Spanish 202 – Spring 2010

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

Course Description:

¡Bienvenidos! Spanish 202 is a fourth-semester language course designed for students who have completed the equivalent of three semesters of Spanish at the University level, e.g., Spanish 101, 102 (or 121), and 201 at the University of Mississippi. Although the primary focus of this course is the geography, history, and culture of Latin America and the Caribbean, Spanish grammar will also be studied through the use of online materials as well as classroom exercises. Over the course of the semester, you will review what you have learned about the particulars of Spanish expression in previous courses, primarily using the online readings and follow-up exercises.

Course Materials:

2. Blackboard access.
4. A copy of your course syllabus.

Course Objectives:

After completing this course, students should be able to communicatively interact in Spanish. Students should also be able to appropriately express their ideas in writing with a satisfactory level of accuracy in the language. Upon completion of the course, students will have gained knowledge of Hispanic cultures, ethnic diversity in Latin America, community art in the U.S., musical genres of the Caribbean, and other cultural aspects involving the Latin world.

Policies of the Spanish Basic Language Program:

This syllabus details your obligations and responsibilities, and it is essential that you read it thoroughly. Please contact your instructor if you have any questions. Furthermore, you
should consult the attached schedule on a daily basis to determine the material that you are to prepare for the next class, as well as to keep abreast of any upcoming due dates and deadlines.

**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. Your instructor will send you important messages via the Class Roll function, so check your OleMiss e-mail account often.

**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. In 202, the participation points will account for 20% of your final grade, so it is essential that you come prepared for every class. **Please remember that if you miss a class, you are responsible for contacting your instructor or other classmates to obtain any missed information.**

You may review your participation grades by checking the Blackboard 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 that 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: three partial exams, one oral presentation, 3 presentation quizzes and one non-comprehensive final exam.

If you are absent on any testing day (exams, in-class compositions, oral presentation, presentation quizzes and final exam), you must contact your instructor immediately. You must provide official written and valid documentation for your absence before a make-up exam without penalty is given. Students must take the exam within one working day from the original date of the exam. For oral presentations, students must render their oral presentation the next time class meets. 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 program. Students who miss an exam without an excused absence or fail to contact instructor within 24 hours 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. Students who do not provide valid and official written documentation for their absence to their oral presentation will receive a zero.

**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.***

**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.

**Homework:** In this class there will be homework assignments of 3 types: Reading Assignments, Writing Assignments & Blackboard Activities.

**Reading Assignments:** It is your responsibility to come prepared to class. Part of this preparation entails doing the pre-assigned readings. Reading assignments come from the textbook you will be using in the class. After you read the text, and familiarize yourself with the related vocabulary, you should be able to write satisfactory answers for all activities that will be covered in class. Preparedness is the key to successful participation grades, which will count for 20% of your final grade. The assignments and due dates are found on the weekly calendar.

**Blackboard Grammar Activities:** During this semester, you will use a program called Blackboard to submit your homework on-line. There will be a Blackboard training session on Week 2, during regular class time.

Doing your homework by means of Blackboard will provide the following advantages:

- Self-pacing. The computer allows you to work ahead. However, as with other classes, you cannot spring behind.
- Immediate feedback. The computer grades your homework exercises instantly, tells you which answers are wrong, and allows you to redo the exercise.
- 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. "Blackboard" saves the last attempt you make.
- 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.
- Systems requirements. To complete on-line homework using Blackboard, you will need a Browser, such as Internet Explorer, Firefox, etc. If you have a choice, Explorer works better with Blackboard.

PLEASE NOTE THE FOLLOWING: All Blackboard homework must be submitted on-line no later than midnight 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. Plan accordingly. **Server crashes, difficulties accessing Blackboard, or any other technical glitch that is not caused by the program will not be considered valid excuses to grant extensions on Blackboard 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.

**Blackboard-Writing:** In addition to Blackboard homework described above, you will use Blackboard to write compositions in Spanish. Blackboard 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. All entries are to be **AT LEAST 120 WORDS LONG** and written IN SPANISH. Lists of words, songs, dialogs, and copies of other texts are not acceptable messages. Copying sections of another group member's posting will result in a grade of zero for that posting.

The messages you post will be read by your instructor and by other members of your group. Blackboard is not private.

After the deadline, your instructor will evaluate your message using the grading criteria written below. Please be advised that no matter the reason, late postings will not receive credit.

**Grading criteria:**

**95% - 100%:** the assignment must be submitted on time, it must be complete, and demonstrate a thorough knowledge of the material as well as critical thinking. It is rendered in your own words in complete sentences (unless the instructions call for another format) and includes direct quotations only when they are appropriate and properly cited. The expression is clear and nearly error-free, using vocabulary appropriate to the topic.

**85% - 90%:** the assignment must be submitted on time, it must be complete, and demonstrate a reasonable knowledge of the material as well as some critical thinking. It is rendered in your own words in complete sentences (unless the instructions call for another format) and includes direct quotations only when they are appropriate and
properly cited. Although the vocabulary used is appropriate to the topic, they assignment may contain a few grammatical errors.

**75% - 80%:** the assignment must be submitted on time, it must be complete, and demonstrate some knowledge of the material. However, some information may be missing, there may be errors of fact, or grammatical errors may impede comprehensibility. It is rendered in your own words in complete sentences (unless the instructions call for another format) and includes direct quotations only when they are appropriate and properly cited. Although the vocabulary used is appropriate to the topic, there may be important grammatical errors that need to be brought to the student's attention.

**65% - 70%:** the assignment is submitted on time, but some information is missing, erroneous, or incomprehensible. It is rendered in your own words in complete sentences (unless the instructions call for another format) and includes direct quotations only when they are appropriate and properly cited. Some vocabulary may be inappropriate to the topic, and there may be important grammatical errors that should be brought to the student's attention.

**60%:** the assignment is submitted on time, but a substantial amount of information is missing, erroneous, or incomprehensible. The assignment may include incomplete sentences or information copied from the text (if quotations are not cited, the score will be 0.) Vocabulary essential to the topic is not used, and there are important grammatical errors that should be brought to the student's attention.

**30% - 40%:** the assignment is submitted on time, but student writes half of the total words required.

**0%:** the assignment is not submitted on time or most information is either missing, erroneous, or incomprehensible; if most sentences are incomplete or consist of information copied verbatim from the text; if vocabulary essential to the topic is not used, or if quotations are not properly cited. Half or less than half of the total words required.

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.

**Important Note:** Compositions with less than 120 words will receive an additional 2-point deduction from the grade assigned by the instructor. Compositions with half or less than half of the total words required will not be graded.

"If you wish to discuss your Blackboard grade, or any grade component, you must contact your instructor before the last week of classes. YOUR INSTRUCTOR WILL BE UNAVAILABLE FOR THIS MATTER ON THE WEEK OF FINAL EXAMS."
Compositions Topics:

Composición 1: Describe un lugar famoso. Describe la ubicación, el clima, la importancia, el tipo de lugar que es (maravilla natural, turístico, monumento nacional, etc.). Escribe la razón por la cual este lugar es famoso. También incluye las formaciones geográficas que se pueden observar en el lugar. Debes usar ser, estar, haber, por, para, gustar y verbos similares además de una gran variedad de vocabulario estudiado en el capítulo 2. Debes escribir al menos 120 palabras.

Composición 2: Imagina que eres un explorador en busca de un nuevo mundo. Describe cómo te prepararías para tu viaje. Utiliza una variedad de verbos en el condicional y menciona los productos, comida, animales y tecnología que llevarías. ¿Por qué? También explica qué productos o tecnología no llevarías. ¿Por qué? ¿Qué te gustaría encontrar en este nuevo mundo? Párrafo de 120 palabras o más.

Composición 3: Selecciona un país de Centro América e imagina que estudiarás allí por un semestre. ¿Cómo será tu presupuesto? ¿Qué tipo de vivienda querrás? ¿Cómo pagarás tus gastos? ¿Qué atracciones tendrá el país donde vivirás por un semestre? Utiliza el futuro. Párrafo de 120 palabras o más.

Composición 4: El Informe. Escribe un informe sobre 2 organizaciones en Mississippi que ayudan a la comunidad (por ejemplo: The Salvation Army, United Way, American Red Cross, Boy Scouts, Humane Society, Alcohólicos Anónimos, etc., etc., etc.). Investiga las características de estas dos organizaciones en internet (misión y metas principales, público al que sirve, actividades y programas, condiciones de membresía y fecha de su fundación). Revisa las pp. 185-186 "La comparación y el contraste". Escribe una comparación y contraste de las características más importantes de estas dos organizaciones. Tu composición debe tener estas partes:

1. El título (que capte el interés del lector).
2. Una tesis (la idea principal que piensas desarrollar en tu informe).
3. El desarrollo (que describe las características de cada organización, y las similitudes y diferencias entre ellas).
4. Una Conclusión. (con tu opinión de las dos organizaciones en referencia a tu tesis).
Mínimo 120 palabras.

Composición 5: Descripción de un retrato o autorretrato famoso. Busca y describe un retrato o autorretrato de un artista famoso. Describe las características físicas y la personalidad que proyecta la persona del retrato o autorretrato. Escribe un mínimo de 120 palabras.

Composición 6: Descripción de la boda ideal. Utilizando el subjuntivo, describe una boda ideal. Imagina que eres la persona responsable de organizar la boda de tu mejor amigo/a. Incluye vocabulario del capítulo 9. Piensa en los detalles y organización de este evento tan importante en la vida de tu mejor amigo/a. Por ejemplo, el tipo de ceremonia,
Presentation and Presentation quizzes:

Many students fear the ominous ORAL PRESENTATION. It may comfort you to know that it is a fear shared by students in speech communication, history, and economics, even when it takes place in one's native language. For many people, just the idea of standing in front of a group is traumatic. Nonetheless, it's our goal in the Spanish program to make this experience as comfortable as possible.

The oral presentation allows students the opportunity to demonstrate some of their steadily increasing language skills and subject matter knowledge. The task has been structured so that students will succeed, if they allow adequate time for preparation and pay close attention to the requirements and guidelines.

You will give a presentation on a topic you will pick at random from a variety of topics assigned by your instructor. Your instructor will select a variety of topics relevant to the course and you are expected to consult at least one source in Spanish to prepare your presentation. You will have a time limit of 5 minutes to render your oral presentation.

You will prepare a detailed, hierarchically-organized outline for your presentation. You will also prepare a one page handout for your classmates which will help them follow your presentation. It should call their attention to the main points in your presentation. When you are listening to classmates' presentations you have a vested interest in paying close attention, since this material will be included in the presentation quizzes. Ask for clarification when you do not understand and express your questions as clearly as possible. Your instructor will neither repeat nor re-do a presentation. Speak up, ask questions; check to see if you've heard correctly - in Spanish, of course.

Your presentation will be graded on a 100-point scale according to the following criteria:

**Content and organization (up to 20 points):** Your presentation should be well-organized, clear, and easy to follow. You should be certain of the pronunciation of key terms, and deliver your presentation in a manner that will allow your classmates to follow along. Emphasize key words, and make sure that you pace your presentation so that it is clear what you are addressing at any given point. Transitions can make a presentation infinitely more comprehensible; contact your instructor for suggestions. It is a good idea to practice giving your presentation to a small audience (perhaps just another student) beforehand to confirm its comprehensibility. If there are questions before or during your presentation, you should answer them appropriately.

**Preparedness (up to 20 points):** Your presentation should also be engaging, without excessive use of figures, numbers, percentages, and such. Furthermore, while you are not expected to deliver the presentation as fluently as you might in your native language, your presentation should be dynamic. Long silences indicate a lack of preparation. While
notes are acceptable, reading the presentation to your classmates is not, and will considerably detract from your content and preparedness grade. Do not read your presentation. If you read, you will be deducted points proportionally to your reading. You will also lose points for resorting to English during your presentation.

**Supporting material (up to 20 points):** Your outline should be clear and rather general. Too much information on the outline will distract your audience. The handout will be created after your instructor approves your outline. Your handout should allow your classmates and instructor to follow your progression of main points and provide them a convenient place to take notes. Other visual aids can contribute immensely to the success of your presentation in Spanish. You may find, for example, that maps or pictures are helpful. Make sure that these are large enough and clear enough for the class to see. It is also important not to overuse visuals; your audience may become distracted and miss what you're saying. If you are comfortable with PowerPoint presentations, this would be the perfect time to use one.

**Topic (up to 10 points):** Make sure your vocabulary is appropriate to your topic and that your classmates will understand the words you use. Chances are that if you need to look many words up in the dictionary your classmates will not know them either. It is fine to use some unfamiliar words important to your presentation, but be sure to make clear to your classmates the meanings of these words, without relying on translation.

**Delivery factors (up to 30):** There should be a reason that you include or exclude every bit of information in your presentation. Keep in mind your time limit, and make sure that adequate time is allotted for each of your points. You have prepared your presentation and you are now ready to delivery it. In this category, all items included in those 5 minutes will be taken into account: your professionalism, the grammar used, your pronunciation, your level of enthusiasm, the volume of your voice and even your overall timing.

**Blackboard Training:** There will be a Blackboard 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 or in Weir Hall room 107.**

If you do not attend the training session, it is your responsibility to learn how to use this program.

Please make sure you have access to your Spanish 202 course, by logging into your Blackboard account before the training: [http://blackboard.olemiss.edu](http://blackboard.olemiss.edu)

If you do not have a valid Blackboard account, please go to the Helpdesk in Weir Hall with your student ID.
Schedule for Blackboard Training:

<table>
<thead>
<tr>
<th>SPANISH 202</th>
<th>Lab006</th>
<th>Lab004</th>
<th>Weir 107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri. Jan. 29, 2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 - 8:50</td>
<td>Sec. 1 - Sisson</td>
<td>Sec. 2 - Landa Vera</td>
<td></td>
</tr>
<tr>
<td>9:00 - 9:50</td>
<td>Sec. 3 - Sisson</td>
<td>Sec. 4 - Semmes</td>
<td>Sec. 15 - Reyes-Rodriguez</td>
</tr>
<tr>
<td>10:00 - 10:50</td>
<td>Sec. 5 - Landa Vera</td>
<td>Sec. 6 - Whitehead</td>
<td></td>
</tr>
<tr>
<td>11:00 - 11:50</td>
<td>Sec. 7 - Sullivan-González</td>
<td>Sec. 8 - Semmes</td>
<td></td>
</tr>
<tr>
<td>12:00 - 12:50</td>
<td>Sec. 9 - Whitehead</td>
<td>Sec. 10 - Semmes</td>
<td></td>
</tr>
<tr>
<td>13:00 - 13:50</td>
<td>Sec. 11 - Bartolo</td>
<td>Sec. 12 - Sullivan-González</td>
<td></td>
</tr>
<tr>
<td>14:00 - 14:50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00 - 15:50</td>
<td>Sec. 14 - Bartolo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Weighting
- Participation = 20%
- Compositions (6) = 10%
- Grammar on-line quizzes = 10%
- Oral Presentation = 10%
- Quizzes (3) = 5%
- Exams (3) = 30%
- Final Exam = 15%

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. In Spanish 202, the participation points are worth 20% of your final grade! **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! “Blackboard” homework must be submitted on-line before midnight by the date indicated on the online folders and on the last page of this syllabus.

Weekly Calendar

**Week 1 (Jan. 17-23)**

**DAY 1, Wednesday, Jan. 20:**
- Presentación del programa del curso de español 202.
- Capítulo 1: Los Cinco Sentidos: p. 4-5: Instructor presenta vocabulario y actividades para verificar comprensión del material / p. 6: 1-1
- Conclusion

**DAY 2, Friday, Jan. 22:**
- Warm-up
- Conclusion
Week 2 (Jan. 24-30)

DAY 1, Monday, Jan. 25:
- Warm-up
- Conclusion

DAY 2, Wednesday, Jan. 27:
- Warm-up
- p. 13: 1-16
- Instructor presenta los diferentes instrumentos musicales - p. 15: 1-19, 1-20
- Conclusion

DAY 3, Friday, Jan. 29:
“Blackboard” training session. Class meets either in the Language Resources Center in the basement of Bondurant Hall or in Weir Hall room 107. Please check the lab room number on the table above (p. 10).

Week 3 (Jan. 31- Feb. 6)

DAY 1, Monday, Feb. 1:
- Warm-up
- p. 16: 1-21, p. 18: 1-22
- Instructor trae música caribeña para que los estudiantes la escuchen.
- Cada estudiante da su opinión sobre la música que la clase ha escuchado.
- Conclusion

DAY 2, Wednesday, Feb. 3:
- Warm-up
- Capítulo 2: Paisajes: p. 28-29: Instructor presenta vocabulario y actividades para verificar comprensión del material / p. 30: 2-1, 2-2, 2-3
- p. 31: 2-4, 2-5, 2-6 / p. 32: 2-7 / p.33: 2-8
- Conclusion

DAY 3, Friday, Feb. 5:
- Warm-up
- p. 35: 2-9, 2-10, 2-11
- p. 36: 2-13, 2-14, 2-15
- Estructura gramatical: “Pretérito & Imperfecto” en pp. 139-143 / p. 142: 2-9, p. 143: 2-11
- La clase se divide en 7 grupos y se asignan los temas para la presentación oral.
- Conclusion

Week 4 (Feb. 7-13)

DAY 1, Monday, Feb. 8:
- Warm-up
- p. 144: 2-13, 2-14
- p. 37: 2-16, p. 38: 2-17, p. 39: 2-18
- p. 40: 2-19 (based on act. 2-16 not on 2-15 as mentioned in the directions), 2-20, 2-21
- Conclusion

DAY 2, Wednesday, Feb. 10:
- Warm-up
- Estructura gramatical: “Por y Para” en pp. 146-147, p. 147: 2-22 / p. 41: 2-22
- p. 42: 2-23, 2-24 / p. 44: 2-26, 2-28
- Actividad de Práctica: Describa las características de un lugar perfecto para vivir con tu familia. ¿Es similar o diferente a Vilcabamba? ¿Cómo?
- p. 48: 2-30
- Conclusion

DAY 3, Friday, Feb. 12:
Composition 1: In-class directed writing session with open book and dictionary.

Week 5 (Feb. 14-20):

DAY 1, Monday, Feb. 15:
Examen 1, Parte I: Capítulos 1, 2 & Estructuras gramaticales: Ser, Estar & Haber, formación de preguntas, usos básicos del infinitivo, pretérito vs. imperfecto, gustar y verbos similares, por vs. para.

DAY 2, Wednesday, Feb. 17:
Examen 1, Parte II: Composición (primeros 30 minutos).
- Warm-up
- Capítulo 3: Encuentros: pp. 54-55: Instructor presenta vocabulario y actividades para verificar comprensión del material / p. 56: 3-1, 3-2.
- Conclusion.

DAY 3, Friday, Feb. 19:
- Warm-up
- p. 56: 3-3, p. 57: 3-4, 3-5
- p. 58: 3-7 / p. 61: 3-8, 3-9
- p. 62: 3-10, 3-10 (same number, two different activities), 3-11
- Conclusion

Week 6 (Feb. 21-27):
DAY 1, Monday, Feb. 22:
- Warm-up
- Estructura gramatical: “Futuro” en pp.148-149 / p. 150: 3-6
- p. 64: 3-12, 3-13, p. 65: 3-15
- Estructura gramatical: “Condicional” en pp. 150-151 / p.151: 3-10 / p. 65: 3-16 / p. 66: 3-18 / Actividad de Práctica: ¿Qué actividades harías durante una excursión en la selva?
- Conclusion.

DAY 2, Wednesday, Feb. 24:
- Warm-up
- Estructura gramatical: “Las preposiciones” en pp. 151-152 / p.152: 3-14 / p. 66: 3-19
- p. 67: 3-20, 3-21, p. 68: 3-22, p. 70: 3-23
- p. 72: 3-26, p. 73: 3-27
- Conclusion

- Note: ** Bring a calculator and a measuring tape next class to practice the metric system**

DAY 3, Friday, Feb. 26:
- Warm-up
- p. 75: 3-28, 3-29, 3-30
- Capítulo 4: ¡Deje su huella en Centroamérica! Instructor presenta vocabulario y actividades para verificar comprensión del material / p. 82: 4-1, 4-2 / p. 83: 4-3
- Instructor creates activities for students to practice the metric system and conversions. For example: Divide the class into groups and ask them to measure different objects found in the classroom and work on conversions.
- Conclusion

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

DAY 1, Monday, Mar. 1:
- Warm-up
- p. 83: 4-4, p. 84: 4-5, 4-6
- p. 85: 4-8, p. 88: 4-9, 4-10
- Conclusion

DAY 2, Wednesday, Mar. 3:
- Warm-up
- p. 93: 4-18, 4-19
- p. 94: 4-20, p. 96: 4-22
- Estructura gramatical: “Pronombres de Objeto Directo e Indirecto” en pp. 159-160, p. 160: 4-14 / p. 91: 4-15, 4-16. Actividad de Práctica: ¿Qué les compraste a tus padres y a tus hermanos para la última navidad? ¿Qué le diste a tu mejor amiga(o) para su último cumpleaños? ¿Qué te dieron tu familia y tus amigos para tu último cumpleaños?
- Estudiantes le entregan el outline para de su presentación oral a su instructor/a.
- Conclusion

**DAY 3, Friday, Mar. 5:**
- Warm-up
- Estructura gramatical “Presente Perfecto” en pp. 161–162 / p. 162: 5-4
- **Actividad de práctica:** Escribíele una carta a tu familia, contándole sobre lo que has hecho este semestre en Oxford. ¿Has asistido a todas tus clases?, ¿Qué has aprendido?, ¿Has conocido gente nueva?, etc. Modelo: Yo he escuchado música en español.
- **Capítulo 6: Comunidad e Identidad Cultural:** p. 168-169: Instructor presenta vocabulario y actividades para verificar comprensión del material / p.170: 6-1, 6-2
- Conclusion

**Week 8 (Mar. 7-13):**

**DAY 1, Monday, Mar. 8:**
**Examen 2, Parte 1:** Capítulos 3, 4 y estructuras gramaticales: Futuro, Condicional, Preposiciones, Presente del Subjuntivo, Pronombres de Objeto Directo e Indirecto.

**DAY 2, Wednesday, Mar. 10:**
**Examen 2, Parte 2:** Composición (primeros 30 minutos).
- Warm-up
- p. 171: 6-3, 6-4
- Conclusion

**DAY 3, Friday, Mar. 12:**
- Warm-up
- p. 171: 6-5
- p. 172: 6-6 / p. 173: 6-7, 6-8, 6-9, 6-10
- Estructura gramatical: “Mandatos Afirmativos” en pp. 302-303, p. 303: 6-4
- Conclusion

**Week 9 (Mar. 14-20):**

NO CLASSES – SPRING BREAK

**Week 10 (Mar. 21-27):**

**DAY 1, Monday, Mar. 22:**
- Warm-up
- Estructura gramatical: “Mandatos Negativos” en pp. 304, p. 304-305: 8.8
- p. 179: 6-16, 6-17
- Conclusion

**DAY 2, Wednesday, Mar. 24:**
- Warm-up
- Instructor les devuelve el outline a los estudiantes.
- Conclusion

DAY 3, Friday, Mar. 26:
- Warm-up
- Capítulo 7 “Retratos y Autorretratos”: pp. 194-195: Instructor presenta vocabulario y actividades para verificar comprensión del material.
- p. 196: 7-1, 7-2, p. 197: 7-3, 7-5, 7-6
- Estructura gramatical: “Subjuntivo en cláusulas adjetivales” pp. 313, p. 314: 7-20
  (Change sentence # 1 to: Mi abuelo de ochenta años busca una compañera . . . Change sentence # 4 to: Ese niño quiere un juguete que . . .
- Conclusion

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

DAY 1, Monday, Mar. 29:
Examen 3, Parte I: Capítulo 6 y Estructuras: presente perfecto & Mandatos Afirmativos y Negativos.

DAY 2, Wednesday, Mar. 31:
Examen 3, Parte II: Composición (primeros 30 minutos).
- Warm-up
- p. 198: 7-7, 7-8
- Conclusion

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

Week 12 (Apr. 4-10):

DAY 1, Monday, Apr. 5:
- Warm - up
- p. 201: 7-9, 7-12 / p. 203-204: 7-16 / Actividad de Práctica: Describe a tu novio/novia ideal. Modelo: Busco un(a) novio(a) que no tenga los dientes amarillentos. Quiero un(a) novio(a) que tenga una voz melódiosa.
- p. 212: 7-24, 7-25
- Conclusion

DAY 2, Wednesday, Apr. 7:
- Warm – up
- p. 213: 7-27, 7-28, 214: 7-29
- Capítulo 8 “Voces multietnicas”: pp. 220-221: Instructor presenta vocabulario y actividades para verificar comprensión del material / Actividad de Práctica: En grupos
clasifica el nuevo vocabulario bajo las categorías “Acciones Positivas” y “Acciones Negativas”. Luego, los diferentes grupos ayudan a completar una tabla de las dos categorías en la pizarra.

- p. 222: 8-1, 8-2, 8-3
- Conclusion

**DAY 3, Friday, Apr. 9:**
- Warm – up
- p. 223: 8-4, p. 223-224: 8-5, 8-6
- Estructura gramatical: “Indicativo y Subjuntivo en cláusulas adverbiales” en pp. 315–317, p. 317: 8-6
- Conclusion

**Week 13 (Apr. 11-17)**

**DAY 1, Monday, Apr. 12:**
- Warm – up
- p. 233-234: 8-16
- p. 236: 8-19, p. 239: 8-22
- p. 243-244: 8-25, 8-26
- Estructura gramatical: “Ubicación de los adjetivos” en pp. 327-328, p. 328: 10-4
- p. 287: (El rincón literario)
- Conclusion

**DAY 2, Wednesday, Apr. 14:**
- Warm-up
- Estructura gramatical: “Lo + adjetivo” en p. 329, p. 329: 10-8
- Da tu opinión sobre uno de los siguientes temas utilizando la estructura “lo+adjetivo”. Temas: La ciudad de Oxford, la clase de español y los partidos de fútbol americano de Olemiss. Modelo: Lo bueno de la ciudad de Oxford es que es muy tranquila.
- Conclusion

**DAY 3, Friday, Apr. 16:**
- Presentación 1
- Presentación 2
- Presentación 3
- Gap activity created by the instructor (time permitting)
- Conclusion

**Week 14 (Apr. 18-24):**

**DAY 1, Monday, Apr. 19:**
- Quiz 1: Presentaciones 1, 2 & 3 (10 minutos)
- Presentación 4
- Presentación 5
- Gap activity created by the instructor (time permitting)
- Conclusion

DAY 2, Wednesday, Apr. 21:
- Quiz 2: Presentaciones 4 & 5 (10 minutos)
- Presentación 6
- Presentación 7
- Gap activity created by the instructor (time permitting)
- Conclusion

DAY 3, Friday, Apr. 23:
- Quiz 3: Presentaciones 6 & 7 (10 minutos)
- Warm-up
- Conclusion

Week 15 (Apr. 25-May 1):

DAY 1, Monday, Apr. 26:
- Warm-up
- p. 254: 9-6
- Gap activity created by the instructor.

DAY 2, Wednesday, Apr. 28:
Composition 6: In-class directed writing session with open book and dictionary.

DAY 3, Friday, Apr. 30:
- Review for Final Exam.
Contenido del Examen Final: Capítulos 7, 8, 9 y estructuras gramaticales: subjuntivo en cláusulas adjetivales y adverbiales, ubicación de los adjetivos, lo+adjetivo y pronombres relativos.

Week 16 (May 3-7):
FINAL EXAMS WEEK
Check online Final Exam schedule at: http://www.olemiss.edu/depts/registrar/fschedule.html#spring10
Blackboard Grammar Activities due dates. All on-line grammar quizzes are due before MIDNIGHT.

- *Ser, Estar & Haber*, “Formación de preguntas”, “Usos básicos del infinitivo”
  ➔ Mon., Feb. 1, 2010

- *Pretérito vs. Imperfecto*, “Gustar y verbos similares”, “Por vs. Para”
  ➔ Wed., Feb. 10, 2010

- “Futuro”, “Condicional”, “Preposiciones”
  ➔ Fri., Feb. 26, 2010

- “Presente del Subjuntivo”, “Objeto Directo e Indirecto”
  ➔ Wed., Mar. 3, 2010

- “Presente Perfecto”
  ➔ Sat., Mar. 6, 2010

- “Mandatos”
  ➔ Wed., Mar. 24, 2010

- “Subjuntivo en Cláusulas Adjetivales”
  ➔ Mon., Apr. 5, 2010

- “Subjuntivo en Cláusulas Adverbiales”
  ➔ Mon., Apr. 12, 2010

- “Ubicación de los adjetivos”. “lo+adjetivo”
  ➔ Wed., Apr. 14, 2010

- “Pronombres relativos”
  ➔ Sat., Apr. 17, 2010

Blackboard Compositions due dates. All Blackboard compositions are due by MIDNIGHT (except the ones due during class time).

- Composición 1: Fri., Feb. 12, 2010 – during class time
- Composición 2: Thurs., Feb. 25, 2010
- Composición 3: Fri., Mar. 5, 2010
- Composición 4: Fri., Mar. 26, 2010
- Composición 5: Wed., Apr. 7, 2010
- Composición 6: Wed., Apr. 28, 2010 – during class time

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