Spanish 102 – Spring 2010

Instructor’s name __________________________ E-mail: __________________________
Office: __________________________ Office hours: __________________________
Phone Number: __________________________ Course Id: __________________________

Course Description:

Welcome to Spanish 102, the second course in a four semester series for students of Spanish. Spanish 102 features Capítulo 5- Capítulo 8 of ¡Arriba! The textbook follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students’ activities. Therefore, during this semester, you will exchange real-life information about you and your classmates.

Span 102 is a computer-enhanced course, which means that you will employ technology to submit your homework online. Your instructor expects more one-on-one interaction between you, your classmates, and your instructor during class time. Outside the classroom, you will use the electronic workbook, which is designed to connect students with the language.

Course Materials:

2. MySpanishLab access card.
3. Headphones.
4. A copy of your course syllabus.
5. Essential: A good Spanish-English/English-Spanish dictionary.

Course Objectives:

After completing this course, students should be able to describe their daily routine, express comparisons of equality and inequality, express emotional changes among other communicative tasks in Spanish. Students should be able to report past events and activities. Students should be able work with the preterit and imperfect of regular and irregular verbs. Students should achieve a basic level of accuracy in the target language.
Policies of the Spanish Basic Language Program:

INSTRUCTOR-STUDENT COMMUNICATION. How you can communicate with your instructor:
Via e-mail: E-mails will be answered within 24 hours from Monday through Friday, and 48 hours during weekends. You instructor will send you important messages via the Class Roll function, so check your OleMiss e-mail account often. Please do not send your instructor e-mails via MySpanishLab. Use his/her OleMiss e-mail account.
During your instructor's office hours: Your instructor will provide his/her e-mail address and office hours the first day of class.
If there is an emergency: If you have an urgent question or must contact your instructor urgently, please contact him/her via email.

Attendance Policy:

The Spanish Program takes seriously the University’s statement on attendance; namely, that students are expected to attend class regularly. To derive the utmost benefit from instruction, daily attendance is essential. No matter what the reason for the absence, failure to attend class always results in missed opportunities to hear and speak Spanish.

STUDENTS WHO FAIL TO ATTEND 80% OF THE CLASSES WILL AUTOMATICALLY FAIL THE COURSE, REGARDLESS IF THE ABSENCES ARE EXCUSED OR UNEXCUSED. THAT MEANS THAT STUDENTS MAY HAVE UP TO 8 ABSENCES IN THIS COURSE, WITH 9 ABSENCES THE FINAL GRADE WILL BE AN “F”.

Students with perfect attendance throughout the semester will be able to replace three of their lowest participation grades with 100% for each week.

Participation:

Each week, your instructor will evaluate your participation level and determine a grade based on the criteria listed below. You will have the opportunity to earn 5 points for every class period, for a maximum of 15 points per week. Your participation grade will be based upon your contribution to class discussions, small group work, and preparedness. Please remember that if you miss a class, you are responsible for contacting your instructor or other classmates to obtain any missed information. You must contact your instructor during office hours to review your participation grades or you can view them by checking the “MySpanishLab” gradebook. Should there be any disagreement, you should resolve it immediately with your instructor.

If you are a student athlete, a band member, or a member of other such university organizations, you should bring a letter from your Supervisor or specific department at the beginning of the semester indicating the dates you will miss class.
To recover participation points because of absences, you need to provide your instructor with a valid and official excuse (e.g., doctor’s note stating the date and time during which you were unable to attend classes) on the day you resume attendance to class. Only excused absences will allow students to recover participation points. Once your instructor receives the note, he/she will decide if your absence is approved or not. The main difference between approved and unapproved absences is that you do not receive any participation points for unapproved absences. However, if your absence is approved, your participation grade will be pro-rated accordingly. For example, if you have a doctor’s note stating that you were sick on Day 2, your participation grade for Day 2 will be the average between Day 1 and Day 3. "Emergencies and reasons beyond the student’s control other than illness will be considered excused absences at the discretion of the Director of the Spanish Program".

**Participation Criteria:**

**Outstanding = 5 points**  
arrives for class on time  
comes to class totally prepared and participates as much as possible  
speaks exclusively in Spanish during whole class

**Excellent = 4.5 points**  
arrives for class on time  
comes to class totally prepared and participates as much as possible  
speaks almost exclusively in Spanish, and only rarely uses English

**Very Good = 4.0 points**  
arrives for class on time  
comes to class totally prepared and participates as much as possible  
on occasion uses more English than Spanish

**Good = 3.5 points**  
arrives for class on time  
comes to class partially prepared and participation is limited  
on occasion uses more English than Spanish

**Not so good = 3 points**  
arrives no more than 5 minutes late for class  
comes to class partially prepared and participation is limited  
uses more English than Spanish

**Below Average = 2.5 points**  
arrives more than 5 minutes late for class OR  
arrives for class on time, but does not come prepared; therefore, there is no visible participation effort  
uses more English than Spanish

**Well Below Average = 0 points**
arrives more than 5 minutes late for class OR
arrives for class on time, but does not come prepared at all; therefore, there is no visible
participation effort
works on assignments for other classes
takes naps during the entire class
is absent

About Cell Phones: As common sense suggests, your cell phone needs to be off and not
visible the entire class period. If it rings in class, 1 point will be deducted from your
participation points for that day. The same applies to when/if you are caught each time
sending or receiving text messages, files or e-mails via phone.

Tardiness: Attendance will be taken at the beginning of each class period. Students who
arrive after this will lose one point from the participation grade for that day.
Your instructor has the prerogative to deny admission to students who arrive more
than 10 minutes late.

B. 5 Disruptive behavior: According to the M Book p. 24: 

Disorderly behavior that disrupts the academic environment violates the standard of fair
access to the academic experience. Some examples of disruptive behavior are purposeful
acts, such as "shouting down" a seminar speaker, physically or verbally harassing an
instructor or fellow student, or engaging in any type of disruptive behavior in a class
situation that interferes with the ability of the professor to teach or other students to learn.

**Foul language falls into the category of verbally harassing an instructor or fellow
student. This behavior is utterly unacceptable as well.**

Testing:
The following exams are included in this course: four partial exams, one oral examination
and a final exam. All exams will consist of the following sections: classroom readings,
reading comprehension, vocabulary, grammar, writing and listening comprehension.

Exams: There will be four exams, which will cover the main points of each chapter.
The exams are intended to aid the students to review the material learned up to that point.
The exams dates are stated in the syllabus.

Oral Exam: At the end of the semester, you will have an oral exam. The exam will
consist of a role-play/interview with another classmate for 3-5 minutes. You will be given
2-3 minutes to think about the topic, after which time you will have to carry on
conversations with a partner in front of your instructor. You will not be able to have any
notes.

You will be graded on your fluency, your grammatical accuracy and your breadth of
vocabulary. We encourage you to take every opportunity in class during the course to
speak in Spanish. The more you speak in Spanish, the better you will get at it.
**Final Exam:** The date, time, and location of the final exam are listed on the Spring Class Schedule at [http://www.olemiss.edu/depts/Registrar/fschedule.html#spring10](http://www.olemiss.edu/depts/Registrar/fschedule.html#spring10)

***Do not make any travel plans during final exams week.***

If you are absent from any testing day (exams, in-class compositions, oral exam or final exam), you must contact your instructor within one working day from the exam date. You must provide valid and official written documentation for your absence before a make-up exam without penalty is given. Students must take an exam within one working day from the original date of the exam. Any additional extensions may be granted only under exceptional circumstances or highly unusual cases and will be done at the discretion of the Director of the Spanish Basic Language Program. Students who miss an exam without an excused absence may be allowed to take a make-up exam with a 20% deduction provided that they take it within 24 hours from the original exam date.

**Special Accommodations:** It is the responsibility of any student with a disability who requests a reasonable accommodation to contact the office of Student Disability Services (915-7128). SDS will then contact the instructor through the student so that a reasonable accommodation of a disability can be made.

- All exams are property of the Modern Languages Department and must be returned to the instructor upon the instructor’s request.

- Your instructor will not be available to give you access to your exams on the week of final exams. If you wish to look over your exams, please do so ahead of time.

**“MySpanishLab” - Homework:**

During this semester, you will use a program called “MySpanishLab” to submit your homework on-line. There will be a “MySpanishLab” training session during the regularly scheduled class-time.

Doing your homework by means of “MySpanishLab” will provide the following advantages:

- Self-pacing. The computer allows you to work ahead. However, as with other classes, you cannot fall behind.
- Immediate feedback. The computer grades your homework exercises instantly, tells you which answers are wrong, and allows you to redo the exercise, as many times as you want.
- Opportunity for improvement. The program is designed so you can attempt the exercises as many times as you like to earn the grade you want. “MySpanishLab” saves your highest score.
- Easy access. You can do your homework from any computer that accesses the Internet. However, you should know that there is a deadline, after which you will receive no credit.
Please note that all “MySpanishLab” homework must be submitted on-line no later than 11:59 p.m. on the day indicated in the syllabus.

Please keep in mind that it may be difficult to find an open station on certain days and that systems sometimes crash. Please plan accordingly. Server crashes, difficulties accessing “MySpanishLab”, and difficulties installing software will not be considered valid excuses to grant extensions on “MySpanishLab” homework. We recommend that you do your homework early in the week, since this has the added benefit of allowing you enough time to contact your instructor to solve problems that you may have with an activity.

From the M Book, Academic Discipline. "A student who copies another's homework, copies answers to test questions, or allows someone else to do work for him/her on homework or tests also violates the standards of honesty and fairness and is subject to academic discipline." If your instructor suspects that you have used the aid of another persona to do your homework online, you will receive a zero. Other appropriate penalties in current M Book may apply.

“MySpanishLab” - Compositions:

In addition to the activities you will be completing as part of your homework, you will use “MySpanishLab” to write compositions in Spanish. “MySpanishLab” provides you with the opportunity to communicate your ideas at your own pace in written Spanish. You will be required to post a total of 6 messages for the Spring semester. Here is how it works:

1. Due dates and topics are indicated on the syllabus and marked on the online calendar.
2. Login to “MySpanishLab”, read the topic, the instructor’s short model and think about what you want to write.
3. When you are ready to write, click on the composition (just as you would click on any other activity) and you will see the topic, the instructor’s model and the space for you to type your composition.
4. Once you are satisfied with your composition, please write the number of words used, click on “FINISH: Submit for grading” and confirm submission.
5. The following message will appear: “Your Score: Pending instructor review”.

All entries are to be AT LEAST 85 WORDS LONG (except for Composition 6, which needs to be at least 100 words long) and written IN SPANISH. Lists of words, songs, dialogs, and copies of other texts are not acceptable messages.

After the deadline, your instructor will evaluate your message using the grading criteria written below. **Please be advised that late postings without accepted excuses will not receive any credit.**

Compositions Grading Criteria - Topic, Vocabulary and Grammar:

**9-10 points:** Addresses the topic assigned, uses a wide variety of the vocabulary covered in the lessons, control of grammar is what would be considered typical for this level.
7-8 points: Addresses the topic assigned, uses a wide variety of the vocabulary covered in the lessons, control of grammar is somewhat less than what would be considered typical for this level.

5-6 points: Addresses the topic assigned, uses some variety of the vocabulary covered in the lessons, control of grammar is considerably less than what would be considered typical for this level.

3-4 points: Addresses the topic assigned, writes less than half of the total words required, uses only minimal variety of the vocabulary covered in the lessons, control of grammar is significantly below what would be considered typical for this level.

0 points: Does not address the topic, uses a translator of the aid of another person to write the posting, lists words, sentences, songs or copies other texts.

Please note that if your instructor suspects that you have used the aid of a translator or of another person to write your posting, you will receive a zero.

Number of words: Compositions with less than 85 words (100 for the last one) will receive a 2-point deduction from the grade assigned by the instructor. Postings with half or less than half of the total words required will not be graded.

Compositions Topics:

**Composición 1:** Capítulo 5: Describe tu casa, condominio o apartamento. Describe las habitaciones, los accesorios, los extras como patio, piscina, etc. Escribe sobre cómo tu familia comparte los quehaceres de la casa, quién hace qué en tu familia. ¿Prefieres algún quehacer de la casa en particular? Utiliza vocabulario variado y recuerda que necesitas escribir 85 palabras como mínimo.

**Composición 2:** Capítulo 6: Describe tus preferencias a la hora de comer. Describe tus alimentos y platos favoritos que te gusta comer para el desayuno, el almuerzo y la cena. ¿Te gusta comer meriendas entre las comidas? ¿Cuál es tu postre favorito? ¿Te gusta alguna comida picante? ¿Qué grupo de la pirámide de la alimentación es más frecuente en tu dieta? Utiliza vocabulario variado y recuerda que necesitas escribir 85 palabras como mínimo.

**Composición 3:** Capítulo 6: Tu receta favorita. Utiliza el vocabulario en la p. 203 y p. 191 para escribir tu receta favorita. Describe los ingredientes y las medidas necesarias que se necesitan y los pasos para la preparación. Recuerda que necesitas escribir 85 palabras como mínimo.

**Composición 4:** Capítulo 7: ¿Qué hicieron tú y tus amigos el fin de semana pasado? Describe el clima del sábado y del domingo. Incluye muchas actividades que tus amigos y tú hicieron durante el fin de semana. Utiliza el pretérito y vocabulario variado. Recuerda que necesitas escribir 85 palabras como mínimo.
**Composición 5:** Capítulo 8: ¿Qué tipo de ropa llevabas cuando tenías 15 años? Utiliza el imperfecto y vocabulario variado para describir el estilo de ropa que llevabas cuando tenías 15 años. ¿Tenías alguna tienda de ropa favorita? ¿Qué tipo de ropa llevabas cuando asistías a clase? ¿Qué ropa llevabas cuando ibas a una fiesta formal? ¿Cuál era tu color favorito? Menciona la talla de ropa y el número de zapato que tenías cuando tenías 15 años. Recuerda que necesitas escribir 85 palabras como mínimo.

**Composición 6:** Capítulo 8: ¿Recuerdas cuando ibas de compras con tu familia? Compara cuando ibas de compras con tu familia cuando estabas en la escuela (utiliza el imperfecto) y la última vez que fuiste de compras solo o con tus amigos aquí en Oxford (utiliza el pretérito). Describe el tipo de tienda, los productos y artículos personales. ¿En general, los productos que tu familia compraba eran similares o diferentes a los productos que compraste la última vez que fuiste de compras? ¿Hay productos que tus padres nunca compraban y que tú compraste la última vez que fuiste de compras? Utiliza mucho vocabulario y recuerda que necesitas escribir 100 palabras como mínimo.

All compositions should be at least 85 words in length, except for the last one, which needs to have at least 100 words.

**“MySpanishLab” Training:**

There will be a “MySpanishLab” training session to help you learn how to work with this program. Attendance is MANDATORY. The training session will take place during regular class period on Week 2 of Spring semester in the Language Resources Center in the basement of Bondurant Hall.

If you do not attend the training session, it is your responsibility to learn how to use the program. It is very important that you have access to MySpanishLab before the training session. Your instructor will provide you with the course id.

**Schedule for the mandatory MySpanishLab training:**

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<thead>
<tr>
<th>Lab 006</th>
<th>Lab 004</th>
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<tr>
<td>Lab 006</td>
<td>Lab 004</td>
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<tr>
<td>Wed. Jan. 27, 2010</td>
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<tr>
<td>8:00 - 8:50</td>
<td>Sec. 1 - Garrido</td>
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<td>9:00 - 9:50</td>
<td>Sec. 3 - Cotelo</td>
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<td>10:00 - 10:50</td>
<td>Sec. 5 - Morgan Sockwell</td>
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<td>11:00 - 11:50</td>
<td>Sec. 7 - Whitehead</td>
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<td>12:00 - 12:50</td>
<td>Sec. 9 - Campiglio</td>
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<td>13:00 - 13:50</td>
<td>Sec. 11 - Garrido</td>
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<td>14:00 - 14:50</td>
<td>Sec. 13 - Garrido</td>
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<tr>
<td>15:00 - 15:50</td>
<td>Sec. 15 - Raines</td>
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Grade Weighting

Class participation = 10%
SAM (Student Activities Manual) = 10%
Compositions = 10%
Exams (four) = 40%
Oral Exam = 10%
Final Exam = 20%

Grading Scale

A = 90-100
B = 89-80
C = 79-70
D = 69-60
F = 59-0

*** Final grades will not be rounded up ***

Important! Participation is an essential part of the learning process in language classes. Your instructor expects you to be prepared for every class day. Being prepared means that you need to do the activities listed below for each day before your class meets. You will be doing a huge favor to everybody, including yourself.

Remember! “MySpanishLab” homework must be submitted on-line before 11:59 p.m. by the date indicated on the online calendar and in the last page of this syllabus.

Weekly Calendar:

Week 1 (Jan. 17-23)

DAY 1, Wednesday, Jan. 20:
• Introduction to the course: going over the syllabus

DAY 2, Friday, Jan. 22:
• Warm-up
CAPÍTULO 5: ¿CÓMO PASAS EL DÍA? (I)
Goal: Describing your daily routine and habits
• p. 157: presentation and comprehension checks
• p. 158: 5-1, 5-2 / p. 159: 5-5A
• Conclusion

Week 2 (Jan. 24-30)

DAY 1, Monday, Jan. 25:
• Warm-up
Goal: Expressing needs related to personal care
• p. 159 – 161: presentation and comprehension checks
• p. 161: 5-6, 5-7, 5-8
• p. 162: 5-10, 5-11
Goal: Comparing objects and people
• pp. 163 – 164: presentation and comprehension checks
• p. 165: 5-15
• Conclusion
DAY 2, Wednesday, Jan. 27:
MySpanishLab® training session, during regular class time. Your instructor will announce and e-mail you the location. It can also be found on p. 8 of this Syllabus.

DAY 3, Friday, Jan. 29:
• Warm-up
Comparaciones
• p. 167: 5-17, 5-18
CAPÍTULO 5: ¿CÓMO PASAS EL DÍA? (II)
Goal: Talking about what you do around the house
• p. 169: presentation and comprehension checks
• p. 170: 5-19 / p. 171: 5-20, 5-21 / p. 173: 5-24
• Conclusion

Week 3 (Jan. 31- Feb. 6)

DAY 1, Monday, Feb. 1:
• Warm-up
Goal: Discussing people or things using superlatives
• p. 173: presentation and comprehension checks
• p. 175: 5-27, 5-28A / p. 176: 5-29
Goal: Describing what is happening at the moment
• p. 176 – 177: presentation and comprehension checks
• p. 177: 5-30
• Conclusion

DAY 2, Wednesday, Feb. 3:
• Warm-up
• p. 177: 5-31 / p. 178: 5-32, 533A
• Actividad de práctica: Paso 1: Trabaja con un compañero-a. Describe tu rutina diaria. Luego informa a la clase de la rutina de tu compañero-a al resto de la clase. Modelo: Tu compañero-a lee: Me levanto muy temprano en la mañana, me ducho, me visto... etc. Paso 2: Tú informas a la clase: Mi compañero-a se levanta muy temprano en la mañana, se ducha, se viste... etc.
• Actividad de práctica: Objetos. Describe a tu compañero-a un objeto pero sin mencionar el nombre del objeto. Tu compañero-a tiene que adivinar (guess) el nombre del objeto que describes. Modelo: Tú dices: Es un objeto rojo para maquillarse. Tu compañero dice: ¡Ya sé! Es el lápiz labial.
• Actividad de práctica: Paso 1: Escribe un párrafo describiendo tu rutina personal y quehaceres de un fin de semana típico en Oxford. Paso 2: Comparte tu párrafo con el resto de la clase.
• Conclusion

DAY 3, Friday, Feb. 5:
- Composition 1 - Chapter 5: In-class directed writing session with open book and dictionary.
Week 4 (Feb. 7-13)
DAY 1, Monday, Feb. 8:
• Warm-up
Paso 2: Ahora escribe dos oraciones para comparar si tú y tu compañero-a usan productos diferentes o similares. Modelo: José y yo nos lavamos el pelo con Pantene, pero él se cepilla con Crest y yo me cepillo con Colgate.
Observaciones
• p. 179: 5-34, 5-35
Nuestro Mundo
• p. 180: 5-37 / p. 182: 5-38, 5-39, 5-40
• Conclusion

DAY 2, Wednesday, Feb. 10:
Examen 1: Capítulo 5

DAY 3, Friday, Feb. 12:
• Warm-up
CAPÍTULO 6: ¡BUEN PROVECHO! (I)
Goal: Discussing food, eating preferences, and ordering meals.
• p. 191: presentation and comprehension checks
• p. 192: 6-1, 6-2, 6-4
• p. 193: 6-5, 6-6
• Composition 1 – Correction day
• Conclusion

Week 5 (Feb. 14-20):

DAY 1, Monday, Feb. 15:
• Warm-up
• p. 194: 6-8, 6-9A - Paso 2: Your instructor introduces eating utensils to the class. What eating utensils do you need to eat what you have ordered at “Cocina Concha”? Goal: Talking about things and expressing to whom or for whom
• p. 195: presentation and comprehension checks
• p. 196: 6-10 / p. 197: 6-11, 6-12, 6-13
• Conclusion

DAY 2, Wednesday, Feb. 17:
• Warm-up
• p. 197: 6-14, 6-15
Goal: Expressing likes and dislikes
• p. 198: presentation and comprehension checks
• p. 198: 6-16 / p. 199: 6-17, 6-18, 6-19
• Conclusion

DAY 3, Friday, Feb. 19:
• Warm-up
• p. 200: 6-21, 6-22
Comparaciones
• p. 201: 6-23, 6-24
CAPÍTULO 6: ¡BUEN PROVECHO! (II)
• p. 203: presentation and comprehension checks
• p. 204: 6-25 / p. 205: 6-26
• Conclusion

Week 6 (Feb. 21-27):

DAY 1, Monday, Feb. 22:
• Warm-up
• p. 206: 6-28, 6-29
Goal: Talking about events in the past (I)
• p. 207 – 208: presentation and comprehension checks
• p. 209: 6-33, 6-34, 6-35
• Conclusion

DAY 2, Wednesday, Feb. 24:
• Warm-up
• p. 210: 6-37
Goal: Talking about events in the past (II)
• p. 210 – 211: presentation and comprehension checks
• p. 211: 6-38, 6-39
• p. 212: 6-40, 6-41, 6-42A
• Conclusion

DAY 3, Friday, Feb. 26:
• warm-up
Observaciones
• p. 213: 6-43, 6-44
Nuestro Mundo
• p. 214: 6-46 / p. 216: 6-47, 6-48, 6-49
• Composition 2 – Correction day
• Conclusion

Week 7 (Feb. 28 - Mar. 6):

DAY 1, Monday, Mar. 1:
Examen 2: Capítulo 6

DAY 2, Wednesday, Mar. 3:
• warm-up
CAPÍTULO 7: ¡A DIVERTIRNOS!
Goal: Talking about activities you like to do in your free time
• p. 225: presentation and comprehension checks
• p. 226: 7-1, 7-2
• p. 227: 7-4, 7-5
• p. 228: 7-7, 7-8A
• Conclusion

DAY 3, Friday, Mar. 5:
• warm – up
Goal: Reporting past events and activities
• p. 229: presentation and comprehension checks
• p. 230: 7-9, 7-10 / p. 231: 7-12
• Draw partners for the Oral Exam
• Conclusion

Week 8 (Mar. 7-13):

DAY 1, Monday, Mar. 8:
• Warm-up
Goal: Talking about indefinite or inexistente people and things
• p. 231 - 232: presentation and comprehension checks
• p. 232: 7-13 / p. 233: 7-14
• p. 234: 7-16
Comparaciones
• p. 235: 7-18, 7-19
• Composition 3 – Correction day
• Conclusion

DAY 2, Wednesday, Mar. 10:
• Warm-up
Goal: Talking about different sports
• p. 237: presentation and comprehension checks
• p. 238: 7-20, 7-21 / p. 239: 7-23, 7-24
• p. 240: 7-25A, 7-26
• Conclusion

DAY 3, Friday, Mar. 12:
• Warm-up
Goal: Reporting past events and activities (III)
• p. 241 – 242: presentation and comprehension checks
• p. 242: 7-27, 7-28 / p. 243: 7-30
• Conclusion

Week 9 (Mar. 14-20):

NO CLASSES – SPRING BREAK
Week 10 (Mar. 21-27):

DAY 1, Monday, Mar. 22:
- Warm-up
Goal: Taking shortcuts in conversations
- p. 244: presentation and comprehension checks
- p. 245: 7-31, 7-32, 7-33
- p. 246: 7-34A, 7-35
- Conclusion

DAY 2, Wednesday, Mar. 24:
- Warm-up
- Actividad de práctica: Paso 1: Estudiantes trabajan en pares e intercambian la siguiente información: ¿Dónde fuiste ayer?, ¿Qué tuviste que hacer ayer?, ¿Qué viste en la televisión ayer?, ¿Le diste algo a alguien ayer?
Paso 2: Estudiantes informan a la clase sobre las respuestas sus compañeros.
Observaciones
- p. 247: 7-36, 7-37
Nuestro Mundo
- p. 248: 7-39 / p. 250: 7-40, 7-41, 7-42
- Conclusion

DAY 3, Friday, Mar. 26:
- Warm-up
- Actividad de práctica: ¿Cuánto tiempo hace que...? En parejas, túrnense para preguntarse cuánto tiempo hace que hicieron estas actividades. Modelo: E1: ¿Cuánto tiempo hace que visitaste a tus padres?
E2: Visité a mis padres ayer. OR Hace tres semanas que visité a mis padres. Más actividades: 1. viajar a otra ciudad 2. ir al médico 3. escribir una composición 4. hablar por teléfono 5. comer pizza 6. ir al cine 7. buscar información en Internet etc.
Contestar con: ayer, anteayer, hace tres/cuatro/cinco días, la semana pasada, el mes pasado, hace dos/tres/cuatro meses, etc.
- Actividad de práctica: BINGO – El pretérito. Tu instructor-a te va a traer una cartilla de bingo con instrucciones para practicar el pretérito.
- Actividad de práctica: ¿En la escuela secundaria...? Busca personas de la clase que hicieron cosas de la siguiente lista en la escuela secundaria. Escribe el nombre de las personas que contestan que sí. Modelo: E1: ¿Corriste un maratón en la escuela secundaria? E2: No, no/ Sí, corrió un maratón.
Acciones: leer una novela en español / ver una película en español / llevar a tu mascota (pet) a la escuela / dormirse en una clase / tener que pasar una noche sin dormir / mentir por un amigo / conducir un coche sin tener licencia / etc.
- Conclusion

Week 11 (Mar. 28-Apr. 3):

DAY 1, Monday, Mar. 29:
• Warm-up

CAPÍTULO 8: ¿EN QUÉ PUEDO SERVIRLE? (1)

Goal: Shopping at a department store
• p. 259: presentation and comprehension checks
• p. 260: 8-1, 8-3
• p. 261: 8-4, 8-5A (Nuevos soles es la moneda de Perú), 8-6
• Conclusion

DAY 2, Wednesday, Mar. 31:
Examen 3: Capítulo 7

DAY 3, Friday, Apr. 2:
NO CLASS – GOOD FRIDAY

Week 12 (Apr. 4-10):

DAY 1, Monday, Apr. 5:
• Warm-up
• p. 262: 8-7, 8-8, 8-9
Goal: Talking about what used to happen and what you used to do in the past
• p. 262 - 263: presentation and comprehension checks
• p. 264: 8-10, 8-11
• Composition 4 – Correction day
• Conclusion

DAY 2, Wednesday, Apr. 7:
• Warm-up
• p. 264: 8-12 / p. 265: 8-13, 8-14
• p. 266: 8-15A
• Actividad de Práctica: Paso 1: Los estudiantes trabajan en pares e intercambian información sobre: ¿Qué ropa llevas para una fiesta elegante?, ¿Qué ropa llevas para un picnic?, ¿Qué ropa llevas para esquiar? ¿Qué ropa llevas para una entrevista de trabajo (job interview)? Paso 2: Informa a la clase sobre las respuestas de tu compañero-a.
• Conclusion

DAY 3, Friday, Apr. 9:
• Warm-up
Goal: Putting things and people in physical order
• p. 266: presentation and comprehension checks
• p. 267: 8-16, 8-17 / p. 268: 8-18
Comparaciones
• p. 269: 8-19, 8-20
• Conclusion

Week 13 (Apr. 11-17)

DAY 1, Monday, Apr. 12:
• Warm-up

CAPÍTULO 8: ¿EN QUÉ PUEDO SERVIRLE? (II)

Goal: Describing a product.

• p. 271: presentation and comprehension checks
• Conclusion

DAY 2, Wednesday, Apr. 14:

• Warm-up
• In a paragraph describe the following: ¿Cómo era la vida cuando tus padres eran adolescentes? ¿Cómo eran las escuelas? ¿Se comía mucho en restaurantes? ¿Había restaurantes de comida rápida (fast food)? Y las ropas, ¿eran diferentes o similares?
Goal: Contrasting what happened in the past with something else that was going on.

• pp. 274 - 275: presentation and comprehension checks
• p. 276: 8-26 / p. 277: 8-27, 8-28
• Conclusion

DAY 3, Friday, Apr. 16:

• Warm-up
• p. 277: 8-30 / p. 278: 8-32, 8-33A

Goal: Making general statements about what people do

• p. 278 - 279: presentation and comprehension checks
• p. 279: 8-34, 8-35
• Conclusion

Week 14 (Apr. 18-24):

DAY 1, Monday, Apr. 19:
- Composition 6 - Chapter 8: In-class directed writing session with open book and dictionary.

DAY 2, Wednesday, Apr. 21:
• ORAL EXAM will take place during class time.

DAY 3, Friday, Apr. 23:
• ORAL EXAM will take place during class time.

Week 15 (Apr. 25-May 1):

DAY 1, Monday, Apr. 26:
• Warm-up
• p. 280: 8-36

Observaciones
• p. 281: 8-38, 8-39
• Nuestro Mundo
• pp. 282 - 283: 8-41
• p. 284: 8-42, 8-43, 8-44
• Conclusion

DAY 2, Wednesday, Apr. 28:
Examen 4: Capítulo 8

DAY 3, Friday, Apr. 30:
• Compositions 5 & 6 – Correction day
• Review for Final Exam: Instructor answers questions students may have about chapters 5, 6, 7 & 8

Week 16 (May 3-7):
FINAL EXAMS WEEK
Check online Final Exam schedule at:
http://www.olemiss.edu/depts/registrar/fschedule.html#spring10

Spanish 102 - Summary of Homework Deadlines

Due dates for SAM (Student Activities Manual) - MySpanishLab. All assignments are due before 11:59 p.m.:

Chapter 5: Monday, Feb. 8, 2010
Chapter 6: Friday, Feb. 26, 2010
Chapter 7: Saturday, Mar. 27, 2010
Chapter 8: Friday, Apr. 16, 2010

Due dates for Compositions - MySpanishLab. All compositions are due before 11:59 (except the ones due during class time):

Composition 1: Friday, Feb. 5, 2010 - In-class writing session.
Composition 2: Wednesday, Feb. 17, 2010
Composition 3: Thursday, Feb. 25, 2010
Composition 4: Friday, Mar. 26, 2010
Composition 5: Wednesday, Apr. 7, 2010
Composition 6: Monday, Apr. 19, 2010 - In-class writing session.

¡Muchas gracias por tu interés en nuestro programa de español!