

Southern Connecticut State University

Spanish 101 / Spring 2005

CONTACTING YOUR INSTRUCTOR:

Professor:

E-mail:

Office:

Office hours:

Voice Mail:

Important information:

1. The student is responsible to hand in a short written assignment as stated in the *Programa del curso* with an “*” on the day stated. No late homework will be accepted. All other homework assignments will be done in class to be discussed or to be handed in. The instructor has the option of changing any stated homework.
2. In *Semana # 11* in the *Programa del curso*, there will be a composition due. The instructor will let the class know whether it will be done in class or not. If you are asked to write it as a homework assignment, it must be typed and double-spaced.
3. **Tentative date for Common Final Exam:** May 16-21 is Final Exam Week. During the first two weeks of May, your instructor will let you know the day, classroom number, and time of the final exam. Tentatively, all day sections of SPA 101 (those meeting before 4:40 p.m.) will have their final exam on Tuesday, May 17, 3-5 p.m., and all evening sections of SPA 101 (those meeting at 4:40 p.m. and later) will have their final exam on Tuesday, May 17, 6-8 p.m. Please mark your calendar now. If you are unable to take the final exam at the scheduled time, you will have to make individual arrangements with your instructor.
4. SCSU Weather-Check: 203-392-SNOW (or 203-392-7669).

Southern Connecticut State University

Spanish 101 / Spring 2005

Spanish 101 Course Information Sheet and Syllabus

Course Objectives: We learn our first language to communicate with other people, and the reason for learning a second language or third is the same. The foreign-language student also learns to perceive the world from different perspectives and ultimately becomes more sensitive to other cultures, people, and issues. Spanish is the language of Spain, Mexico, and of most countries in Central America, South America, and the Caribbean, and it is rapidly becoming the second language of the United States. If you are pursuing a career in business, health care, government, or social services, learning and knowing Spanish will open the doors to many opportunities and will aid you in your search for employment. As you continue learning Spanish during the semester, please take advantage of every moment to experience the Spanish language and culture to the fullest.

Course Description: Spanish 101 is a student-centered, communicative, and content-based approach to the study of Spanish. It is a comprehensive first-semester Spanish course, which includes instruction and practice in all four language skills: listening, speaking, reading, and writing. By the end of the course, you will be able to use basic Spanish in several contexts, including spontaneous conversation, reading, and writing, and you will have begun to cultivate an awareness of the culture and civilization of the Spanish-speaking world. The class is conducted in Spanish.

Course Contribution: By using a student-centered, communicative, and content-based approach to the study of foreign language, students should be able not only to use the target language at the interpersonal, interpretive, and presentational modes (listening, reading, speaking, and writing), but also to develop insights into the nature of language and culture. This technique presents a language strategy that is designed to impart not only a system, but also cultural knowledge, methods for communicating, critical thinking skills, and skills in technology. The philosophy that guides this approach seeks to teach five primary goals: Communication, Cultures, Connections, Comparisons, and Communities. Called the “Five Cs” of foreign-language education, these goals define the broad, all-encompassing content and applications that are used in foreign-language classrooms.

Prerequisite: The prerequisite for Spanish 101 is Spanish 100 (Spanish I), or its equivalent from another university, or at least two years of high-school Spanish. If you have had less Spanish than this, you may want to consider Spanish 100. If you know more Spanish than this, you may want to consider a higher-level course or a waiver exam or the CLEP exam (CLEP = College Level Examination Program.) Information about the CLEP exam is available from the Office of Extended Learning, Wintergreen Building, Telephone 392-5238.

Waiver Exam: If you wish, you may take a waiver exam to try to waive the foreign-language requirement. There is information about the waiver exam online through SCSU's home page at www.southernct.edu/placement. The waiver exam is given during the fall and spring semesters as well as during the summer.

Special Note: This course, Spanish 101, fulfills the foreign-language requirement for the Bachelor of Science degree at SCSU.

Textbooks: Spanish 101 requires students to buy two books, both of which are available at the SCSU bookstore.

- *¿Sabías que...?*, **Fourth edition** (Please note the **Fourth** edition!)
- *Manual que acompaña ¿Sabías que...?*, Vol. 2 (Lecciones 6-11)
- Language Laboratory Audio Cassette Tapes which accompany the *Manual*
- (Your instructor will provide you with more detailed information.)
- Recommended: A good Spanish-English dictionary. Several are available at different bookstores; your instructor will be glad to recommend one to you.

Chapters: Spanish 100 will cover the Preliminary Lesson and Lessons 1-5, and Spanish 101 will cover Lessons 6-11. The Audioscript for Spanish 100 (available at the TYCO Copy Center) includes **in print** all the words **you will hear** on the audio program.

Copies of the Audio Program: You may get copies of the prerecorded audio/tape program for *¿Sabías que...?* in Room EN D161 in Engleman Hall, directly across from the language lab rooms. In order to get copies of the audio program, you need to bring two (2) new 90-minute tapes to Room EN D161. You do not need to label the tapes. You may also recycle tapes that have been previously recorded in the language lab. Other used tapes cannot be accepted, however. You can exchange your two new or recycled tapes for the recorded tapes. This way, you need to stop by only once, and you can get the taped material immediately. You can also access the audio part online at: <http://www.southernct.edu/departments/foreignlanguage/onlineInstructs.html>.

(Note: The password for the online audio program is **estudiamos**.)

If you have a new copy of the textbook, you have access to publisher's Online Learning Center. This includes, among other things, the complete audio program. The card that is bound inside the front cover of the text provides a registration code to access this material. If you have a used copy of the textbook, you can purchase the registration code

for a nominal fee, according to the publisher. You can go to the website for more information: www.mhhe.com/sabiasque4.

Learner Outcomes and Assessments: The American Council on the Teaching of Foreign Languages (ACTFL) has established a rating scale based on the hierarchy of global tasks comprising four major levels of language performance. These four major levels are Novice, Intermediate, Advanced, and Superior. In general, students in this course will function at the ACTFL Novice level. This means that students can communicate with words and learned phrases within predictable areas of need. They can respond to basic questions on common features of daily life. They can convey basic meaning to speakers accustomed to dealing with foreigners. They can use some basic recombinations of learned words and phrases, and they might begin to create with the language in very basic terms. Vocabulary will be sufficient for handling simple, elementary, and immediate needs and for expressing basic courtesies. Specifically, by the end of Spanish 100, students will be able to describe themselves and others, to talk about their daily and weekly activities in the present, to talk about the weather and the time of day, to talk about what happened in the recent past, to describe their families, and to ask basic questions. By the end of Spanish 101, students will be able to do all of the above and they will also be able to talk about the way things used to be, to use numbers, to make comparisons, to talk about foods and beverages, to talk more in depth about likes and dislikes, to talk about feelings, emotions, and moods, and they will also begin to be able to narrate in the past. In summary, students in both Spanish 100 and Spanish 101 will function at the ACTFL Novice level, but students in Spanish 101 will have an increased quantity of language produced and a more developed use of the language. Specifically, students at the Novice level will be able to do the following: (Note: The ACTFL, INTASC, and CCCT Standards are listed below. All courses at SCSU must now list these as part of the Standards for NCATE—National Council for Accreditation of Teacher Education.)

1. respond to simple questions on the most common features of daily life; (ACTFL 1.1, 1.2, INTASC 6, CCCT 2.5)
2. convey basic meaning to interlocutors experienced in dealing with foreigners by using isolated words, lists of words, memorized phrases, and some recombinations of words and phrases; (ACTFL 1.1, 1.2, 1.3, INTASC 6, CCCT 2.5)
3. satisfy a limited number of immediate needs; (ACTFL 1.1, 1.2, 1.3, INTASC 6, CCCT 2.5)
4. use appropriate patterns of behavior (gestures and expressions) within a cultural setting and participate in songs and games appropriate to the Hispanic community; (ACTFL 1.1, 1.2, 1.3, 3.2, 4.2, INTASC 6, CCCT 2.5)
5. demonstrate an understanding about concepts learned in other subjects; (ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, INTASC 1, 6, CCCT 2.5)
6. understand the role of cognates and idiomatic expressions as well as differences and similarities between the sound and writing systems of their own language and Spanish; (ACTFL 1.1, 1.2, 1.3, 4.1, 4.2, INTASC 1, CCCT 2.5)

7. convey messages to Spanish speakers (in person, on the telephone, in letters or email), perform skits and/or songs during school and community celebrations, and write and illustrate simple stories to present to the school or community. (ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, INTASC 1, 6, 10, CCCT 2.5)

| STANDARDS GUIDELINES | | |
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| <p>INTASC [Interstate New Teachers' Assessment & Support Consortium]</p> <p>Scholarship</p> <ol style="list-style-type: none"> 1. Knowledge of subject matter 2. Knowledge of human development & learning 3. Instruction adapted to meet diverse learners 4. Use of multiple instructional strategies & resources <p>Attitudes and Disposition</p> <ol style="list-style-type: none"> 5. Effective learning environment created 6. Effective communication 7. Lesson planning <p>Integrity</p> <ol style="list-style-type: none"> 8. Reflection and professional development <p>Leadership</p> <ol style="list-style-type: none"> 9. Assessment of student learning to improve teaching <p>Service</p> <ol style="list-style-type: none"> 10. Partnership with school and community | <p>ACTFL STANDARDS</p> <p>Communication</p> <ol style="list-style-type: none"> 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions 1.2: Students understand and interpret written and spoken language on a variety of topics 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. <p>Cultures</p> <ol style="list-style-type: none"> 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied <p>Connections</p> <ol style="list-style-type: none"> 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures <p>Comparisons</p> <ol style="list-style-type: none"> 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. | <p>CCCT {CONNECTICUT COMMON CORE OF TEACHING} DEMONSTRATIONS OF KNOWLEDGE</p> <ol style="list-style-type: none"> 1.1 understanding of student learning & development 1.2 understanding of need for different learning approaches 1.3 proficiency in reading, writing and mathematics 1.4 understanding of central concepts & skills, tools of inquiry and structures of discipline(s) 1.5 knowledge of how to design and deliver instruction 1.6 recognition of need to vary instructional methods <p>APPLICATION OF KNOWLEDGE THROUGH:</p> <ol style="list-style-type: none"> 2.1 instructional planning based upon knowledge of subject, students, curriculum & community 2.2 selection and/or creation of learning tasks that make subject meaningful for students 2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment 2.4 creation of instructional opportunities supporting students' academic, social and personal development 2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry 2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration 2.7 use of various assessment techniques to evaluate student learning & modify instruction |

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| | <p>Communities</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> | <p>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY THROUGH:</p> <p>3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers</p> <p>3.2 shared responsibility for student achievement and well-being</p> <p>3.3 continuous self-evaluation regarding choices & actions on students and school community</p> <p>3.4 commitment to professional growth</p> <p>3.5 leadership in the school community</p> <p>3.6 demonstrations of a commitment to students and a passion for improving the profession</p> |
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Attendance: The importance of daily attendance cannot be exaggerated. A major goal of the course is spontaneous, oral communication—a skill that can best be developed, particularly at the early stages of adult language learning, by active participation in the classroom. Since this course is student-centered and interactive in its format, your presence is absolutely essential. You will not learn to speak, read, write, and comprehend Spanish if you are chronically absent from the class or the language laboratory. Your personal development and progress toward language proficiency at the Novice level is directly related to the nature and intensity of your interaction with your classmates and your instructor.

With that in mind, regular class attendance is expected and encouraged. You may miss up to three (3) classes (including laboratory sessions) with no grading penalty. These may include all medical excuses, religious holidays, job interviews, sports events, weekend trips, etc. If you attend class and miss lab, you will be considered absent on that day. (Please see your instructor if you will be absent more than 3 times.) HOWEVER, you may not miss any scheduled evaluation (test) and/or homework. From the 4th absence on, you will be penalized 1/3 off your final grade for each absence. Therefore, if you, for example, receive a B average after everything is calculated, but you have one absence past your allocated three, your average would be reduced to a B-. Note that three occurrences of tardiness are equal to one absence. If your instructor has already taken attendance, it is your responsibility to see her or him after class. If not, you will be counted absent for that particular day. If you anticipate an extended absence from class, please bring written verification from your doctor.

Our attendance expectations are based on the following regulations, which are stipulated on page 10 in the SCSU Spring 2005 Schedule of Classes:

“You are expected to attend class and laboratory sessions regularly. This is especially important for first-year students who are learning to develop good study habits.

If regular class attendance is a course requirement, the instructor will inform the class, in writing, sometime during the first week of the semester what effect absences will have on grades. Furthermore, you are responsible for all materials presented in class, whether you're present or absent. Unless there are extenuating circumstances, such as illness, you should not expect to use future class time or private tutoring by your instructor to make up work covered during your absence.

During the first week of the semester, instructors will present, in writing, a description of their exam policy, including any penalty for arranging make-up exams. In all courses you must take announced exams when they are given. You should expect to be penalized for missing announced exams unless there is an acceptable reason for being absent.” (It is left to the discretion of the instructor to allow make-up for any missed scheduled exams or homework.)

Homework (Manual/Lab Work): You will have a short written assignment after every class session (or as stated by the instructor). You are provided with an answer key for some exercises in your Manual for the purpose of self-correction. Many of the sections entitled *Comunicación: Para Entregar*, however, will be collected and corrected by your instructor. (The amount of work to hand in will be left to the discretion of the instructor.) If through the homework it becomes apparent that you need additional help, be sure to contact your instructor. There is tutoring service available at the Office of Student Supportive Services in the Wintergreen Building, free of charge to SCSU students.

Late homework will not be accepted. In case of an absence, please either attach your *para entregar* exercises via e-mail to your instructor or have someone place them in the instructor's mailbox **on the day they are due.**

Before every class session, you are required to study carefully the material in the textbook, which will be covered in class (see the *Programa del curso*). This will increase your comprehension and enable you to participate effectively in class. If you do not study the material before class, you will become a burden to your classmates who have studied.

Class Participation: This grade is based on an evaluation of each student's participation. The following aspects of student work are graded and then averaged together: oral performance (quality and quantity) and class attendance. Note that although class attendance is important, it is not the same as class participation. You must be actively involved in each class to receive a good grade in participation.

Modes of Learning: Spanish 101 is a student-centered, communicative approach to the study of language. As you make your way through the material in this course, how you interact with your classmates will be part of the challenge. Working in pairs and small groups, you will practice listening, speaking, reading, and writing at the Novice level. Your instructor's role is to support and guide you and the class toward a proactive learning strategy that facilitates everyone's achieving the goals of the course.

Language Laboratory: The class will meet one hour each week in the language laboratory. During the sessions, you will work on listening comprehension and oral production. Since we have computers at our disposal, we will have access to the Internet as well as video and audio material. In addition, you will complete research tasks by using the web sites and video, as well as researching additional topics in the fields of music, film, television, geography, and literature, to name a few.

Courtesy (La Cortesía): All cell phones (*los teléfonos celulares*) and beepers (*los buscas*) are to be turned off before class begins. If for some reason you have an emergency situation (such as a sick child at home) and must keep your cell phone turned on during a particular day, please see your instructor before class to clear it with her or him.

Testing / Grading: There will be six chapter tests and a cumulative common final exam. The oral and written components of the final exam will be administered by each instructor for his or her students during the final week of classes. All tests are announced in the accompanying *Programa del curso*. Out of the six exams that will be administered, only the five highest grades will count. There are no make-up exams.

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| 1. Lesson exams (5) | 30 % |
| 2. Common final exam | 25 % |
| 3. Compositions | 15 % |
| 4. Homework | 15 % |
| 5. Class participation | 15 % |

Statement from SCSU's DISABILITY RESOURCE CENTER (DRC): Students with disabilities and diverse learning needs are welcome in this class. Please speak with your instructor as soon as possible about your particular needs. With the help of the Disability Resource Center, you and your instructor will be able to arrange the best course accommodations for you in order to insure your success in this course. The following is from the *SCSU Student Handbook*: "The Disability Resource Center (DRC) has been charged by the University to ensure educational equity and the full participation of students with disabilities. The DRC provides and coordinates individualized accommodations and support services for all students with documented disabilities. Categories of disabilities include but are not limited to the following: learning disabilities, mobility/orthopedic, attention deficit disorders, vision and hearing, head injuries, psychological/emotional and chronic health-related disabilities. Primary areas of support include identifying appropriate classroom and exam accommodations and auxiliary aids, registration assistance, weekly appointments with disability specialists to

acquire compensatory and study strategies, access to assistive technology and alternate formats, and advocacy information and training. If you are interested in finding out more about the DRC and how to become eligible for services, please call 203-392-6828, 203-392-6131 (TTY) or stop by Engleman Hall B222 Monday through Friday from 8:30 a.m. to 4:30 p.m.”

Academic Honesty: If any student is found to be cheating on a quiz/test, exam, or assignment, she/he will fail that quiz/test, exam, or assignment. In addition, she/he could be removed from the course, could receive an F for the course, and could be subject to further disciplinary action. Please consult the *SCSU Student Handbook* regarding this subject.

Programa del curso: The accompanying course schedule provides a detailed outline of all course activities, including classroom work, homework, and activities in the Language Laboratory. We might vary the schedule occasionally, but for the most part, we will follow it as closely as possible.

Comments and Suggestions: This is a second-semester introductory Spanish course. However, as is usually the case, some students may already have some rudimentary knowledge of the language. This slight difference in levels of familiarity with Spanish should not intimidate anyone.

Spanish 101 Spring 2005

I have read the course requirements and the grading policy for Spanish 101, I have received answers from Professor _____ to any questions I might have asked, and I accept the requirements as part of the course.

I understand that Professor _____ has office hours available for my use and/or I can make an appointment by talking to her/him, and that I am always welcome.

Name: (Print legibly) _____

Signature: _____

Date: _____

Keep upper part.

Fold and tear here and hand in to instructor.

Spanish 101 Spring 2005

I have read the course requirements and the grading policy for Spanish 101, I have received answers from Professor _____ to any questions I might have asked, and I accept the requirements as part of the course.

I understand that Professor _____ has office hours available for my use and/or I can make an appointment by talking to her/him, and that I am always welcome.

Name: (Print legibly) _____

Signature: _____

Date: _____

**Programa del curso: SPA 101 (lunes, miércoles y viernes)
Primavera de 2005**

| <u>Fecha</u> | <u>Actividades en clase</u> <u>Texto</u> | <u>Tarea y Laboratorio</u> <u>Manual</u> |
|---|---|---|
| Semana # 1 | | |
| 24 de enero | Introducción / Hoja de Repaso | |
| 26 de enero | Lección 6, 164-167 | 95-97 |
| 28 de enero | Lección 6, 168-172 | 97-99 |
| Semana # 2 | | |
| 31 de enero | Lección 6, 173-176 | 99-103 |
| Last day to add or drop courses is Monday, January 31. | | |
| 2 de febrero | Lección 6, 177-181 | 103-107 |
| 4 de febrero | Lección 6, 181-189 | 107-110 |
| Semana # 3 | | |
| 7 de febrero | Examen: Lección 6 | |
| | Lección 7, 190-196 | 111-113 |
| 9 de febrero | Lección 7, 196-200 | 113-116 |
| 11 de febrero | Lección 7, 200-205 | 116-120 |
| Semana # 4 | | |
| 14 de febrero | Lección 7, 206-210 | 120-125 |
| 16 de febrero | Lección 7, 211-215 | 125-126 |
| 18 de febrero | No classes: Presidents' Birthdays: State Holiday | |
| Semana # 5 | | |
| 21 de febrero | No classes: Presidents' Birthdays: State Holiday | |
| 23 de febrero | Lección 7, 215-220 | |
| 25 de febrero | Examen: Lección 7 | |
| | Lección 8, 221-223 | 127-130 |
| Semana # 6 | | |
| 28 de febrero | Lección 8, 224-226 | 130-132 |
| 2 de marzo | Lección 8, 226-229 | 132-134 |
| 4 de marzo | Lección 8, 229-233 | 135-136 |

| <u>Fecha</u> | <u>Actividades en clase</u> <u>Texto</u> | <u>Tarea y Laboratorio</u> <u>Manual</u> |
|--|--|---|
| Semana # 7 | | |
| 7 de marzo | Lección 8, 233-235 | 137-138 |
| 9 de marzo | Lección 8, 236-239 | |
| 11 de marzo | Examen: Lección 8 Lección 9, 240-242 | 139-141 |
| Semana # 8 | | |
| 14 de marzo | Lección 9, 242-244 | 141-144 |
| 16 de marzo | Lección 9, 245-249 | |
| 18 de marzo | Lección 9, 249-251 | 144-146 |
| Friday, March 18, is midterm. | | |
| Spring Break begins on Saturday, March 19, at 6:00 p.m. | | |
| Last day for course withdrawals is Monday, March 28. | | |
| The late withdrawal period begins immediately after March 28. | | |
| Semana # 9 | Week of March 21: Spring Break Week | |
| Semana # 10 | | |
| 28 de marzo | Lección 9, 252-255 | 146-147 |
| 30 de marzo | Lección 9, 256-261 | |
| 1 de abril | Examen: Lección 9 Lección 10, 262-267 | 149-152 |
| Semana # 11 | | |
| 4 de abril | Lección 10, 267-270 | 152-153 |
| 6 de abril | Lección 10, 270-274 | 154-156 |
| 8 de abril | Lección 10, 274-281 Composición | 156-159 |
| Semana # 12 | | |
| 11 de abril | Lección 10, 282-285 | 159-161 |
| 13 de abril | Lección 10, 286-291 | |
| 15 de abril | Examen: Lección 10 Lección 11, 293-296 | 163-165 |
| Semana # 13 | | |
| 18 de abril | Lección 11, 296-300 | 166-167 |
| 20 de abril | Lección 11, 300-303 | 167-169 |
| 22 de abril | Lección 11, 304-308 | 169-172 |

| <u>Fecha</u> | <u>Actividades en clase</u> | <u>Tarea y Laboratorio</u> |
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| | <u>Texto</u> | <u>Manual</u> |
|--------------------|---------------------|---------------|
| Semana # 14 | | |
| 25 de abril | Lección 11, 308-310 | 172-173 |
| 27 de abril | Lección 11, 311-313 | 173-175 |
| 29 de abril | Lección 11, 314-317 | |

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| Semana # 15 | | |
| 2 de mayo | Repaso de la Lección 11 | |
| 4 de mayo | Examen: Lección 11 | |
| 6 de mayo | Examen de composición | |

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| Semana # 16 | | |
| 9 de mayo | Parte oral del examen final (in last lab, Week 14 or 15) | |
| 11 de mayo | Repaso para el examen final | |

Thursday, May 12 and Friday, May 13: Reading / Make-up / Study Days

Common Final Exam: Week of May 16-21

Tentative date for Common Final Exam: May 16-21 is Final Exam Week. During the first two weeks of May, your instructor will let you know the day, classroom number, and time of the final exam. Tentatively, all day sections of SPA 101 (those meeting before 4:40 p.m.) will have their final exam on Tuesday, May 17, 3-5 p.m., and all evening sections of SPA 101 (those meeting at 4:40 p.m. and later) will have their final exam on Tuesday, May 17, 6-8 p.m. Please mark your calendar now. If you are unable to take the final exam at the scheduled time, you will have to make individual arrangements with your instructor.

Total # of classes: 42

**Programa del curso: SPA 101 (lunes y miércoles)
Primavera de 2005**

| <u>Fecha</u> | <u>Actividades en clase</u> <u>Texto</u> | <u>Tarea y Laboratorio</u> <u>Manual</u> |
|---|---|---|
| Semana #1 | | |
| 24 de enero | Introducción / Hoja de Repaso | |
| 26 de enero | Lección 6, 164-170 | 95-99 |
| Semana # 2 | | |
| 31 de enero | Lección 6, 170-178 | 100-103 |
| Last day to add or drop courses is Monday, January 31. | | |
| 2 de febrero | Lección 6, 179-189 | 103-110 |
| Semana # 3 | | |
| 7 de febrero | Lección 7, 190-196 | 111-114 |
| 9 de febrero | Examen: Lección 6 Lección 7, 196-202 | 115-118 |
| Semana # 4 | | |
| 14 de febrero | Lección 7, 203-210 | 118-122 |
| 16 de febrero | Lección 7, 211-220 | 122-126 |
| Semana # 5 | | |
| 21 de febrero | No classes: Presidents' Birthdays: State Holiday | |
| 23 de febrero | Examen: Lección 7 Lección 8, 221-225 | 127-130 |
| Semana # 6 | | |
| 28 de febrero | Lección 8, 225-228 | 130-133 |
| 2 de marzo | Lección 8, 228-233 | 134-136 |
| Semana # 7 | | |
| 7 de marzo | Lección 8, 233-239 | 137-138 |
| 9 de marzo | Examen: Lección 8 Lección 9, 240-244 | 139-144 |
| Semana # 8 | | |
| 14 de marzo | Lección 9, 245-249 | |
| 16 de marzo | Lección 9, 249-254 | 144-147 |

| <u>Fecha</u> | <u>Actividades en clase</u> <u>Texto</u> | <u>Tarea y Laboratorio</u> <u>Manual</u> |
|--------------|---|---|
|--------------|---|---|

Friday, March 18, is midterm.
Spring Break begins on Saturday, March 19, at 6:00 p.m.
Last day for course withdrawals is Monday, March 28.
The late withdrawal period begins immediately after March 28.

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| Semana # 9 | Week of March 21: Spring Break Week | |
| Semana # 10 | | |
| 28 de marzo | Lección 9, 254-261 | |
| 30 de marzo | Examen: Lección 9 | |
| | Lección 10, 262-268 | 149-152 |
| Semana # 11 | | |
| 4 de abril | Lección 10, 269-276 | 152-156 |
| 6 de abril | Lección 10, 276-283 | 157-159 |
| | Composición | |
| Semana # 12 | | |
| 11 de abril | Lección 10, 283-291 | 160-161 |
| 13 de abril | Examen: Lección 10 | |
| | Lección 11, 293-296 | 163-165 |
| Semana # 13 | | |
| 18 de abril | Lección 11, 296-300 | 166-167 |
| 20 de abril | Lección 11, 300-306 | 167-172 |
| Semana # 14 | | |
| 25 de abril | Lección 11, 306-313 | 173-175 |
| 27 de abril | Lección 11, 314-317 | |
| Semana # 15 | | |
| 2 de mayo | Examen: Lección 11 | |
| 4 de mayo | Examen de composición | |
| Semana # 16 | | |
| 9 de mayo | Parte oral del examen final | |
| | (in last lab, Week 14 or 15) | |
| 11 de mayo | Repaso para el examen final | |

Fecha

Actividades en clase
Texto

Tarea y Laboratorio
Manual

Thursday, May 12 and Friday, May 13: Reading / Make-up / Study Days

Common Final Exam: Week of May 16-21

Tentative date for Common Final Exam: May 16-21 is Final Exam Week. During the first two weeks of May, your instructor will let you know the day, classroom number, and time of the final exam. Tentatively, all day sections of SPA 101 (those meeting before 4:40 p.m.) will have their final exam on Tuesday, May 17, 3-5 p.m., and all evening sections of SPA 101 (those meeting at 4:40 p.m. and later) will have their final exam on Tuesday, May 17, 6-8 p.m. Please mark your calendar now. If you are unable to take the final exam at the scheduled time, you will have to make individual arrangements with your instructor.

Total # of classes: 29

**Programa del curso: SPA 101 (martes y jueves)
Primavera de 2005**

| <u>Fecha</u> | <u>Actividades en clase</u> <u>Texto</u> | <u>Tarea y Laboratorio</u> <u>Manual</u> |
|---|--|---|
| Semana #1 | | |
| 25 de enero | Introducción / Hoja de Repaso | |
| 27 de enero | Lección 6, 164-170 | 95-99 |
| Semana # 2 | | |
| Last day to add or drop courses is Monday, January 31. | | |
| 1 de febrero | Lección 6, 170-176 | 100-103 |
| 3 de febrero | Lección 6, 177-183 | 103-107 |
| Semana # 3 | | |
| 8 de febrero | Lección 6, 184-189 | 107-110 |
| 10 de febrero | Examen: Lección 6 Lección 7, 190-196 | 111-114 |
| Semana # 4 | | |
| 15 de febrero | Lección 7, 196-202 | 115-118 |
| 17 de febrero | Lección 7, 203-210 | 118-122 |
| Semana # 5 | | |
| 22 de febrero | Lección 7, 211-220 | 122-126 |
| 24 de febrero | Examen: Lección 7 Lección 8, 221-225 | 127-130 |
| Semana # 6 | | |
| 1 de marzo | Lección 8, 225-228 | 130-133 |
| 3 de marzo | Lección 8, 228-233 | 134-136 |
| Semana # 7 | | |
| 8 de marzo | Lección 8, 233-239 | 137-138 |
| 10 de marzo | Examen: Lección 8 Lección 9, 240-244 | 139-144 |
| Semana # 8 | | |
| 15 de marzo | Lección 9, 245-249 | |
| 17 de marzo | Lección 9, 249-254 | 144-147 |

Fecha

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