Spanish 201 – Spring 2010

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

Course Description:

Welcome to Spanish 201, the third course in a four semester series for students of Spanish. Spanish 201 features Capítulo 9- Capítulo 15 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 201 is a hybrid course, which means that it combines face-to-face classroom instruction with computer-based learning. Your instructor expects more one-on-one interaction between you, your classmates, and your instructor during class time. Outside the classroom, besides the electronic workbook, there will also be electronic textbook activities, which were designed to connect students with the language and guarantee all the credits of a 3-credit hour course.

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 request travel-related information and make travel arrangements, manage a wide range of vocabulary about pollution, environment, technology, business, media and politics in Spanish. Students should be able to use the conditional and future tenses. Students should be able to express volition, feelings, doubt and denial using the subjunctive. Students should achieve an intermediate 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-mail messages through MySpanishLab. Use your instructor’s regular Ole Miss e-mail address to communicate with him/her.
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 5 ABSENCES IN THIS COURSE WITH 6 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 10 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 same 
received on Day 1. “Emergencies and reasons beyond the student’s control other that 
ilness 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: three partial exams, one oral exam 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 three 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 5-10 minutes You will be
given 2-3 minutes to think about the topic, after which time you will have to carry on a
conversation 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

**The final exam is comprehensive**

***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.

Course Organization: Class time and On-line Homework:

A. Class time: You will meet with your instructor and your classmates twice a week. During that time, you will engage in activities that promote oral interaction in Spanish and you will receive a brief explanation of the most salient grammatical aspects of the following lesson. To derive the utmost benefit from class time, you must actively participate in class. Not doing so may lead to missed opportunities to speak and hear Spanish. Be aware that information from class discussion will appear on the exam.

B. “MySpanishLab” – SAM (Student Activities Manual) and On-line Textbook: 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 in Week 2.

Doing your homework by means of “MySpanishLab” will provide the following advantages:
• Self-paced. 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. Besides the assignments from the SAM (Student Activities Manual), there are also on-line activities that come straight from your textbook. These textbook activities will always be due before the SAM. Their main goal is to prompt students to come prepared and take full advantage of a hybrid course; therefore, the on-line textbook activities will always be due before the instructor finishes a particular chapter. Since this course meets twice a week, those textbook activities are the third hour component of a 3-hour course.

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.

IN CLASS YOU WILL BE PARTICIPATING IN COMMUNICATIVE ACTIVITIES. Class time will be dedicated to communicating in Spanish using the structures and vocabulary that you have practiced on the computer prior to class. The role of the instructor in the classroom is that of “communicative facilitator”. Your instructor will not provide extensive grammar or vocabulary instruction. You will find all the necessary material to prepare yourself for class in your textbook and on-line in your course site. If you wish for help with grammar and/or vocabulary see your instructor during his/her office hours. You are encouraged to take advantage of this opportunity.

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 textbook activities and the SAM that 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 8 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 compositions should have at least 100 words in length, expect for the last one, which is supposed to have 120 words minimum. All compositions are to be written IN SPANISH. Lists of words, songs, dialogs, and copies of other texts are not acceptable messages. English words and expressions should not be counted towards the required minimum amount of words.

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 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 the minimum amount of words required will receive an additional 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

Composition 1: Capítulo 9: “Un agente de viajes”. Imagina que tú trabajas en una agencia de viajes. Eres el agente responsable de organizar el viaje de un cliente que viene de San José, Costa Rica para estar en Oxford por una semana. Describe los detalles de la organización del viaje desde la salida en el aeropuerto en Costa Rica hasta la llegada al aeropuerto en Memphis. También piensa en las atracciones turísticas que tu cliente puede visitar aquí en Oxford. Utiliza vocabulario variado que aprendiste en el capítulo 9 y recuerda que tienes que escribir al menos 100 palabras.

Composition 2: Capítulo 10: “Recomendaciones para tu madre o padre”. Tú estás un poco preocupado/a por la salud y bienestar de tu madre/ padre. Escribe recomendaciones para tu madre / padre. ¿Qué hábitos necesita cambiar tu madre/ padre para mejorar su salud? ¿Es necesario que tu madre/padre vaya al doctor?, ¿Es importante que tu madre/padre cambie su estilo de vida?, etc. Utiliza vocabulario variado de este capítulo y utiliza el subjuntivo. Modelo: Mamá, te recomiendo que . . . o Papá, te recomiendo que . . . Recuerda que tienes que escribir al menos 100 palabras.


Composition 4: Capítulo 11: “Tu profesión y tu trabajo ideal”. ¿Para qué profesión te preparas? De acuerdo a tu profesión describe el trabajo/carrera ideal que vas a desear/ preferir/ buscar tan pronto como te gradúes de la universidad. Incluye información sobre los beneficios y condiciones de trabajo, tipo de compañía, días de vacaciones, horas de trabajo al día, sueldo, etc. Utiliza el subjuntivo cuando incluyas algunas de las expresiones que has aprendido en este capítulo. También utiliza subjuntivo con expresiones impersonales como por ejemplo, Es importante que . . ., Es indispensable que . . ., Es necesario que . . ., Es preciso que ... , Es esencial que ... Recuerda que tienes que escribir al menos 100 palabras.

Composition 5: Capítulo 12: “La tecnología en tu vida laboral futura”. Escribe sobre qué tipo de tecnología tendrás que utilizar en tu futura carrera. ¿Cómo te ayudará la tecnología en tu trabajo? ¿Piensas que la tecnología hará tu trabajo más fácil o más complicado? ¿Por qué? ¿La tecnología te ayudará a ser más eficiente y productivo en tu trabajo? Usa el futuro simple. Recuerda que tienes que escribir al menos 100 palabras.

Composition 6: Capítulo 12: “El medio ambiente”. ¿Qué problemas ambientales tiene los Estados Unidos? En tu opinión, ¿Qué medidas serían necesarias para proteger el medio ambiente en los Estados Unidos? En tu caso personal, ¿Qué cambiarías de tu rutina diaria para ayudar a proteger y conservar el medio ambiente? Utiliza vocabulario variado y el condicional. Recuerda que tienes que escribir al menos 100 palabras.

**Composition 8**: Capítulo 15: “Nuestra Sociedad” Escribe un párrafo de 120 palabras donde describes los problemas políticos y sociales más serios y urgentes que afectan a la sociedad en el presente. ¿Qué tipo de medidas existen para solucionar estos problemas? ¿Cómo pueden contribuir los políticos y los ciudadanos a mejorar la sociedad? Utiliza el vocabulario que has aprendido en este capítulo. Recuerda que tienes que escribir al menos 120 palabras.

All compositions should be at least 100 words in length, except for the last one, which must have a minimum of 120 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>SPANISH 201</th>
<th>Lab 006</th>
<th>Lab 004</th>
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<tr>
<td>Mon. Jan. 25, 2010</td>
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<tr>
<td>8:00 - 8:50</td>
<td>Sec. 1 - Sullivan-González</td>
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<td>9:00 - 9:50</td>
<td>Sec. 2 - Sullivan-González</td>
<td>Sec. 3 - Raines</td>
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<td>10:00 - 10:50</td>
<td>Sec. 4 - Raines</td>
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<td>11:00 - 11:50</td>
<td>Sec. 5 - Sisson</td>
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<td>12:00 - 12:50</td>
<td>Sec. 6 - Sullivan-González</td>
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<td>13:00 - 13:50</td>
<td>Sec. 7 - Raines</td>
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<td>14:00 - 14:50</td>
<td>Sec. 8 - Bartolo</td>
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<td>Tues. Jan. 26, 2010</td>
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<td>9:30 - 10:20</td>
<td>Sec. 9 - Morgan Sockwell</td>
<td>Sec. 10 - Sisson</td>
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<tr>
<td>11:00 - 11:50</td>
<td>Sec. 11 - Sisson</td>
<td>Sec. 12 - Campiglio</td>
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<td>13:00 - 13:50</td>
<td>Sec. 13 - Campiglio</td>
<td>Sec. 14 - Morgan</td>
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Grade Weighting
Class participation = 10%
On-line Textbook Activities = 10%
SAM (Student Activities Manual) = 10%
Compositions = 10%
Oral Examination = 10%
Exams (three) = 30%
Final exam = 20%

*** 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 on the last page of this syllabus.

Weekly Calendar

Week 1 (Jan. 17-23)

DAY 1, Wednesday, Jan. 20 / Thursday, Jan. 21:
- Introduction to the course: Going over the course syllabus.
- Gap activity created by the instructor to review material from previous lessons.
- Conclusion

Week 2 (Jan. 24-30)

DAY 1, Monday, Jan. 25 / Tuesday, Jan. 26:
MySpanish Lab Training – Meet you instructor in the Language Lab in the basement of Bondurant Hall. See page 9 for details.

DAY 2, Wednesday, Jan. 27 / Thursday, Jan. 28:
- Warm-up
CAPÍTULO 9: VAMOS DE VIAJE (I)
Goal: Making Travel Arrangements: p. 295: presentation and comprehension checks
- p. 297: 9-5A
- p. 297: 9-6
- p. 298-299: presentation and comprehension checks / 300: 9-7, 9-8 / p.301: 9-10, 9-11A
- Conclusion

Week 3 (Jan. 31- Feb. 6)
DAY 1, Monday, Feb. 1 / Tuesday, Feb. 2:
- Warm up
- p. 302: presentation and comprehension checks / p. 302: 9-12, 9-13 / p. 304: 9-16
- p. 305: 9-17, 9-18
CAPÍTULO 9: VAMOS DE VIAJE (II)
Goal: Describing Travel Experiences: p. 307: presentation and comprehension checks -
- Conclusion

DAY 2, Wednesday, Feb. 3 / Thursday, Feb. 4:
- Warm up
- Actividad de práctica: En mi viaje. Make a list of items you consider essential for when
you travel. Then, compare your list against a classmate’s list. Do you have many things in
common? Modelo: En mi viaje, siempre llevo mi cámara digital. Nunca llevo rollos de
película.
Goal: Giving Advice: p. 311 – 313: presentation and comprehension checks
- p. 313: 9-26 / p. 314: 9-27, 9-28A
- p. 314 - 315: presentation and comprehension checks / p. 316: 9-29
- Actividad de práctica: Imagine you are going to travel to a Spanish speaking country.
Write a list of 6 things you want for the hotel you are staying in to have. Use the
vocabulary about traveling you have learned in this chapter. Modelo: Quiero que el hotel
tenga. . . . Es importante que el servicio sea. . . ., etc.
- Conclusion

Week 4 (Feb. 7-13)

DAY 1, Monday, Feb. 8 / Tuesday, Feb. 9:
- Warm up
- p. 318: 9-33A, 9-34
CAPÍTULO 10: ¿TU SALUD ES LO PRIMERO! (I)
Goal: Talking About How You Feel and the Parts of the Body: p. 331: presentation and
comprehension checks
- p.332: 10-1 / p.333: 10-3, 10-4: Students decide whether or not a person needs to go to the
doctor in these situations. Paso 2: When the answer is negative, students need to explain
what they do to get better.
- Conclusion

DAY 2, Wednesday, Feb. 10 / Thursday, Feb. 11:
- Warm up
- p. 333: 10-5A
- p. 334: presentation and comprehension checks / p. 335: 10-6, 10-7 / p. 336: 10-10A
- p. 337: presentation and comprehension checks / p. 338: 10-13, 10-14
- p. 339: 10-15, 10-16
- Composition 1 – Correction Day
- Conclusion
Week 5 (Feb. 14-20):

DAY 1, Monday, Feb. 15 / Tuesday, Feb. 16:
- Warm up
CAPÍTULO 10: ¡TU SALUD ES LO PRIMERO! (II)
Goal: Improving one's Health: p. 341: presentation and comprehension checks
- Actividad de práctica: ¿Saludable o no? Students work in pairs to write a list of food and activities that are healthy and that are not. Share results with the rest of the class.
  - p.343: 10-19A, 10-20 / p. 344:10-22
  - pp. 344-345: presentation and comprehension checks/ p. 345: 10-23, 10-24
- Conclusion

DAY 2, Wednesday, Feb. 17 / Thursday, Feb. 18:
- Warm up
  - p. 346: 10-25, 10-27, 10-28
  - pp. 347-348: presentation and comprehension checks / p. 348: 10-29 / p. 350: 10-33A
- Observaciones: p. 351: 10-34, 10-35
- Conclusion

Week 6 (Feb. 21-27):

DAY 1, Monday, Feb. 22 / Tuesday, Feb. 23:
Exam 1: Capítulos 9 & 10

DAY 2, Wednesday, Feb. 24 / Thursday, Feb. 25:
- Warm up
CAPÍTULO 11: ¿PARA QUÉ PROFESIÓN TE PREPARAS? (I)
Goal: Describing Professions: p. 365: presentation and comprehension checks.
  - p. 367: 11-3 / p. 368: 11-6, 11-7, 11-8
- Actividad de práctica: Los estudiantes trabajan en pares. Paso 1: ¿Qué profesiones tienen más prestigio? ¿Qué profesiones tienen menos prestigio? ¿Por qué?
  - pp. 368-369: presentation and comprehension checks / p. 369: 11-9, 11-10
- Composition 2 – Correction Day
- Conclusion

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

DAY 1, Monday, Mar. 1 / Tuesday, Mar. 2:
- Warm up
  - p. 370: 11-12, 11-13A / p. 371: 11-14, 11-15
- Actividad de práctica: Selecciona 2 profesiones. Describe cuáles son las características típicas de los trabajos de estas 2 profesiones que seleccionaste. Usa expresiones de las páginas 368-369. Modelo: Es importante que una persona estudie mucho para ser un dentista famoso. / Es necesario tener mucha paciencia para ser maestro.
- Class draws partners for the Oral Exam.
- Conclusion
DAY 2, Wednesday, Mar. 3 / Thursday, Mar. 4:
- Warm up

CAPÍTULO 11: ¿PARA QUÉ PROFESIÓN TE PREPARAS? (II)
- p. 376: 11-19, 11-22
- pp. 380-382: presentation and comprehension checks / p. 383: 11-30, 11-31A
- Observaciones: p. 385: 11-34, 11-35
- Actividad de práctica: ¿Qué van a hacer tú y tu compañero-a tan pronto como se gradúen? Compara lo que tú y tu compañero-a van a hacer, ¿Tienen planes diferentes o semejantes? Comparte tus resultados con el resto de la clase.
- Actividad de práctica: ¿Qué tipo de empleo, beneficios, cargo y responsabilidades te gustaría tener después de que te gradúes de la universidad? Escribe un breve párrafo y léelo a tus compañeros de clase.
- Conclusion

Week 8 (Mar. 7-13):

DAY 1, Monday, Mar. 8 / Tuesday, Mar. 9:
Composition 4: in-class directed writing session with open textbook and dictionary.

DAY 2, Wednesday, Mar. 10 / Thursday, Mar. 11:
- Warm — up

CAPÍTULO 12: EL FUTURO ES TUYO (I)
Goal: Discussing Technology: p. 399: presentation and comprehension checks.
- Actividad de práctica: Paso 1: Tu instructor/a lee varias descripciones y tú decides a qué equipo electrónico se refiere cada descripción. Paso 2: ¡Adivina! (Guess!) Piensa en un equipo electrónico y prepara una descripción para el resto de la clase. No menciones el nombre del equipo electrónico. Tus compañeros deben adivinar.
- p. 401: 12-3 / p. 402: 12-6 - Paso 2: Después de que entrevistes a tus compañeros, pregúntale a tu instructor/a. / 12-7A
- Composition 3 – Correction Day
- Conclusion

Week 9 (Mar. 14-20):

NO CLASSES – SPRING BREAK

Week 10 (Mar. 21-27):

DAY 1, Monday, Mar. 22 / Tuesday, Mar. 23:
- Warm up
- p. 403 — 405: presentation and comprehension checks
- Actividad de práctica: Has una lista de las actividades que tú y tu familia han hecho este año. Comparte los resultados con el resto de la clase. Modelo: Mi familia y yo nos hemos hablado mucho por teléfono.
- pp. 410-412: presentation and comprehension checks
- p. 412: 12-20 / p. 413: 12-23 / p. 414: 12-24, 12-25A
- Conclusion

DAY 2, Wednesday, Mar. 24 / Thursday, Mar. 25:
- Warm up
- p. 415: 12-26, 12-27
CAPÍTULO 12: EL FUTURO ES TUYO (II)
/- Actividad de práctica: Paso 1: Tu instructor/a lee varias descripciones y tú decides a qué palabra del medio ambiente se refiere cada descripción. Paso 2: ¡Adivina! (Guess!) Prepara una descripción para el resto de la clase. No menciones el nombre del término. Tus compañeros deben adivinar. Modelo: Es algo malo que sale de las fábricas y contamina el aire. Clase: El humo.
- p. 421: presentation and comprehension checks / p. 420: 12-34
- Composition 4 – Correction Day
- Conclusion

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

DAY 1, Monday, Mar. 29 / Tuesday, Mar. 30:
- Warm up
- Actividad de práctica: ¿Qué harías para mejorar la ciudad de Oxford con un millón de dólares?
- pp. 424-425: presentation and comprehension checks
- p. 425: 12-40 / p. 426: 12-41, 12-42: Instructor/a presenta una lista de personas famosas para esta actividad., 12-43
- Conclusion

DAY 2, Wednesday, Mar. 31 / Thursday, Apr. 1:
- Warm up
Observaciones: p. 427: 12-44, 12-45
CAPÍTULO 13: ¿OÍSTE LAS NOTICIAS? (I)
- Composition 5 – Correction Day
- Conclusion

Week 12 (Apr. 4-10):

DAY 1, Monday, Apr. 5 / Tuesday, Apr. 6:
Exam 2: Capítulos 11 & 12

14
DAY 2, Wednesday, Apr. 7 / Thursday, Apr. 8:
- Warm up
Goal: Expressing Possession: p. 450: presentation and comprehension checks
- p. 453: 13-25, 13-26
- Composition 6 – Correction Day
- Conclusion

Week 13 (Apr. 11-17)

DAY 1, Monday, Apr. 12 / Tuesday, Apr. 13:
- Warm up
CAPÍTULO 15: ¿TE GUSTA LA POLÍTICA? (I)
Goal: Talking about world problems and solutions: p. 507: presentation and comprehension checks / p. 508: 15-1 (Read page 506 to complete this activity)
- Conclusion

DAY 2, Wednesday, Apr. 14 / Thursday, Apr. 15:
- Warm up
Goal: Talking about government: p. 517: presentation and comprehension checks
- Actividad de práctica: ¿Qué tipo de sociedad quieres en el futuro? Piensa en un mundo ideal. Utiliza el subjuntivo: Quiero un mundo que tenga paz, donde las personas se respeten.
- Conclusion

Week 14 (Apr. 18-24):

DAY 1, Monday, Apr. 19 / Tuesday, Apr. 20:
• ORAL EXAM will take place during class time.

DAY 2, Wednesday, Apr. 21 / Thursday, Apr. 22:
• ORAL EXAM will take place during class time.

Week 15 (Apr. 25-May 1):

DAY 1, Monday, Apr. 26 / Tuesday, Apr. 27:
Exam 3: Capítulos 13 & 15

DAY 2, Wednesday, Apr. 28 / Thursday, Apr. 29:
- Compositions 7 & 8 – Correction Day
- Review for Final Exam: Instructor answers questions students may have about chapters 9, 10, 11, 12, 13 & 15.

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

**Span 201 - Summary of Homework Deadlines:**

**Due dates for On-line Textbook Activities. All assignments are due before 11:59 p.m.:**

Capítulo 9: Monday, Feb. 1, 2010
Capítulo 10: Sunday, Feb. 14, 2010
Capítulo 11: Tuesday, Mar. 2, 2010
Capítulo 12: Tuesday, Mar. 23, 2010
Capítulo 13: Wednesday, Apr. 7, 2010
Capítulo 15: Tuesday, Apr. 13, 2010

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

Capítulo 9: Tuesday, Feb. 9, 2010
Capítulo 10: Thursday, Feb. 18, 2010
Capítulo 11: Sunday, Mar. 7, 2010
Capítulo 12: Wednesday, Mar. 31, 2010
Capítulo 13: Sunday, Apr. 11, 2010
Capítulo 15: Thursday, Apr. 15, 2010

**Due dates for Compositions. All compositions are due before 11:59 p.m. (except the one due during class time):**

Composition 1: Wednesday, Feb. 10, 2010
Composition 2: Friday, Feb. 19, 2010
Composition 3: Monday, Mar. 1, 2010
Composition 4: Monday, Mar. 8, 2010 / Tuesday, Mar. 9, 2010 - during class time
Composition 5: Wednesday, Mar. 24, 2010
Composition 6: Wednesday, Mar. 31, 2010
Composition 7: Sunday, Apr. 11, 2010
Composition 8: Saturday, Apr. 17, 2010

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