

## SPAN 1020 Modified Beginning Spanish Two

Course Syllabus is subject to change and will be announced in class and/or posted in Canvas.

### Instructor Information

**Instructor:** Kelly Noe

**E-mail:** [kelly.noe@colorado.edu](mailto:kelly.noe@colorado.edu)

**Phone:**

**Office Location:** 236 MKNA

**Office Hours:** T & Th 2-3:30

### Course Information

**Days:** Monday – Friday

**Dates:** August 26th – December 12th

**Location:** Hellems 152

**Time:** 1:00-1:50

**Credit Hours:** 5

### CLASSES NOT IN SESSION:

**Labor Day:** Sept. 2nd

**Fall Break:** Nov. 25<sup>th</sup> – 27<sup>th</sup>

**Thanksgiving Break:** Nov. 28<sup>th</sup>-29<sup>th</sup>

**Reading Day:** December 13th

### Course Description

Spanish 1020-800 is a continuing Spanish course that follows the Spanish 1010-800 class. The course emphasizes the acquisition of the four fundamental language skills: listening, speaking, reading and writing. These skills will be developed and implemented through the practice of the three different communication modes: interpersonal, interpretive and presentational, all embedded into a rich cultural context.

The modified section of Spanish 1020 will be taught using a research-based multisensory method and will introduce vocabulary and grammatical structures more slowly, more selectively, and with more opportunity for practice than in the mainstream Spanish 1020 class.

Despite the modified pace and curriculum, the course carries five credits and, accordingly, will be demanding. Merely attending class, completing daily homework, and studying for quizzes and exams is usually not enough for students to succeed. In order to learn and retain vocabulary and grammatical concepts, students must continually set aside time for independent study and practice.

Students taking this section are committed to remaining in this sequence (1010-800, 1020-800 and 2110-800). Although the modified sequence, by the end of its duration, introduces students to approximately the same grammatical structures and vocabulary, they will not necessarily have enough background to switch to the regular sequence mid-stream.

## Course Learning Objectives

The modified section of Spanish 1020 includes the following course learning objectives, which focus on three modalities of language: interpretive, interpersonal, and presentational, embedded into a cultural component:

- Interpretive: Students will be able to comprehend basic authentic texts (in both written and spoken form) in the present and past tenses of the Spanish language. They will be able to identify main ideas related to daily course themes and topics.
- Interpersonal: Students will interact with one another (in both spoken and written form) to exchange basic, everyday information in the present and past tenses of the Spanish language.
- Presentational: Students will present information and ideas (in both spoken and written form) in the present and past tenses of the Spanish language. This information will be related to daily course themes and topics.
- Cultural: Students will acquire basic knowledge regarding different Spanish-speaking cultures and compare that to their experience in their own respective cultures. This will be done in the present and past tenses of the Spanish language as well as English, when appropriate.

## Materials

### Textbook and Online Workbook:

*Experience Spanish: Un mundo sin límites*. Amores, María, José Luis Suárez-García, and Ann Rutter Wendel. 3<sup>rd</sup> Ed. McGraw-Hill. ISBN: 9781264022496. You should purchase this through the CU Bookstore. It is a package that includes a looseleaf text with the online access code for MHConnect. This book and online access will last you the entirety of the 3-course sequence.

**Two-inch three-ring binder/Page Protectors:** For organizing supplemental material and notes

**Yabla Online Video Service:** Click the following link to view instructions for setting up your account.

[https://drive.google.com/file/d/1ieTfMS9Abcvp4G\\_pFpPLi159glHoJ\\_-O/view?usp=sharing](https://drive.google.com/file/d/1ieTfMS9Abcvp4G_pFpPLi159glHoJ_-O/view?usp=sharing)

**Other materials:** [www.wordreference.com](http://www.wordreference.com), [www.study-spanish.com](http://www.study-spanish.com)

## Course Contract

Though the instructor uses research-based methods and techniques to set the stage for students who experience language-learning difficulties to acquire Spanish, it is the your responsibility to prioritize this course in order to be successful. Early in the semester, you will sign a contract that commits you to making Spanish class a priority by meeting or even exceeding the expectations and standards outlined in this syllabus.

## Binder Requirement

In addition to book activities and materials, you will be given supplemental material throughout the semester. It is very important to keep it organized in an efficient manner so that you can find these course materials quickly and easily.

It is recommended that you divide your binder into the sections that appear in the bulleted list below. This will include any handouts, notes, worksheets, assignments, or activities. These should be arranged in the order in which they are first received. You should log the current date and time of each handout you receive, and place everything in chronological order, so later you will know for sure where things are. The sections are as follows:

- Administrative
  - Syllabus with course calendar
  - Copy of course contract
- Review Chapters 1-3
  - Chapter 1: Greetings, “Ser”, telling time, Present tense –AR verbs
  - Chapter 2: Present tense –ER/-IR verbs, Gustar, Ir +a+ inf
  - Chapter 3: Irregular and Stem-changing present tense verbs
- Chapter 2/Chapter 4
  - Ser/estar
  - Present progressive
- Chapter Five
  - Direct Object Pronouns
  - Reflexive Verbs
  - Housing, rooms, furniture
  - Comparisons
- Chapter Six
  - Preterite: Regular Verbs
  - Food, at the dinner table, and meals
- Chapter Seven
  - Preterite: Irregular verbs and stem-changing verbs
  - Clothing and Shopping
- Chapter Eight
  - Imperfect
  - Cities, suburbs, rural areas, modes of transportation
- Cultural lessons
  - A lot of this will come from your book, but there may be other material to file here (handouts, etc),
- Charlas
  - Charla schedules/assignments, notes on instructor’s sample charla and questions, and any written preparation work or practice charlas
- Oral Assessment Prompts
  - All oral assessment study guides and grades
- Compositions
  - Written assessment prompts and materials
- Quizzes
  - All pre-quizzes and graded quizzes
- Chapter tests
  - All practice chapter tests, practice listening comprehension exercises and “memory tests”
- Final Exam

- Final exam review and pre-final exam
- Tutoring
  - Notes for what you would like to go over during your tutoring sessions.

**\*\*NOTE:** If you feel you have a better way to organize class material, please visit me during office hours to show me how you prefer to do it. I reserve the right to ask you to follow the above-described system.

## Tutoring

The Modified sequence provides mandatory weekly tutoring sessions to allow you to reinforce what you are learning in class, and they offer a valuable opportunity for one-on-one interaction with a teacher.

Each student in this course will begin the semester by seeing the course tutor 30 minutes per week. Tutoring requirements may change throughout the semester based on your performance and progress. All students will see the course tutor initially, but if you feel that you are doing well enough in the course to discontinue receiving this service, you should visit the instructor during her office hours, explain your situation, and then the instructor may agree to waive the tutoring requirement.

You will receive a weekly grade for attending your weekly tutoring session. Please see the “Written Homework and Tutoring” rubric below for more information. If you are ill or otherwise unable to attend a tutoring appointment, you must notify the tutor by email, with a copy to the instructor. The instructor may request appropriate documentation in order to excuse a tutoring absence.

Tutors will also have “walk-in” hours, times when they will be available on a first-come first-served basis for sessions of a maximum of 30 minutes (less time if there are others waiting).

## Grade Distribution

Participation: 7.5%  
 Written Homework and Tutoring: 7.5%  
 Online Homework: 7.5%  
 Quizzes (8): 20%  
 Chapter Tests (Chpts. 1-3): 14%  
 Final Exam (Chpt. 8): 6%  
 Compositions: (4) 12.5%  
 Charlas (4): 12.5%  
 Oral assessments (4): 12.5%

## Grading Scale:

A 94-100	B 84-87	C 74-77	D 64-67
A- 90-93	B- 80-83	C- 70-73	D- 60-63
B+ 88-89	C+ 78-79	D+ 68-69	F 0-59

## Participation (7.5%)

You will receive points for participation daily, based upon the system below. Please note that you must be present in order to participate.

**2 points:** To receive 2 points, you must meet all of the criteria listed.

- Arrived on time, attended full class, and engaged in all activities.
- Brought all required materials to class.
- Present the entirety of the class.
- Kept cell phone off and stored out of sight.
- Didn't use technology without instructor permission.
- Behaved respectfully (see course contract for more detail).

**1 point:** To receive 1 point, you only have to meet one of the criteria listed.

- Arrived to class late.
- Left class early.
- Not prepared, did not bring required materials, disengaged.
- Used cell phone or other technology distractions without instructor permission.
- Displayed behavior deemed inappropriate by instructor (see course contract for more detail).

**0 points:** To receive 0 points, you only have to meet the one criteria listed.

- Unexcused absence for class
- More than one of the criteria from the "1 point" list above

You can miss three classes, unexcused. You will still receive 0 participation points for the day, however the absences will not otherwise count against you. Beyond that, you must have an excused absence: a serious illness; a death or other family or personal emergency (documentation may be requested); participation in an official University-sponsored activity (for which you should request a letter from your supervisor or coach); a religious holiday. If requested by the instructor, appropriate documentation must be provided within one week of the absence for the absence to be considered excused. For each unexcused absence you receive **BEYOND 3**, you will receive -1 percentage point off of your participation grade (ex: if you miss 4 classes unexcused, the first three are freebies, the fourth one equals -1 total point off of your participation grade and so on), up to a total of 10 percentage points off of your participation grade.

## Written Homework and Tutoring (7.5%)

You will receive points weekly for completing and bringing in written homework to class on time (as per the course calendar), attending tutoring on a weekly basis, and showing instructor the tutoring signature.

**2 points:** To receive 2 points, you must meet all of the criteria listed.

- Completed and showed instructor all written homework for the week on time.
- Attended weekly tutoring session and showed instructor tutor signature once a week.

**1 point:** To receive 1 point, you only have to meet one of the criteria listed.

- Completed and showed instructor all written homework on time, but did not attend tutoring or show instructor the tutor signature.
- Did not complete or show the instructor all written homework on time, but attended tutoring and showed instructor the tutor signature.

**0 points:** To receive 0 points, you must meet all of the criteria listed.

- Did not complete and show the instructor all written homework on time.
- Did not attend tutoring session and/or show instructor tutor signature.

## Online Homework (7.5%)

You will have online homework activities in addition to your written assignments. These will be assigned as we go based on our in-class material. Check CANVAS for your up-to-date course calendar each day to make sure you know what is due the following class day. In order to set up your online homework account watch the following video and follow the instructions:

<http://video.mhhe.com/watch/4q72PpEpzkXAd3hW4o52c8>

If you are transferring in from a Mainstream Spanish course, we will flip your online access over from Puntos de Partida to our curriculum, Experience Spanish. Please see the instructor for specific instructions on how to go about doing this.

To complete the Connect activities you may use your own computer or the computers at the ALTEC (Anderson Language Technology Center) language lab in Hellemes 159, which are equipped with headphones and microphones. Successful completion of these activities is worth 7.5% percent of your final grade.

## Quizzes (20%)

You will be given brief quizzes on Fridays at the end of class (with the exception of the very last quiz being mid-week). The dates of quizzes appear on the course calendar.

The instructor will provide a pre-quiz before each quiz, to help you prepare. The pre-quizzes are identical in format to the real quizzes, so that you know exactly what will be tested, and how. The content will vary, so you will not be able to memorize responses, but you will have an opportunity to perform the similar tasks involving the current grammar structures and/or vocabulary we are studying.

There are no re-takes on quizzes, so you should prepare thoroughly for each quiz. If you are absent the day of a quiz, you will earn a zero, unless you have an excused absence. Any make-up quiz must occur within seven days of the original quiz date, during the instructor's office hours, no exceptions.

## Chapter Tests (14%)

You will be given three chapter tests throughout the semester. The dates for chapter tests can be found in the course calendar.

As with the quizzes, you will be given a pre-test before each test ahead of time, so you may become familiar with the format of it and can practice the material to be tested.

Each test will primarily be comprised of the material from the current chapter we are studying, plus one review section from the previous chapter.

If you are not in class to take a chapter test, you will earn a zero, unless you have an excused absence. Any make-up test must occur within seven days of the original test, during the instructor's office hours, no exceptions.

## Final Exam (6%)

Chapter 8 exam is your final exam. Just like all other exams, it will focus primarily on the material from that chapter. The only difference is that it will have 2-3 review sections from prior material seen in the course and it will be a little longer.

## Compositions (12.5%)

You will write four compositions during the semester to practice your writing skills. You will write your first draft in class according to the dates listed in the course calendar.

After you have completed and submitted each first draft, the instructor will mark errors and make a few observations or suggestions for how to improve the text. A grading rubric for the compositions is appended to this syllabus.

The instructor will return the reviewed draft and you may write your second version on your own, with the tutor, or with the instructor during office hours to correct mistakes and make other recommended revisions. You must then rewrite the entire text and submit it, together with the original, to the instructor. The final score for each text will depend upon the quality of both the first and final draft.

Revision due dates are specified on the course calendar. Late composition corrections will not be accepted. No credit will be given for the revised composition if the original draft marked up by the instructor is not included along with the revision.

## Charlas (12.5%)

*Charla* means "chat," or brief, informal talk. In the course of the semester, you will give four *charlas* in Spanish, in front of the class, which will allow you to practice your presentational skills in Spanish. The *charla* schedule can be found in the course calendar. Each *charla* will last about one minute on a topic assigned, and then classmates will ask you questions to obtain more information. The idea is to practice basic communication in Spanish in a low- pressure situation. You will present over the span of two days (some on the first, some on the second), but you will present separately and independently. The *charla* presenters cannot use any notes. Grading for *charlas* and questions are based upon the following criteria:

- willingness to present the day of your *charla*
- evidence of preparation for the *charla*
- ability and/or willingness to work to understand your classmates' questions, and answer them.
- asking relevant, clear questions after your classmates' *charlas*.

If you experience anxiety when public speaking, you may arrange to give your *charla* in a private setting, with the instructor. If so, you must speak with the instructor at least two weeks before the *charla* cycle is scheduled to start, so you are not included on the schedule. If no arrangements to present in private have been made previously, the *charla* must be presented in front of the class on the day it is assigned.

If you have an excused absence on the day of your *charla*, you may make up your *charla* by visiting the instructor during office hours within seven days of the missed *charla* or you will receive a zero. If you have an unexcused absence the day of their *charla*, you will receive a zero.

## Oral Assessments (12.5%)

There will be one oral assessment per chapter, based on the chapter's communication goals. See the course calendar for dates. Descriptions of each oral assessment will be distributed in advance and you will be allowed to practice in class and during your tutoring sessions. These may be pre-recorded assignments or presented to the class– that will be detailed in the instructions in advance. The grading rubric is appended to this syllabus.

A missed oral assessment will result in a zero, unless you have an excused absence. Any make-up oral assessment must take place within seven days of the scheduled original, during the instructor's office hours.

## University and Department Policies

**(1) Add / Drop / Waitlist** - If you are waitlisted for this class, it is IMPERATIVE that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/resources/dropadd-policy>

**(2) Prerequisites not met** - If your instructor informs you that the system has flagged you because you do not meet the pre-requisites for this course, you should meet in person with Esther Brown, the associate chair for undergraduate studies, or the coordinator for your class level. If you fail to do so, you may be dropped from the class. Your instructor will inform you of the date and time to meet with the associate chair or the coordinator for your class.

**(3) Honor Code** – All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy (<http://www.colorado.edu/policies/academic-integrity-policy>). Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. For details on these violations, students must go to <http://honorcode.colorado.edu/student-information> and read the links “What is a violation?” “Standards of Academic Integrity,” “Understanding and preventing plagiarism,” and “Citation guide and plagiarism information.” All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy is found at <http://www.colorado.edu/honorcode>



**(4) Final Exams** - Final exams are taken on the day determined by the university and the department. No excuse such as family meetings, employment, or travel will grant an exception to this. If you have three or more final exams on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. If you have two final exams scheduled to meet at the same time, you are entitled to arrange an alternative exam time for the later course offered that day or week. To be eligible to reschedule a final exam, you must provide evidence of either of these situations and make arrangements with your instructor no later than Friday, November 1, 2019. For the complete final examination policy, see <http://www.colorado.edu/policies/final-examination-policy>

**(5) Use of electronic devices in the classroom** - While some course content may be accessible in electronic format, use of electronic devices such as cell phones, tablets or laptop computers is permitted only to access course readings and other materials or to take class notes, and only with the instructor's consent. Failure to request permission or to comply with these rules of use will result in your instructor counting the date of occurrence as an unexcused absence. If you feel you need to use any electronic device during class for any other purpose outside these parameters, please speak with your instructor.

**(6) Classroom Behavior** - Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters provide the instructor with the student's legal name. They will gladly honor your request to address you by an alternate name or gender pronoun. Please advise them of this preference early in the semester so they may make appropriate changes to their records. For more information, see the policies on classroom behavior at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and the Student Code of Conduct at <http://www.colorado.edu/osccr>.

**(7) Disability Services** - If you qualify for accommodations because of a disability, please submit to your instructor a letter from Disability Services in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week before the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website <http://www.colorado.edu/disabilityservices/students>. Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions> and discuss your needs with your instructor.

**(8) Religious Observances** - Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See details at <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-and-or>

exams. Please contact your Instructor during the first two weeks of class to let her/him know of any possible conflicts to make the necessary arrangements.

**(9) Discrimination and Harassment** - The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**(10) Policy on Enrollment in Undergraduate Language Courses** - Undergraduate introductory 1000 and 2000-level language courses are designed for non-native speakers. Fluent speakers of that language are not allowed to enroll in these courses and can be dropped from these courses by the department or the course instructor. Fluent speakers should consult the department website and the catalog as well as the course instructor or department language coordinator about their eligibility to enroll in upper-division 3000 and 4000-level language courses. Departments can exclude fluent speakers from upper-division language courses based on course content and instructional resources. Speakers who have not formally studied the language but have spoken the language in their home should consult with the associate chair of the language department or the department language coordinator about appropriate placement before enrolling in a language course.

**(11) Subject Librarian** - Your Subject Librarian, Kathia Ibacache, specializes in research in the Romance Languages at CU. She can help you with learning search skills, managing citations, scholarly activities like publishing, and other information needs. You contact her by phone (303-492-3134), email ([kathia.ibacache@colorado.edu](mailto:kathia.ibacache@colorado.edu)), or request an appointment online: <http://colorado.libcal.com/appointments/Kathia-Ibacache>. Kathia also updates and maintains the libraries' physical and electronic resources related to French, Italian, Spanish, Portuguese, & Catalan. You are welcome to suggest a library purchase through our website <https://www.colorado.edu/libraries/services/suggest-library-purchase>) or contact her directly.

## Course Calendar

Date: Fecha	What We are Going to See Today: Lo que vamos a ver hoy	Homework: Tarea
<b>Semana 1</b>	<b>26 de agosto –30 de agosto</b>	
8/26	<ul style="list-style-type: none"> <li>• Introduction to Course/Syllabus</li> <li>• Review: Chapter 1</li> </ul>	
8/27	<ul style="list-style-type: none"> <li>• 5-minute meetings during my office hours – if we get more students, we will dedicate 2 days</li> </ul>	
8/28	<ul style="list-style-type: none"> <li>• Review: Chapter 1 - Gender/Number (p. 13)</li> <li>• Pre-Quiz 1</li> </ul>	
8/29	<ul style="list-style-type: none"> <li>• <a href="#">Review: Chapter 1 – “Ser” with cognates, descriptive adjectives (p. 16-18, 30)</a></li> <li>• Go over <a href="#">Pre-Quiz 1</a></li> </ul>	
8/30	<ul style="list-style-type: none"> <li>• <a href="#">Review: Chapter 1 - AR verbs (p. 22, 34)</a></li> <li>• <a href="#">Quiz 1</a></li> </ul>	
<b>Semana 2</b>	<b>2 de septiembre – 6 de septiembre</b>	
9/2	<ul style="list-style-type: none"> <li>• NO CLASSES: LABOR DAY</li> </ul>	
9/3	<ul style="list-style-type: none"> <li>• Review: Chapter 2 - <a href="#">ER/-IR verbs (p. 50)</a></li> <li>• Pre-Quiz 2</li> </ul>	
9/4	<ul style="list-style-type: none"> <li>• <a href="#">Review Chapter 2 – Gustar (p. 51), Ir + a + infinitive (p. 54)</a></li> <li>• Go over <a href="#">Pre-Quiz 2</a></li> </ul>	
9/5	<ul style="list-style-type: none"> <li>• <a href="#">Review: Chapter 3 - Deber/necesitar + infinitive (p. 78), Tener, venir, preferir, and querer (p. 84)</a></li> <li>• <a href="#">Quiz 2</a></li> </ul>	
9/6	<ul style="list-style-type: none"> <li>• <a href="#">Review: Chapter 3 – More Stem Changing Verbs (p. 92)</a></li> </ul>	
<b>Semana 3</b>	<b>9 de septiembre – 13 de septiembre</b>	
9/9	<ul style="list-style-type: none"> <li>• <a href="#">Review: Chapter 3 - Hacer, poner, oír, salir, traer, ver (p. 96)</a></li> </ul>	
9/10	<ul style="list-style-type: none"> <li>• <a href="#">Review: Chapter 4 - More adjectives/describing people (p.112)</a></li> <li>• <a href="#">Chapter 2: Ser and estar compared (p.113)</a></li> </ul>	
9/11	<ul style="list-style-type: none"> <li>• <a href="#">CONT'D: Ser and estar compared (p.113)</a></li> <li>• Pre-Quiz 3</li> </ul>	

9/12	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 2 – Estar (p.63) + Present Progressive (p.66)</a></li> <li>• Go over <a href="#">Pre-Quiz 3</a></li> </ul>	
9/13	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 2 – Estar (p. 62) and present progressive (p.66)</a></li> <li>• <a href="#">Quiz 3</a></li> </ul>	
<b>Semana 4</b>	<b>16 de septiembre – 20 de septiembre</b>	
9/16	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 5</a></li> <li>• <a href="#">Housing (p. 140)</a></li> <li>• <a href="#">Nota interdisciplinaria: Arquitectura – Los paradores españoles (p. 143)</a></li> </ul>	
9/17	<ul style="list-style-type: none"> <li>• <a href="#">Direct Object Pronouns (p. 144)</a></li> <li>• Charla 1</li> </ul>	
9/18	<ul style="list-style-type: none"> <li>• Reflexive verbs (p. 148)</li> <li>• Charla 1</li> </ul>	
9/19	<ul style="list-style-type: none"> <li>• <a href="#">Reflexive verbs (p. 148)</a></li> <li>• Reciprocal verbs (p. 149)</li> </ul>	
9/20	<ul style="list-style-type: none"> <li>• Reciprocal verbs (p. 149)</li> <li>• <a href="#">Experiencia integral: Un día en el Camino de Santiago (p.150)</a></li> </ul>	
<b>Semana 5</b>	<b>23 de septiembre – 27 de septiembre</b>	
9/23	<ul style="list-style-type: none"> <li>• <a href="#">Expresiones artísticas: Antoni Gaudí (p. 152)</a></li> <li>• <a href="#">Rooms and Furniture (p.154)</a></li> <li>• Prepositions <a href="#">of location (p.155)</a></li> </ul>	
9/24	<ul style="list-style-type: none"> <li>• <a href="#">Comparisons (p.157)</a></li> </ul>	
9/25	<ul style="list-style-type: none"> <li>• <a href="#">Comparisons (p.157)</a></li> </ul>	
9/26	<ul style="list-style-type: none"> <li>• <a href="#">Writing practice for Chapters 1-5</a></li> </ul>	
9/27	<ul style="list-style-type: none"> <li>• <a href="#">Composition 1</a></li> </ul>	
<b>Semana 6</b>	<b>30 de septiembre – 4 de octubre</b>	
9/30	<ul style="list-style-type: none"> <li>• Speaking practice for Chapters 1-5</li> <li>• <a href="#">Instructor returns first draft of composition 1</a></li> </ul>	
10/1	<ul style="list-style-type: none"> <li>• <a href="#">Oral Assessment 1</a></li> </ul>	

10/2	<ul style="list-style-type: none"> <li>Chapters 1-5: Pre-Test</li> </ul>	
10/3	<ul style="list-style-type: none"> <li><a href="#">Chapters 1-5: Review/Pre-Test</a></li> </ul>	
10/4	<ul style="list-style-type: none"> <li><a href="#">Test 1</a>: Review from Chpt 1-4, Chapter 5</li> </ul>	
<b>Semana 7</b>	<b>7 de octubre – 11 de octubre</b>	
10/7	<ul style="list-style-type: none"> <li><a href="#">Chapter 6</a></li> <li><a href="#">Entrada Cultural: El Caribe (p. 168)</a></li> <li><a href="#">Food (p. 170)</a></li> </ul>	<a href="#">Composition 1</a> revisions due at the beginning of class.
10/8	<ul style="list-style-type: none"> <li>Charla 2</li> <li><a href="#">Food (p. 170)</a></li> <li><a href="#">Nota cultural: El lechón en Puerto Rico (p. 173)</a></li> <li><a href="#">Gustar and other verbs like it (p. 176)</a></li> </ul>	
10/9	<ul style="list-style-type: none"> <li>Charla 2</li> <li><a href="#">Experiencia integral: El café cubano (p. 178)</a></li> <li><a href="#">At the dinner table and meals (p. 185)</a></li> <li><a href="#">Pre-Quiz 4</a></li> </ul>	
10/10	<ul style="list-style-type: none"> <li><a href="#">Preterite: Regular Verbs (p. 188)</a></li> <li><a href="#">Go over Pre-Quiz 4</a></li> </ul>	
10/11	<ul style="list-style-type: none"> <li><a href="#">Preterite: Regular Verbs (p. 188)</a></li> <li>Quiz 4</li> </ul>	
<b>Semana 8</b>	<b>14 de octubre – 18 de octubre</b>	
10/14	<ul style="list-style-type: none"> <li><a href="#">Preterite: Regular Verbs (p. 188): Writing Practice</a></li> </ul>	
10/14	<ul style="list-style-type: none"> <li><a href="#">Composition 2</a></li> </ul>	
10/16	<ul style="list-style-type: none"> <li><a href="#">Preterite: Regular Verbs (p. 188): Speaking Practice</a></li> </ul>	
10/17	<ul style="list-style-type: none"> <li><a href="#">Oral Assessment 2</a></li> </ul>	
10/18	<ul style="list-style-type: none"> <li>Chapter 6: Pre-Test</li> </ul>	

<b>Semana 9</b>	<b>21 de octubre – 25 de octubre</b>	
10/21	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 6: Review/Pretest</a></li> <li>• <a href="#">Instructor hands back</a> first draft of composition 2</li> </ul>	
10/22	<ul style="list-style-type: none"> <li>• Test 2: Chapter 6</li> </ul>	
10/23	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 7</a></li> <li>• <a href="#">Review regular preterite verbs (p. 188)</a></li> <li>• <a href="#">Clothing (p. 202)</a></li> <li>• <a href="#">Pre-Quiz 5</a></li> </ul>	
10/24	<ul style="list-style-type: none"> <li>• <a href="#">Preterite: Irregular verbs (p. 207)</a></li> <li>• Go over Pre-Quiz 5</li> </ul>	
10/25	<ul style="list-style-type: none"> <li>• <a href="#">Preterite: Irregular verbs (p. 207)</a></li> <li>• Quiz 5</li> </ul>	
<b>Semana 10</b>	<b>28 de octubre – 1 de noviembre</b>	
10/28	<ul style="list-style-type: none"> <li>• <a href="#">Preterite: Irregular verbs (p. 207)</a></li> <li>• <a href="#">Charla 3</a></li> </ul>	<a href="#">Composition 2 revisions due at the beginning of class.</a>
10/29	<ul style="list-style-type: none"> <li>• <a href="#">Preterite: Stem Changing Verbs (p. 212)</a></li> <li>• <a href="#">Charla 3</a></li> </ul>	
10/30	<ul style="list-style-type: none"> <li>• <a href="#">Preterite: Stem Changing Verbs (p. 212)</a></li> <li>• Pre-Quiz 6</li> </ul>	
10/31	<ul style="list-style-type: none"> <li>• <a href="#">Preterite: Stem Changing Verbs (p. 212)</a></li> <li>• <a href="#">Go over Pre-Quiz 6</a></li> </ul>	
11/1	<ul style="list-style-type: none"> <li>• <a href="#">Preterite: Irregular and Stem changing verbs: Writing practice</a></li> <li>• <a href="#">Quiz 6</a></li> </ul>	
<b>Semana 11</b>	<b>4 de noviembre – 8 de noviembre</b>	
11/4	<ul style="list-style-type: none"> <li>• <a href="#">Composition 3</a></li> </ul>	
11/5	<ul style="list-style-type: none"> <li>• <a href="#">Preterite: Irregular and Stem changing verbs: Speaking practice</a></li> </ul>	
11/6	<ul style="list-style-type: none"> <li>• <a href="#">Oral assessment 3</a></li> </ul>	
11/7	<ul style="list-style-type: none"> <li>• Chapter 7: Pre-Test</li> </ul>	

11/8	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 7: Review/Pre-Test</a></li> </ul>	
<b>Semana 12</b>	<b>11 de noviembre – 15 de noviembre</b>	
11/11	<ul style="list-style-type: none"> <li>• <a href="#">Test 3: Chapter 7</a></li> <li>• <a href="#">Instructor returns composition 3 revisions</a></li> </ul>	
11/12	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 8</a></li> <li>• <a href="#">Entrada Cultural: Centroamérica (p. 232)</a></li> <li>• <a href="#">Cities and Suburbs (p. 234)</a></li> </ul>	
11/13	<ul style="list-style-type: none"> <li>• <a href="#">Cities and Suburbs (p. 234)</a></li> <li>• <a href="#">Modes of transportation (p. 235)</a></li> <li>• Pre-Quiz 7</li> </ul>	
11/14	<ul style="list-style-type: none"> <li>• <a href="#">Nota cultural: El teatro nacional de San José de Costa Rica (p.241)</a></li> <li>• <a href="#">Adverbs (p. 244)</a></li> <li>• Go over Pre-Quiz 7</li> </ul>	
11/15	<ul style="list-style-type: none"> <li>• <a href="#">Expresiones artísticas: La mola (p.247)</a></li> <li>• <a href="#">Rural areas (p. 249)</a></li> <li>• Quiz 7</li> </ul>	
<b>Semana 13</b>	<b>18 de noviembre – 22 de noviembre</b>	
11/18	<ul style="list-style-type: none"> <li>• <a href="#">Imperfect (p. 252)</a></li> <li>• Charla 4</li> </ul>	<a href="#">Composition 3 revisions due at the beginning of class.</a>
11/19	<ul style="list-style-type: none"> <li>• <a href="#">Imperfect (p. 252)</a></li> <li>• Charla 4</li> </ul>	
11/20	<ul style="list-style-type: none"> <li>• <a href="#">Imperfect (p. 252)</a></li> <li>• <a href="#">Experiencia integral: Las ciudades perdidas (p. 252)</a></li> <li>• Pre-Quiz 8</li> </ul>	
11/21	<ul style="list-style-type: none"> <li>• <a href="#">Imperfect (p. 252)</a></li> <li>• Go over <a href="#">Pre-Quiz 8</a></li> </ul>	
11/22	<ul style="list-style-type: none"> <li>• <a href="#">Imperfect (p. 252)</a></li> <li>• <a href="#">Quiz 8</a></li> </ul>	
<b>Semana 14</b>	<b>25 de noviembre – 29 de noviembre: NO CLASS</b>	
11/19	<ul style="list-style-type: none"> <li>• Fall Break</li> </ul>	
11/20	<ul style="list-style-type: none"> <li>• Fall Break</li> </ul>	
11/21	<ul style="list-style-type: none"> <li>• Fall Break</li> </ul>	
11/22	<ul style="list-style-type: none"> <li>• Día de Acción de Gracias</li> </ul>	
11/29	<ul style="list-style-type: none"> <li>• Día de Acción de Gracias</li> </ul>	
<b>Semana 15</b>	<b>2 de diciembre – 6 de diciembre</b>	

12/2	<ul style="list-style-type: none"> <li>Review <a href="#">Imperfect (p. 252)</a></li> </ul>	
12/3	<ul style="list-style-type: none"> <li>Imperfect: Writing practice</li> </ul>	
12/4	<ul style="list-style-type: none"> <li><a href="#">Composition 4</a></li> </ul>	
12/5	<ul style="list-style-type: none"> <li>Imperfect: Speaking practice</li> </ul>	
12/6	<ul style="list-style-type: none"> <li>Oral Assessment 4</li> </ul>	
<b>Semana 16</b>	<b>9 de diciembre – 13 de diciembre</b>	
12/9	<ul style="list-style-type: none"> <li><a href="#">On-track/Review Day</a></li> <li><a href="#">Instructor returns</a> composition 4 revisions</li> </ul>	
12/10	<ul style="list-style-type: none"> <li>On-track/Review Day</li> </ul>	
12/11	<ul style="list-style-type: none"> <li>On-track/Review Day</li> </ul>	
12/12	<ul style="list-style-type: none"> <li>Review for final</li> </ul>	<a href="#">Composition 4 revisions due at the beginning of class or tomorrow, if you'd like to drop them off at my office.</a>
12/13	<ul style="list-style-type: none"> <li>NO CLASS: READING DAY</li> </ul>	

**\*\*FINAL EXAM: Mon. Dec. 16 7:30 a.m.–10:00 a.m. Mostly Chapter 8, but with review sections from previous chapters**