y los números (31 – 101)</li> </ol>	Selected activities from <b>Unidad 2:</b> <b>-Gramática (pp.63-64):</b> <i>Textbook:</i> 2.1 / 2.2 (Adjectives) <i>Textbook:</i> 2.3 / 2.4 / 2.5 (Verbs – ar)
<b>Thu. Apr. 21</b> <b>Quiz 3 Online Assignment.</b> <b>Unidad 2 En Casa</b> <ul style="list-style-type: none"> <li>Numbers from 32 to 101</li> <li>Verb ESTAR</li> </ul>	- <b>Study for Quiz 3 (Parts of the House)</b> (see instructions in <b>Blackboard Assignments</b> section). <b>Bb</b> - <b>Read:</b> Comprensión de lectura. (p.66 / 2.2) - <b>Read:</b> <i>Grammar appendix:</i> <b>Attention!</b> <ul style="list-style-type: none"> <li>Verb ESTAR (p.65)</li> </ul> <b>ELÉteca Graded Homework. Gramática.</b> <ol style="list-style-type: none"> <li>Videoclase 3. Activity.</li> <li>Videoclase 4. Activity.</li> <li>Casa del español. Street Interview 3 Video Activity.</li> <li>Casa del español. Street Interview 4 Video Activity</li> </ol> <b>ELÉteca Graded Homework. Destrezas &amp; Evaluación.</b> <ol style="list-style-type: none"> <li>Comprensión de lectura.</li> <li>Self assessment.</li> </ol>	Selected activities from <b>Unidad 2:</b> - Numbers. (p.57) <i>Textbook:</i> 2.14 / 2.15 / 2.16 - Irregular verb ESTAR. (p.65) <i>Textbook:</i> 2.7 / 2.8

<b>SEMANA 10</b> <b>Incomplete Grade Changes Due to Registrar: Fri Apr 29</b>		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>Tue. Apr. 26</b> <b>Objectives:</b> <b>Unidad 3 Mi Familia:</b>	<ul style="list-style-type: none"> <li><b>Vocabulario:</b> (p. 95)</li> </ul> - <b>Read:</b> <i>Grammar appendix:</i> <b>Attention!</b>	Selected activities from <b>Unidad 3:</b> <b>-Vocabulario:</b> La familia. (pp.76-77) <i>Textbook:</i> 3.1 / 3.2 / 3.3


<ul style="list-style-type: none"> <li>Introducing the family</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives (pp. 87-88)</li> </ul>	<p><i>Textbook:</i> 3.4 (possessive, p.88)</p> <p><b>Additional in-class activities:</b> Video: Possessive adjectives.</p>
<p><b>Thu. Apr. 28</b></p> <p><b>Unidad 3 Mi Familia:</b></p> <ul style="list-style-type: none"> <li>Describing personality traits and physical conditions.</li> </ul>	<p>- <b>Video NEEM:</b> “Mi familia”: <b>Episodio 2</b> (after-viewing, complete assigned exercises to review part of the chapter’s material) (see <u>assignments</u> in <b>Blackboard</b>). <b>Bb</b></p> <p>- <b>Read:</b> <b>Comunicación:</b> Describing personality traits and physical conditions. (p.78)</p> <p><b>ELEtecaGraded Homework. Hablamos de...</b></p> <ol style="list-style-type: none"> <li>Adjetivos para descripciones.</li> <li>Descripción de personas.</li> <li>Descripciones físicas y familia.</li> </ol>	<p>Selected activities from <b>Unidad 3:</b></p> <ul style="list-style-type: none"> <li>Describing personality traits and physical characteristics.</li> </ul> <p><i>Textbook:</i> 3.6 / 3.7 / 3.8 / 3.9</p>
<p><b>SEMANA 11</b></p> <p>Labor Day (no classes): Sun May 1</p> <p>Children's Day (no classes): <b>Thu May 5</b></p> <p>Spring Recess (no classes): Fri May 6</p> <p>Buddha's Birthday (no classes): Sun May 8</p>		
<p><b>Tue. May. 03</b></p> <p><b>Unidad 3 Mi Familia:</b></p> <ul style="list-style-type: none"> <li>Describing physical characteristics.</li> <li>Vocabulary: Clothes.</li> </ul>	<p>- <b>Read:</b> <b>Comunicación:</b> Describing physical characteristics. (p.82)</p> <p><b>ELEtecaGraded Homework. Vocabulario y comunicación.</b></p> <ol style="list-style-type: none"> <li>Descripción de personalidad.</li> <li>Descripciones con SER o TENER.</li> <li>Descripciones.</li> <li>Familia y ropa.</li> <li>La familia.</li> <li>La ropa.</li> </ol>	<p>Selected activities from <b>Unidad 3:</b></p> <p>- Una familia mexicana (pp. 74-75)</p> <p><i>Textbook:</i> 3.1 / 3.2 / 3.3 / 3.4 / 3.5 – 3.13 (p.82)</p> <p>- <b>Vocabulario:</b> La ropa.</p> <p><i>Textbook:</i> 3.10 / 3.11</p>
<p><b>Thu. May. 05</b> (no classes)</p>		

<p><b>SEMANA 12</b></p> <p><b>Make Up Day (Follow Wednesday Schedule. Monday classes do not meet.): Mon May 9</b></p>
-----------------------------------------------------------------------------------------------------------------------

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>Tue. May. 10</b> <b>Record a video for Quiz 4</b> <b>Unidad 3 Familias:</b> <ul style="list-style-type: none"> <li>Use demonstrative adjectives to point out and identify people and things.</li> </ul>	<b>- Quiz 4 (Video Assignment: La Familia)</b> (see Instructions in <b>Assignments</b> section in <b>Blackboard</b> ). <b>Bb</b> + <b>Textbook Possessive adjective (3.5 - p.88)</b> Comprensión de lectura (3.2 "La nochebuena" p.90) <b>- Read: Grammar appendix: Attention!</b> <b>Demonstrative adjectives (pp. 88-89)</b> <b>ELEteca Graded Homework. Gramática.</b> <ol style="list-style-type: none"> <li>Videoclase 5. Activity.</li> <li>Videoclase 6. Activity.</li> <li>Casa del español. Street Interview 5 Video Activity.</li> <li>Casa del español. Street Interview 6 Video Activity</li> </ol>	Selected activities from <b>Unidad 3:</b> - <b>Gramática:</b> Demonstrative adjectives (pp. 88-89) <b>Textbook:</b> 3.7 <b>Additional in-class activities: Video:</b> Demonstrative adjectives.
<b>Thu. May. 12</b> <b>Unidad 3 Mi Familia:</b> <ul style="list-style-type: none"> <li>Present tense of <b>-er</b> and <b>-ir</b> verbs</li> </ul>	<b>- Read: Grammar appendix: Attention!</b> <b>Present tense of -er and -ir verbs (p. 86)</b> <b>ELEteca Graded Homework. Destrezas &amp; Evaluación.</b> <ol style="list-style-type: none"> <li>Comprensión de lectura.</li> <li>Self assessment.</li> </ol>	Selected activities from <b>Unidad 3:</b> - Conjugation Present tense <b>-er</b> and <b>-ir</b> verbs. (p86) <b>Textbook:</b> 3.1 / 3.2 / 3.3
<b>SEMANA 13</b>		
<b>Tue. May. 17</b> <b>Unidad 4 El día a día:</b> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Asking and giving the time.</li> </ul>	<b>- Read: Vocabulario. Los días de la semana: Days of the week (p. 100)</b> <b>Comunicación: Asking and giving the time (p.102)</b> <ul style="list-style-type: none"> <li><b>Vocabulario (p. 119)</b></li> </ul>	Selected activities from <b>Unidad 4:</b> - Los días de la semana. (pp.100-101) <b>Textbook:</b> 4.1 / 4.2 / 4.3 / 4.5 - La hora. (p.102) <b>Textbook:</b> 4.6 / 4.8 / 4.9 / 4.10 - <b>Video:</b> Days of the week
<b>Thu. May. 19</b> <b>Unidad 4 El día a día:</b> <ul style="list-style-type: none"> <li>Reflexive verbs.</li> </ul>	<b>- Read: Grammar appendix: Attention!</b> <b>Verbos Reflexivos ( Reflexive verbs Present tense) (p.112)</b> <b>- Video NEEM: "Mi rutina": Episodio 3</b> (after-viewing, complete assigned exercises to review part of the chapter's material) (see <b>Assignments</b> in <b>Blackboard</b> ). <b>Bb</b> <b>ELEteca Graded Homework. Hablamos de...</b> <ol style="list-style-type: none"> <li>Horas y acciones cotidianas.</li> <li>Quedar.</li> <li>Quedar y acciones cotidianas.</li> </ol>	Selected activities from <b>Unidad 4:</b> - Los planes. (pp.98-99) <b>Textbook:</b> 4.2 / 4.3 / 4.4 / 4.5 - <b>Video:</b> La rutina de Nicolás



Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>SEMANA 14</b>		
<b>Tue May. 24</b> <b>Unidad 4 El día a día:</b> <ul style="list-style-type: none"> <li>Talking about daily routines</li> </ul>	<p>-  <b>Read:</b> <b>Comunicación:</b> Talking about everyday activities (p. 106)</p> <p><b>ELEtecaGraded Homework. Vocabulario y comunicación.</b></p> <ol style="list-style-type: none"> <li>Actividades diarias.</li> <li>La hora.</li> <li>Partes del día y actividades.</li> <li>Profesiones.</li> <li>Días de la semana y profesiones.</li> <li>Los días de la semana.</li> </ol>	<p>Selected activities from <b>Unidad 4:</b></p> <p>-Talking about everyday activities (p. 107)  <i>Textbook:</i> 4.19 / 4.22  <i>Textbook:</i> 4.6 / 4.7 / 4.8 / <b>4.9</b> (p. 113)</p> <p><b>Additional in-class activities:</b></p> <p>- La rutina de Pepe</p>
<b>Thu May. 26</b> Produce an 120-150-word composition in class on an unannounced topic instructions. <ul style="list-style-type: none"> <li>Submit list of group members for role-play. See  for details.</li> </ul>	<p>Study for in-class <b>composition 2</b>. <b>Suggestion:</b> Complete pre-writing activities posted in </p> <p>Sign up for your interviews. Your instructor will provide a sign-up sheet to choose your interview partner.</p>	<p><b>Composition 2:</b> 120-150-word in-class composition (25 min.)</p> <p> -Submit list of group members, brief description of theme for role-play, and date.</p>
<b>SEMANA 15</b> <b>Regional Election (no classes): Wed Jun 1</b> <b>Last Day of Classes: Fri Jun 3</b>		
<b>Tue May. 31</b> <b>Unidad 4 El día a día:</b> <ul style="list-style-type: none"> <li>Talking about work: place, job and hours.</li> <li>Use <b>tener que + infinitive</b> to express obligation.</li> </ul>	<p>-  <b>Read:</b> <b>Grammar appendix:</b> Profesiones (p.103).</p> <p>- Expression: TENER QUE + infinitivo (p. 105)</p> <p><b>ELEtecaGraded Homework. Gramática.</b></p> <ol style="list-style-type: none"> <li>Videoclase 7. Activity.</li> <li>Videoclase 8. Activity.</li> <li>Casa del español. Street Interview 7 Video Activity.</li> <li>Casa del español. Street Interview 8 Video Activity.</li> </ol>	<p>Selected activities from <b>Unidad 4:</b></p> <p>Professions ¿Estudias o trabajas? (pp.103-105)  <i>Textbook:</i> 4.11 / 4.12 / 4.14 / 4.16</p> <p><b>Additional in-class activities:</b></p> <p>- Video: “Hola ¿qué tal? PROFESIONES.</p>
<b>Thu Jun. 2</b> (final day of our class) <b>Unidad 4 El día a día:</b> <ul style="list-style-type: none"> <li>Present of irregular verbs.</li> <li>Verbs <i>Hacer</i> and <i>Salir</i> (Irregular verbs in the first person singular)</li> </ul> <p>Use of verb <i>QUEDAR</i> to arrange an appointment or meeting with one or several people.</p>	<p>-  <b>Read:</b> <b>Grammar appendix:</b> <b>Attention!</b></p> <p>Presente de verbos irregulares. Stem-changing verbs e→ ie, o→ ue, and e→ i (p.110) Verbs <i>hacer</i> and <i>salir</i> (p. 111)</p> <p><b>ELEtecaGraded Homework. Destrezas &amp; Evaluación.</b></p> <ol style="list-style-type: none"> <li>Compresión de lectura.</li> <li>Self assessment.</li> </ol>	<p>Selected activities from <b>Unidad 4:</b></p> <p>- Verbos Irregulares (pp. 110 – 112)  <i>Textbook:</i> 4.1 / 4.2 / 4.3 / 4.4 / 4.5</p> <p><b>Additional in-class activities:</b></p> <p>Study present tense of irregular verbs <i>hacer</i>, <i>poner</i>, <i>salir</i>, <i>traer</i>, and <i>oír</i>.</p>

<b>SEMANA 16</b> <b>Memorial Day (no classes): Mon Jun 6</b> <b>Reading Day(s): Tue Jun 7</b> <b>Examination Period: Wed Jun 8-Wed Jun 15</b>		
<b>Thu. Jun. 9 CHAPTER EXAM</b> * ENTREVISTAS PERSONALES: please arrive 15 mins. before your assigned time * Depending of the of <b>COVID-19</b> situation	<b>PREPARE FOR CHAPTER EXAM</b> <b>PREPARE FOR YOUR PERSONAL INTERVIEW</b> Work on review activities for the exam	<b>CHAPTER EXAM</b> <b>ENTREVISTAS PERSONALES</b> Interview practice (in pairs)
<b>Tue. Jun. 14</b> * Role-play presentations Role-play presentations assessment * Depending of the of <b>COVID-19</b> situation	Prepare for Role-play presentations	 Role-play presentations -Role-play presentations assessment
<b>CHAPTER EXAM</b> Date and time: _____ <b>Spring 2022 Exam Schedule Exam Schedule (under review)</b>		

## CLASS PARTICIPATION RUBRIC

### Spanish 100 & 200 levels

<b><u>90 – 100 (A-, A, A+)</u></b> <ul style="list-style-type: none"> <li>• Effort is made to speak Spanish all the time</li> <li>• Improvement is consistent with a strong effort</li> <li>• Asks thoughtful and clarifying questions, response to both classmates and instructor</li> <li>• Listens attentively when others speak</li> <li>• Attitude exhibited is positive and enthusiastic</li> <li>• <u>Is consistently prepared for class</u></li> <li>• Attends class and arrives on time</li> </ul>	<b><u>80 – 89 (B-, B, B+)</u></b> <ul style="list-style-type: none"> <li>• Occasionally speaks English in classroom situations</li> <li>• Some improvement is visible</li> <li>• Responds to questions and occasionally initiates interaction</li> <li>• Listens attentively</li> <li>• Attitude exhibited is positive and enthusiastic</li> <li>• <u>Is often prepared for class</u></li> <li>• Attends class but occasionally arrives late</li> </ul>
<b><u>70 – 79 (C-, C, C+)</u></b> <ul style="list-style-type: none"> <li>• Effort to speak Spanish not consistently made</li> <li>• Improvement is minimal (evidence of commitment not visible)</li> <li>• Interaction is seldom initiated</li> <li>• <u>Class preparation needs improvement</u></li> <li>• Attendance is inconsistent, arrives late often</li> </ul>	<b><u>69 and below (D, F)</u></b> <ul style="list-style-type: none"> <li>• Does not use Spanish in class</li> <li>• Effort and attitude do not contribute positively to classroom situations</li> <li>• Poor listening skills exhibited</li> <li>• <u>Class preparation is lacking or poor</u></li> <li>• Poor attendance and/or punctuality</li> </ul>

Created by Professors Sonia Balasch, Carla Burns, and Mónica Mulholland to be used at the Basic Spanish Program  
(based on the CUA model).

**COMPOSITION RUBRIC**  
**Spanish 100 & 200 levels**

AREAS	POINTS and DESCRIPTORS
<b>CONTENT (30%)</b>	<p><b>27-30 EXCELLENT TO VERY GOOD:</b> Thorough development of the topic. Relevant to assigned audience and purpose. Included the required themes.</p> <p><b>23-26 GOOD TO AVERAGE:</b> Limited development of topic. Mostly relevant to assigned audience and purpose, but lacks detail. Included some themes.</p> <p><b>17-22 FAIR TO POOR:</b> Little substance. Inadequate development of topic. Not relevant to audience and/or purpose.</p> <p><b>0-16 VERY POOR:</b> Non-substantive. Not pertinent, or not enough to evaluate.</p>
<b>ORGANIZATION (15%)</b>	<p><b>13-15 EXCELLENT TO VERY GOOD:</b> Well planned and organized. Logical sequencing. Clear topic sentences. Cohesive. Uses a variety of connectors. Followed paragraph requirements.</p> <p><b>10-12 GOOD TO AVERAGE:</b> Loosely planned and organized but main ideas stand out. Somewhat choppy. Logical but incomplete sequencing. Few topic sentences. Few connectors.</p> <p><b>7-9 FAIR TO POOR:</b> No evidence of planning. Not well organized. Lacks logical sequencing or development. Little or no use of connectors.</p> <p><b>0-6 VERY POOR:</b> Does not communicate. No organization, or not enough to evaluate.</p>
<b>GRAMMAR/ LANGUAGE USE (25%)</b>	<p><b>23-25 EXCELLENT TO VERY GOOD:</b> Correct use of targeted grammar structures. Few errors in verb tense/mood choice, agreement, number, word order/function, articles, pronouns. Meaning not obscured.</p> <p><b>19-22 GOOD TO AVERAGE:</b> Effective use of simple targeted constructions. Problems with complex targeted constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, but meaning seldom obscured.</p> <p><b>12-18 FAIR TO POOR:</b> Major problems in targeted simple/complex constructions and language functions. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns. Fragments, run-ons, deletions. Meaning confused or obscured.</p> <p><b>0-11 VERY POOR:</b> Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate or too poor to evaluate.</p>
<b>VOCABULARY (20%)</b>	<p><b>17-20 EXCELLENT TO VERY GOOD:</b> Very good range for the level. Effective word choice and usage. Ample use of targeted vocabulary. Attempts use of vocabulary not yet studied.</p> <p><b>13-16 GOOD TO AVERAGE:</b> Adequate range for the level. Some errors of word form, choice or usage, but meaning not obscured. Acceptable use of targeted vocabulary.</p> <p><b>7-12 FAIR TO POOR:</b> Limited range. Frequent errors of word form, choice or usage. Meaning confused or obscured.</p> <p><b>0-6 VERY POOR:</b> Little knowledge of targeted vocabulary or word form, or not enough to evaluate.</p>
<b>MECHANICS* (10%)</b>	<p><b>8-10 EXCELLENT TO VERY GOOD:</b> Demonstrates mastery of conventions. Fewer than three errors of spelling, punctuation, capitalization, accents.</p> <p><b>5-7 GOOD TO AVERAGE:</b> Four to six errors of spelling, punctuation, capitalization, accents.</p> <p><b>2-4 FAIR TO POOR:</b> More than seven errors of spelling, punctuation, capitalization, accents. Many typos.</p> <p><b>0-1 VERY POOR:</b> No mastery of basic conventions. Dominated by errors of spelling, punctuation, capitalization and accents.</p>

\*This area includes features of writing conventions: clarity, sentence organization, grammar, spelling, punctuation and capitalization.

This rubric is an adaptation of the Spanish Basic Program composition rubric created by Professors Sonia Balasch-Rodríguez, Carla Burns, and Mónica Mulholland.

## ORAL ASSESSMENT RUBRIC ~Spanish 100 & 200 levels

AREAS	POINTS and DESCRIPTORS
<b>VOCABULARY (25%)</b>	<p><b>22-25 EXCELLENT TO VERY GOOD:</b> Broad range, appropriate for context, resourceful; demonstrates preparation.</p> <p><b>17-21 GOOD TO AVERAGE:</b> Resourceful, errors do not obscure meaning; demonstrates preparation.</p> <p><b>14-16 FAIR:</b> Errors are frequent but generally do not preclude comprehension; or limited vocabulary - even if accurate.</p> <p><b>10-13 POOR:</b> Inadequate for level, errors sometimes preclude comprehension; key words not prepared.</p> <p><b>0-9 VERY POOR:</b> Inaccurate, insufficient for level; incomprehensible.</p>
<b>CONTENT / CONVERSATIONAL APPROPRIACY / CREATIVITY (30%)</b>	<p><b>27-30 EXCELLENT TO VERY GOOD:</b> Informative; original &amp; well-developed answers; demonstrates creativity; and/or detailed answers.</p> <p><b>23-26 GOOD TO AVERAGE:</b> Questions answered; limited development of ideas; most information relevant to topic, at least some social conventions included; creative.</p> <p><b>19-22 FAIR:</b> Questions answered but minimally; and/or limited connection of ideas; and/or lacks social conventions.</p> <p><b>15-18 POOR:</b> Lacks logical sequencing; little substance; says less than required.</p> <p><b>0-14 VERY POOR:</b> Little information conveyed, disconnected or disorganized ideas, and/or fails to engage with instructor.</p>
<b>GRAMMAR / STRUCTURE (25%)</b>	<p><b>22-25 EXCELLENT TO VERY GOOD:</b> Wide range of structures, mostly accurate.</p> <p><b>17-21 GOOD TO AVERAGE:</b> Meaning generally clear despite mistakes; good range of structures.</p> <p><b>14-16 FAIR:</b> Mistakes sometimes affect meaning, though adequate; and/or limited range of grammatical structures.</p> <p><b>10-13 POOR:</b> Meaning frequently unclear due to frequent errors; extremely limited range of grammatical structures.</p> <p><b>0-9 VERY POOR:</b> Generally inaccurate, with exception of set phrases; largely incomprehensible.</p>
<b>PRONUNCIATION/FLUENCY (20%)</b>	<p><b>18-20 EXCELLENT TO VERY GOOD:</b> Language flows well, no unnatural pauses; few mispronunciations.</p> <p><b>15-17 GOOD TO AVERAGE:</b> Clearly making an effort to pronounce accurately; occasional mispronunciations; few unnatural pauses.</p> <p><b>12-14 FAIR:</b> Discourse flows; mispronunciations are comprehensible, shows preparation.</p> <p><b>10-11 POOR:</b> Listener must make a concerted effort to understand; halting speech, lack of sufficient preparation.</p> <p><b>0-9 VERY POOR:</b> Halting, fragmented, unnatural pauses make it difficult to follow, pronunciation frequently unintelligible.</p>

This rubric is an adaptation of the Oral Presentation Grading Sheet by George Mason University's Basic Spanish Program created by Dr. Jennifer Leeman, 2002-2004 and updated by Dr. Mónica Mulholland, 2014.

**Note:** To encourage spontaneity in language use, students are not allowed to read during the oral presentation and interview. If you read from any notes, your instructor will automatically take off **at least 15 points** from the overall oral presentation and/or interview grade.