



## SYLLABUS & COURSE CALENDAR

### SPAN 102: Elementary Spanish

Fall 2022 • August 22 – December 14 / Tuesday and Thursday • 10:30 pm 11:45 pm

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Office: G641 Office Hours: Tuesday – Thursday 15:00pm. 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 102: Elementary Spanish II** 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:** leisure activities; food and parts of the human body, means of transport, weather expressions, travelling and media.

**Grammatical structures to be covered:** ser and estar, expressing likes and dislikes, present tense of stem-changing verbs, adverb of quantity, possessives pronouns, the preterit, object nouns and pronouns.

## 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


**SPAN101:** Elementary Spanish I or equivalent, or **permission of instructor**.

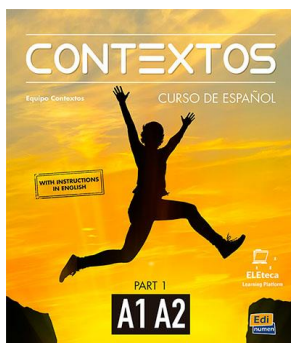
If you	You must take
have never studied Spanish AND have not learned Spanish outside of the classroom (e.g, by speaking Spanish at home, by living in a Spanish-speaking country)	<b>SPAN 101:</b> Elementary Spanish I
have completed SPAN 101 at GMU or the equivalent of 101 at another college	<b>SPAN 102: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


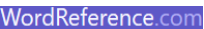
Required: ***“Contextos A1/A2 (Libro del alumno - Editorial Edinumen)”*** (We will cover several chapters (5 to 9). Can be purchased in <http://enamuh.com/> (textbook ordering service). Guideline for users available in Blackboard. 



### Notes:

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

### Highly recommended:

1.  **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%

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 A2/B1** 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.

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

### 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 102** 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/fall-2022>]

<b>Fall 2022</b>	<b>Full Semester</b>
<b>First Day of Classes</b>	<b>Mon Aug 22</b>
<b>Last Day to Add Classes</b>	<b>Mon Aug 29</b>
<b>Last Day to Drop Classes (with 100% tuition refund)</b>	<b>Mon Sep 5</b>
<b>Fall Recess (no classes)</b>	<b>Wed Sep 7-Thu Sep 8</b>
<b>Harvest Moon Festival (no classes)</b>	<b>Fri Sep 9- Mon Sep 12</b>
<b>Last Day to Drop Classes (with 50% tuition refund; final drop)</b>	<b>Mon Sep 12</b>
<b>Unrestricted Withdrawal Period (100% tuition liability)</b>	<b>Tue Sep 13-Fri Sep 30</b>
<b>Mid-term Evaluation Period (100-200 level classes)</b>	<b>Mon Sep 19-Fri Oct 21</b>
<b>Selective Withdrawal Period (100% tuition liability)</b>	<b>Sat Oct 1-Fri Oct 28</b>
<b>National Foundation Day (no classes)</b>	<b>Mon Oct 3</b>
<b>Make Up Day (Follow Monday Schedule. Tuesday classes do not meet)</b>	<b>Tue Oct 4</b>
<b>Hangul Proclamation Day (no classes)</b>	<b>Sun Oct 9</b>
<b>Hangul Proclamation Day - Alternative Holiday (no classes)</b>	<b>Mon Oct 10</b>
<b>Incomplete Work Due to Instructor</b>	<b>Fri Oct 21</b>




<i>Fall 2022</i>	<i>Full Semester</i>
<b>Incomplete Grade Changes Due to Registrar</b>	<b>Fri Oct 28</b>
<b>Last Day of Classes</b>	<b>Mon Dec 5</b>
<b>Reading Day(s)</b>	<b>Tue Dec 6</b>
<b>Examination Period</b>	<b>Wed Dec 7-Wed Dec 14</b>
<b>Graduation Ceremony</b>	<b>TBD</b>
<b>Degree Conferral Date</b>	<b>Sat Dec 17</b>





**Note:** The dates and deadlines listed on the SPAN102 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.






**SPAN102 ~ TR~ FALL 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 Aug 22: First day of classes</b></p>		
<p><b>Tue Aug . 23</b></p> <p><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 flipped classroom” and “the communicative approach to language learning”.</li> <li>Get acquainted with your classmates and instructor.</li> <li>Clarify doubts about the syllabus &amp; assignments.</li> <li>Review SPAN101 main grammar topics.</li> </ul>	<p style="text-align: center;"><b>BEFORE COMING TO CLASS:</b></p> <p>Read complete course description and calendar.</p> <ul style="list-style-type: none"> <li><b>Review SPAN 101</b> main grammar topics.</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> <li>Sign in and Register on <b>LEteca</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, clarify doubts about the syllabus, the assignments)</p> <p>-<b>Review</b> SPAN 101 main grammar topics</p>
<p><b>Thu Aug. 25</b></p> <p><b>Objectives:</b></p> <p><b>Unidad 5 : “ ¿Te gusta?”:</b></p> <p><b>Objectives:</b></p> <p>Talking about free time and describing moods and feelings.</p>	<p style="text-align: center;"><b>BEFORE COMING TO CLASS:</b></p> <p>-  <b>Read: Comunicación:</b> Describing moods and feelings with ESTAR (p.127).</p> <ul style="list-style-type: none"> <li><b>Vocabulario (p. 143)</b></li> </ul>	<p>- Selected activities from <b>Unidad 5:</b></p> <p>-<b>Vocabulario:</b> Actividades de ocio y tiempo libre (pp. 124-126)  <i>Textbook:</i> 5.1 - 5.2 – 5.3 / <b>5.4</b> / 5.7</p> <p>-<b>Vocabulario y comunicación (p.127):</b>  <i>Textbook:</i> 5.11 / 5.13 / 5.14</p>

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>SEMANA (Week) 2</b> <b>Last Day to Add Classes: Mon Aug. 29</b>		
<b>Tue. Aug. 30</b> <b>Unidad 5 :“ ¿Te gusta?”:</b> <ul style="list-style-type: none"> <li>Expressing likes and dislikes:</li> </ul> The verb <i>gustar</i>	-  <b>Read: Grammar appendix:</b>  <b>Attention!</b> • <b>Gustar and similar verbs (p. 134)</b> <b>ELEtecaGraded Homework. Hablamos de...</b> <ol style="list-style-type: none"> <li>Actividades de tiempo libre.</li> <li>Compañeros de clase.</li> <li>Tiempo libre.</li> </ol>	- Selected activities from <b>Unidad 5:</b> - <b>El tiempo libre. (pp.122-123)</b> <i>Textbook:</i> 5.2 / 5.3 / 5.4 / 5.5 - <b>Vocabulario y comunicación: (pp.125 -126)</b> <i>Textbook:</i> 5.5 / 5.8 / 5.9 / 5.10 <b>Additional in-class activities:</b> - <b>Video: “Hola ¿qué tal?. Gustar</b>
<b>Thu. Sep. 1</b> <b>Unidad 5 :“ ¿Te gusta?”:</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>Expressing Agreement &amp; Disagreement.</li> </ul>	-  <b>Read: Grammar appendix:</b>  <b>Attention!</b> • Using <b>también</b> and <b>tampoco</b> to agree and disagree (p. 135) <b>ELEtecaGraded Homework. Gramática.</b> <ol style="list-style-type: none"> <li>Videoclase 9. Activity.</li> <li>Videoclase 10. Activity.</li> <li>Casa del español Street Interview 9. Activity.</li> <li>Casa del español Street Interview 10. Activity.</li> </ol>	- Selected activities from <b>Unidad 5:</b> - <b>Gramática: (p. 135)</b> <i>Textbook:</i> 5.4 <b>Additional in-class activities:</b> - <b>Video: Difusión. Review of verb Gustar</b> - <b>Video: “Hola ¿qué tal? Agree &amp; Disagree</b>
<b>① Suggestions:</b> <ol style="list-style-type: none"> <li>You can also review the grammar and vocabulary by checking <b>grammar appendix</b> starting from <b>page 245</b>.</li> <li>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!</li> <li>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.</li> </ol>		
- <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. - <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. <b>Note:</b> All videos can be viewed with captions in Spanish.		

**Tip:** 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.

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>SEMANA (Week) 3</b> <b>Mon Sep. 5:</b> Last Day to Drop (with 100% tuition refund) <b>Fall Recess (no classes) Thu. Sep. 8</b>		
<b>Tue. Sep. 6</b> <b>Unidad 5 :“ ¿Te gusta?”:</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>Verb <b>doler</b> and parts of the body. Describing physical and emotional states. (with Verb <b>Tener</b>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Read: Grammar appendix:</b> <b>Attention!</b></li> <li>Verb <b>doler</b> and parts of the body. (p. 136)</li> <li><b>ELEtecaGraded Homework. ¡En vivo!</b> <ol style="list-style-type: none"> <li>Video Activity</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Selected activities from <b>Unidad 5:</b></li> <li><b>-Gramática: (pp.136-137)</b></li> <li><b>Textbook:</b> 5.8 / 5.10 / 5.11</li> <li>Expressions with verb <b>Tener.</b>(p.137)</li> <li><b>Textbook:</b> 5.12</li> <li><b>Additional in-class activities:</b></li> <li><b>- Video: “Hola ¿qué tal? Verb doler.</b></li> </ul>
<b>Thu. Sep. 8 (no classes)</b>		
<b>SEMANA (Week) 4</b> <b>Last Day to Drop Classes (with 50% tuition refund; final drop): Mon Sep. 12</b> <b>Harvest Moon Festival (no classes) Fri Sep 9- Mon Sep 12</b>		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>Tue. Sep. 13</b> <b>Objectives:</b> <b>Unidad 5 :“ ¿Te gusta?”:</b> <ul style="list-style-type: none"> <li>Ordering food in a restaurant. (I)</li> </ul>	<ul style="list-style-type: none"> <li><b>Read: Pronunciación:</b> Sounds of r</li> <li><b>ELEtecaGraded Homework. Vocabulario y comunicación.</b> <ol style="list-style-type: none"> <li>Actividades de ocio.</li> <li>Alimentos I y II.</li> <li>Adjetivos de sentimiento o personalidad.</li> <li>El restaurante</li> <li>Ser o Estar con adjetivos, el bar.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Selected activities from <b>Unidad 5:</b></li> <li><b>-Vocabulario:</b> Los alimentos (pp.128-129)</li> <li><b>Textbook:</b> 5.16 / 5.17 / 5.18 / 5.19 / 5.20</li> <li><b>Additional in-class activities:</b></li> <li><b>- Video: “Hola ¿qué tal? Eating out.</b></li> </ul>
<b>Thu. Sep. 15</b>	<b>ELEtecaGraded Homework. Destrezas &amp; Evaluación.</b> <ol style="list-style-type: none"> <li>Comprensión de lectura.</li> </ol>	<ul style="list-style-type: none"> <li>Selected activities from <b>Unidad 5:</b></li> <li><b>-Comunicación:</b> Ordering in a restaurant.</li> </ul>

<b>Objectives:</b> <b>Unidad 5 :“ ¿Te gusta?”:</b> <ul style="list-style-type: none"> <li>Ordering food in a restaurant. (II)</li> </ul>	2. Self assessment.	<b>(pp.130-131)</b> <i>Textbook:</i> 5.21 / 5.22 / <b>5.25</b> / <b>5.26</b> <b>Additional in-class activities:</b> - In the restaurant.
<b>SEMANA (Week) 5</b> <b>Unrestricted Withdrawal Period: Tue Sep 13-Fri Sep.30</b> <b>Mid-Term Progress Reporting Period: Mon Sep. 19-Fri Oct 21</b>		
<b>Date_Chapters #_Objectives</b>	<b>BEFORE COMING TO CLASS</b>	<b>IN CLASS</b>
<b>Tue. Sep. 20</b> <b>Unidad 6 Vamos de viaje:</b> <ul style="list-style-type: none"> <li>Verbs <i>hay</i> and <i>estar</i> to indicate <b>existence</b> and express <b>location</b>.</li> <li>Prepositions of place in Spanish.</li> <li>Describing your Town in Spanish: Common places in town. Names of Stores and Shops.</li> </ul>	-  <b>Read:</b> <ol style="list-style-type: none"> <li><b>Comunicación 1B.</b> Verbs <i>hay</i> and <i>estar</i> (p. 150)</li> <li><b>Comunicación 2B.</b> Describing where things are located. (p. 152)</li> </ol> • <b>Vocabulario (p. 167)</b>	Selected activities from <b>Unidad 6:</b> - <b>Comunicación: (p.152)</b> <i>Textbook:</i> 6.12 / 6.13 - <b>2A Vocabulario: Establecimientos de la ciudad.</b> <i>Textbook:</i> 6.10 / 6.11 / <b>6.14</b> / 6.15 / 6.16 / 6.17 / <b>6.20</b>
<b>Thu. Sep. 22</b> <b>Unidad 6 Vamos de viaje:</b> <b>Quiz 1</b> <ul style="list-style-type: none"> <li>Asking for and giving directions.</li> <li>Spanish verbs "<b>saber</b>" and "<b>conocer</b>".</li> </ul>	<b>Study for Quiz 1</b> -  <b>Read:</b> <b>Grammar appendix:</b>  <b>Attention!</b> <ol style="list-style-type: none"> <li><b>Comunicación 1B.</b> Stopping someone to ask for information (p. 150)</li> <li><b>Gramática:</b> Irregular verbs <b>Ir, seguir, jugar</b> and <b>conocer.</b> (p.158)</li> </ol> - <b>Video NEEM:</b> “Un paseo por mi ciudad”: <b>Episodio 6.</b> Complete assigned practice exercises to review part of the chapter’s material) (see <u><b>the Assignments link on your course's homepage</b></u> in <b>Blackboard</b> ).  <b>ELEtecaGraded Homework. Hablamos de...</b> <ol style="list-style-type: none"> <li>De excursión.</li> <li>De viaje.</li> <li>Expresiones de localización.</li> </ol>	- <b>Quiz 1</b> (15-20 min.) Selected activities from <b>Unidad 6:</b> - El transporte en la ciudad. ( <b>pp.146-147</b> ) <i>Textbook:</i> 6.1 / 6.2 / 6.3 / 6.4 - <b>Gramática. (p.158)</b> <i>Textbook:</i> 6.1 <b>Additional in-class activities:</b> - <b>Video:</b> “Hola ¿qué tal?” Giving instructions.
<b>SEMANA (Week) 6</b> <b>Selective Withdrawal Period (100% tuition liability): Sat Oct 1-Fri Oct. 28</b>		
<b>Tue. Sep. 27</b> <b>Unidad 6 Vamos de viaje:</b> <ul style="list-style-type: none"> <li>Means of transport.</li> </ul>	-  <b>Read:</b> <ol style="list-style-type: none"> <li><b>1.A Vocabulario:</b> Los medios de transporte (p. 148)</li> <li><b>Gramática:</b> 2. Prepositions <b>en, a, de.</b> (p. 159)</li> </ol> - <b>Pronunciación:</b> The sounds of <b>g</b> and <b>j</b> .	Selected activities from <b>Unidad 6:</b> - <b>Vocabulario y comunicación. (p.148)</b> <i>Textbook:</i> 6.1 / 6.2 / 6.3 / 6.4 / 6.6 - <b>Gramática (p.159)</b>

	<b>ELEtecaGraded Homework. Vocabulario y comunicación.</b> <ol style="list-style-type: none"> <li>1. La ciudad.</li> <li>2. Medios de transporte I y II.</li> <li>3. Expresiones para localizar. “Hay” – “está”.</li> <li>4. Expresiones para localizar.</li> <li>5. “Hay” y “está”.</li> </ol>	Textbook: 6.3 / 6.4
<b>Thu. Sep.29</b> <b>Record a video for Quiz 2</b> <b>Unidad 6 Vamos de viaje:</b> <ul style="list-style-type: none"> <li>• Avoid repetition in speaking and writing by using direct object pronouns .</li> <li>• Adverbs of quantity.</li> </ul>	<b>- Quiz 2 (Video assignment: Describe your neighborhood)</b> (see Instructions in <b>Assignments</b> section in <b>Blackboard</b> ). <b>Bb</b> + <b>Textbook Comunicación 2B (p.153 / 6.14)</b>  <b>- Read: Grammar appendix: Attention!</b> <ul style="list-style-type: none"> <li>• <b>Gramática:</b> 3 Direct object pronouns (p.160)</li> <li>• <b>Gramática:</b> 4 Adverbs of quantity. (p. 161)</li> </ul> <b>ELEtecaGraded Homework. Gramática.</b> <ol style="list-style-type: none"> <li>1. Videoclase 11. Activity.</li> <li>2. Videoclase 22. Activity.</li> <li>3. Casa del español. Street Interview 11 Video Activity.</li> <li>4. Casa del español. Street Interview 12 Video Activity.</li> </ol>	Selected activities from <b>Unidad 6:</b> <b>-Gramática (pp.160-161)</b> Textbook:6.5 / 6.7 / 6.8 / 6.9
<b>SEMANA (Week) 7</b> <b>National Foundation Day (no classes) Mon Oct. 3</b> <b>Make Up Day (Follow Monday Schedule. Tuesday classes do not meet) Tue Oct. 4</b>		
<b>Date_Chapters #_Objectives</b>	<b>BEFORE COMING TO CLASS</b>	<b>IN CLASS</b>
<b>Tue. Oct. 4 (no classes)</b>		
<b>Thu. Oct. 6</b> <b>Composition 1</b> <ul style="list-style-type: none"> <li>• Produce an 100-120-word composition in class on an unannounced topic</li> </ul>	<b>Study for in-class composition 1</b> <b>ELEtecaGraded Homework. Destrezas &amp; Evaluación.</b> <ol style="list-style-type: none"> <li>1. Compresión de lectura.</li> <li>2. Self assessment.</li> </ol>	<b>Composition 1: 100-120 word in-class composition</b>

<b>Date_Chapters #_Objectives</b>	<b>BEFORE COMING TO CLASS</b>	<b>IN CLASS</b>
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<b>SEMANA (Week) 8</b> <b>Hangul Proclamation Day - Alternative Holiday (no classes) Mon Oct. 10</b>		
<b>Tue. Oct. 11</b> <b>Study for Exam 1</b>	<b>Review for Exam 1 (Unidad 5 “¿Te gusta?” Unidad 6 “Vamos de viaje”)</b>	<b>- Examen1: (50 min.)</b>
<b>Thu. Oct. 13</b> <b>Unidad 7 ¿Qué tiempo va a hacer?</b> <ul style="list-style-type: none"> <li>☂ Weather Expressions: Describing and talking about the weather</li> </ul>	- Read: <b>Vocabulario y comunicación:</b> <b>Attention!</b> • <b>1B Comunicación:</b> Describing and talking about the weather (p.174) • <b>Vocabulario:</b> (p. 191) <b>EL Eteca Graded Homework. Vocabulario y comunicación.</b> <ol style="list-style-type: none"> <li>El tiempo y las estaciones.</li> <li>El tiempo atmosférico: I, II, III, IV, V.</li> </ol>	Selected activities from <b>Unidad 7:</b> - <b>1A. Vocabulario. (pp.172-173).</b> <i>Textbook:</i> 7.1 / 7.2 / 7.3 / 7.4 / 7.5 / 7.6 / 7.8 / 7.9 / <b>7.10</b>
<b>SEMANA (Week) 9</b>		
<b>Tue. Oct. 18</b> <b>Unidad 7 ¿Qué tiempo va a hacer?</b> <ul style="list-style-type: none"> <li>☂ Weather Expressions: The Four Seasons.</li> <li>Express intentions and plans: <b>ir a + infinitive.</b></li> </ul>	- Read: <b>Grammar appendix:</b> <b>Attention!</b> <ul style="list-style-type: none"> <li><b>Gramática:</b> IR A + INFINITIVE (p.182)</li> </ul> <b>EL Eteca Graded Homework. Gramática.</b> <ol style="list-style-type: none"> <li>Videoclase 13. Activity.</li> <li>Videoclase 14. Activity.</li> <li>Casa del español. Street Interview 13 Video Activity.</li> <li>Casa del español. Street Interview 14 Video Activity</li> </ol>	Selected activities from <b>Unidad 7:</b> - <b>2A. Vocabulario:</b> Las estaciones del año (pp.176-177) <i>Textbook:</i> 7.11 / 7.12 / 7.13 / 7.14 / 7.15 / 7.16 - <b>Gramática (pp.182-183)</b> <i>Textbook:</i> 7.1 / 7.2 / 7.4 / 7.5
<b>Thu. Oct. 20</b> <b>Unidad 7 ¿Qué tiempo va a hacer?</b> <ul style="list-style-type: none"> <li>Use <i>Hay que, tener que, deber + infinitive</i> to talk about what you and others have to do.</li> </ul>	- Read: <b>Grammar appendix:</b> <b>Attention!</b> <ul style="list-style-type: none"> <li><b>Gramática:</b> Hay que, tener que, deber + infinitive (p.184)</li> </ul> <b>EL Eteca Graded Homework. Hablamos de...</b> <ol style="list-style-type: none"> <li>Excursiones, tener que, deber...</li> <li>La excursion de Javi.</li> <li>Vamos de excursion.</li> </ol>	Selected activities from <b>Unidad 7:</b> - <b>Gramática (pp.184-185):</b> <i>Textbook:</i> 7.6 / 7.7 / 7.8 - <b>Hablamos de...:</b> Las excursiones (pp.170-171) <i>Textbook:</i> 7.1 / 7.2 / 7.3 / 7.5 / 7.6 - <b>Comprensión de lectura (p.186)</b> <i>Textbook:</i> 7.1 / 7.2 / 7.3

<b>SEMANA (Week) 10</b> <b>Incomplete Work Due to Instructor: Fri Oct 21</b>
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Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>Tue. Oct. 25</b> <b>Quiz 3 Online Assignment.</b> <b>Unidad 7 ¿Qué tiempo va a hacer?</b> •Pronunciation: Word stress and the written accent. • Making comparisons.	<b>Study for Quiz 3</b> (see instructions in <b>Blackboard Assignments</b> section). <b>Bb</b> - <b>Read: Grammar appendix:</b> <b>Attention!</b> <b>2B Comunicación: Making comparisons. (p.178)</b> <b>ELEtecaGraded Homework. Destrezas &amp; Evaluación.</b> 1. Compresión de lectura. 2. Self assessment.	Selected activities from <b>Unidad 7:</b> - Pronunciacion: <b>(p.179)</b>  - <b>Comunicación: Making comparisons (p.178)</b> <i>Textbook:</i> 7.17 / 7.18 / 7.19 / 7.20.  - <b>Expresión escrita: (p.187).</b> 7.5
<b>Thu. Oct. 27</b> <b>Objectives:</b> <b>Unidad 8 Lo pasé muy bien:</b> <ul style="list-style-type: none"> <li>Describe past actions and events using verbs in the <b>preterit</b>.</li> </ul>	• <b>Vocabulario: (p. 215)</b> - <b>Read: Grammar appendix:</b> <b>Attention!</b> • <b>Gramática:</b> 1. <b>Preterit of regular verbs. (p. 206)</b> 2. <b>Expressions used with the preterit. (p.208)</b> - <b>Read: Apuntes:</b> Los destinos turísticos preferidos por los colombianos <b>(p.195)</b> <b>ELEtecaGraded Homework. Hablamos de...</b> 1. Actividades en vacaciones. 2. Las vacaciones pasadas. 3. Las vacaciones.	Selected activities from <b>Unidad 8:</b> - <b>Gramática (pp.206-208)</b> <i>Textbook:</i> 8.1 / 8.2 / 8.3 / 8.4 / 8.5 / 8.7  <b>Additional in-class activities: Video:</b> Agencia ELE - Vídeo 4: Vacaciones en España.
<b>SEMANA (Week) 11</b> <b>Incomplete Grade Changes Due to Registrar: Fri Oct. 28</b>		
<b>Tue. Nov. 1</b> <b>Unidad 8 Lo pasé muy bien:</b> <ul style="list-style-type: none"> <li><b>Preterit of –er and –ir verbs</b> whose stem ends in a vowel.</li> <li><b>Holidays.</b></li> </ul>	- <b>Video NEEM:</b> Unidad 8 ¿Qué hiciste ayer? (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>Read: Grammar appendix:</b> <b>Attention!</b> • <b>Gramática:</b> Preterite Tense: -ER and -IR verb conjugation: Verbs with stems ending in vowels <b>(p.209)</b> <b>ELEtecaGraded Homework. Vocabulario y comunicación.</b> 1. Describir un acto del pasado. 2. Describir un evento. 3. Pasado o presente. 4. Los viajes. 5. Viajes e indefinido. 6. Vocabulario de vacaciones.	Selected activities from <b>Unidad 8:</b> - <b>Gramática (p.209)</b> <i>Textbook:</i> 8.8 / 8.9 / 8.10 - <b>Hablamos de...: Las vacaciones (p.194)</b> <i>Textbook:</i> 8.1 / 8.2 / 8.3 / 8.5 / 8.6 / 8.7 / 8.8






<b>Thu. Nov. 3</b> <b>Unidad 8 Lo pasé muy bien:</b> Going On Vacation: Planning vacation Ahead	- <b>Read: 1B Comunicación:</b> Expressing needs and preferences. (p.198) <b>ELEtecaGraded Homework. Gramática.</b> 1. Videoclase 15. Activity. 2. Videoclase 16. Activity. 3. Casa del español. Street Interview 15 Video Activity. 4. Casa del español. Street Interview 16 Video Activity	Selected activities from <b>Unidad 8:</b> - <b>1B Comunicación (pp. 198-199)</b> <i>Textbook:</i> 8.5 / 8.6 / 8.7 / 8.8 / 8.9 - <b>1A Vocabulario: Antes de viajar (pp. 196-197)</b> <i>Textbook:</i> 8.1 / 8.2 / 8.3 / <b>8.4</b>
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SEMANA (Week) 12		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>Tue. Nov. 8</b> <b>Record a video for Quiz 4</b> <b>Unidad 8 Lo pasé muy bien:</b> <ul style="list-style-type: none"> <li>Los viajes: Describing an event in the past.</li> </ul>	- <b>Quiz 4 (Video Assignment: Talk about past vacation)</b> (see Instructions in <b>Assignments</b> section in <b>Blackboard</b> ). <b>B5</b> + <i>Textbook</i> (3.5 - p.88) - <b>Read: 2B Comunicación:</b> Describing an event in the past. (p. 202) <b>ELEtecaGraded Homework. ¡En vivo!</b> •Activity	Selected activities from <b>Unidad 8:</b> - <b>Comunicación (pp. 202-203)</b> <i>Textbook:</i> 8.14 / 8.15 / 8.16 / <b>8.17</b> - <b>2A Vocabulario: Los viajes (p.200-201)</b> <i>Textbook:</i> 8.10 / 8.11 / 8.12 / 8.13
<b>Thu. Nov. 10</b> <b>Unidad 8 Lo pasé muy bien:</b> <ul style="list-style-type: none"> <li>Preterit spelling change verbs</li> <li>Pronunciation: Words that are stressed on the last syllable.</li> </ul>	- <b>Read: Grammar appendix:</b> <b>Attention!</b> •Preterit spelling change verbs (p. 207) •Pronunciación: Palabras agudas. (p. 203) <b>ELEtecaGraded Homework. Destrezas &amp; Evaluación.</b> 1. Compresión de lectura. 2. Self assessment.	Selected activities from <b>Unidad 8:</b> -.Pronunciación: (p. 203) <i>Textbook:</i> 8.1 / 8.2
SEMANA (Week) 13		
<b>Tue. Nov. 15</b> <b>Unidad 9 Estudié mucho:</b> <ul style="list-style-type: none"> <li>Talking about the past: <b>Preterit of irregular verbs <i>ir, ser, dar</i>.</b></li> <li>Talking about doing something again</li> </ul>	- <b>Read: Grammar appendix:</b> <b>Attention!</b> •Preterit of irregular verbs: <i>ser, ir</i> and <i>dar</i> (p. 230) • <b>2B Comunicación:</b> Talking about doing something again (p.226) <ul style="list-style-type: none"> <li>Vocabulario (p. 239)</li> </ul>	Selected activities from <b>Unidad 9:</b> - <b>Gramática. (pp.230-231)</b> <i>Textbook:</i> 9.1 / 9.2 - <b>2B Comunicación: (pp.226-227)</b> <i>Textbook:</i> 9.20 / 9.21
<b>Thu. Nov. 17</b> <b>Unidad 9 Estudié mucho:</b> <ul style="list-style-type: none"> <li>Talking about the past: <b>Verbs with</b></li> </ul>	- <b>Read: Grammar appendix:</b> <b>Attention!</b> • <b>2 Gramática</b> Verbs with irregular preterit stems (p.231)	Selected activities from <b>Unidad 9:</b> - <b>2 Gramática . (pp.231-232)</b> <i>Textbook:</i> 9.2 / 9.4 / 9.5

irregular preterit stems.	<b>ELEtecaGraded Homework. Hablamos de...</b> 1. Estar ocupado. 2. Indefinidos irregulares y pronombres. 3. Verbos en indefinido irregulares.	
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Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
<b>SEMANA (Week) 14</b>		
<b>Tue Nov. 22</b> <b>Unidad 9 Estudié mucho:</b> •Talk about past events using <b>reflexive verbs</b> . •Talking about household activities •The news	- <b>Read:</b> •Vocabulary of “Las tareas domésticas”.(p. 219) <b>ELEtecaGraded Homework. Vocabulario y comunicación.</b> 1. ¿Dónde estuviste? 2. Eventos en el pasado. 3. Hablar de lugares donde estuvimos. 4. Partes de la noticia. 5. Medios de comunicación. 6. Publicaciones.	Selected activities from <b>Unidad 9:</b> - <b>Hablamos de...:</b> Estar ocupados (pp. 218-219) <i>Textbook:</i> 9.1 / 9.2 / 9.3 / 9.4 / 9.5 / 9.6 / 9.7 / 9.8 - <b>1A Vocabulario:</b> Las noticias de prensa. (p220) <i>Textbook:</i> 9.1 / 9.2 / 9.3 / 9.4 / 9.5 / 9.6
<b>Thu Nov. 24</b> Produce an 120-150-word composition in class on an unannounced topic instructions. • <b>Submit list of group members for role-play.</b> See <b>Bb</b> for details.	Study for in-class <b>composition 2</b> . <b>Suggestion:</b> Complete pre-writing activities posted in <b>Bb</b>  <b>Sign up for your interviews. Your instructor will provide a sign-up sheet to choose your interview partner.</b>	<b>Composition 2:</b> 120-150-word in-class composition (25 min.) 🗣️ -Submit list of group members, brief description of theme for role-play, and date.
<b>SEMANA (Week) 15</b> <b>Last Day of Classes: Mon Dec. 5</b>		
<b>Tue Nov. 29</b> <b>Unidad 9 Estudié mucho</b> •Talking about actions in the past: Express how long something has been going on. •Express how long something has been going on using <b>hace</b> with expressions of time. • Mass media	- <b>Read:</b> - <b>1B Comunicación:</b> Talking about actions in the past (p.222). <b>ELEtecaGraded Homework. Gramática.</b> 1. Videoclase 17. Activity. 2. Videoclase 18. Activity. 3. Casa del español. Street Interview 17 Video Activity. 4. Casa del español. Street Interview 18 Video Activity.	Selected activities from <b>Unidad 9:</b> - <b>1B Comunicación (pp.222-223)</b> <i>Textbook:</i> 9.7 / 9.8 / 9.9 / 9.10 / 9.11  - <b>2A Vocabulario:</b> Los medios de comunicación. (pp.224-225) <i>Textbook:</i> 9.12 / 9.13 / 9.14 / 9.15 / 9.16 / 9.17 / 9.18 / 9.19

<b>Thu Dec. 1</b> ( <i>final day of our class</i> ) <b>Unidad 9 Estudié mucho</b> •The <b>possessive pronouns</b> : Long form possessives. • <b>Pronunciation</b> : words that are stressed on the penultimate (second-to-last) syllable.	-  <b>Read</b> : <b>Grammar appendix</b> :  <b>Attention!</b> - <b>3 Gramática</b> : Long form possessive (p. 233) - <b>Pronunciación</b> : Las palabras llanas. (p.227) <b>ELEteca</b> <b>Graded Homework</b> . <b>Destrezas &amp; Evaluación</b> . 1. Compresión de lectura. 2. Self assessment.	Selected activities from <b>Unidad 9</b> : - <b>3 Gramática</b> (pp. 233 – 234) <i>Textbook</i> :9.3 - <b>Pronunciación</b> : (p.227) <i>Textbook</i> :9.1 / 9.2
<b>SEMANA (Week) 16</b> <b>Reading Day(s): Tue Dec 6</b> <b>Examination Period: Wed Dec 7-Wed Dec 14</b>		
<b>CHAPTER EXAM</b> * <b>ENTREVISTAS PERSONALES</b> : please arrive 15 mins. before your assigned time * <b>Exam Schedule (under review)</b>	<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)
*Role-play presentations Role-play presentations assessment <b>Exam Schedule (under review)</b> Review for <b>CHAPTER EXAM</b> (Unidades. 6,7,9)	Prepare for Role-play presentations  General Review for the Exam	Review for <b>CHAPTER EXAM</b> (Unidades. 6,7,9,)  Role-play presentations -Role-play presentations assessment
<b>CHAPTER EXAM</b> Date and time: _____ <b>Spring 2022 Exam Schedule</b> <b>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.