SPN 142.03 ELEMENTARY SPANISH II
4 CREDIT HOURS=2-75-MINUTE CLASS MEETINGS (3 CLASS HOURS) & 2 LAB HOURS WEEKLY
SPRING 08
EVANS 313
12:00-12:50 AM

Prof: Maria-José Rico
Office: Evans 209
936-294-1441; mjr007@shsu.edu (preferred); FAX 936-294-1406
Office hrs.: MW 3-4pm
Other days & times by appt only; PLEASE EMAIL FOR APPOINTMENT

GENERAL COLLEGE OF HUMANITIES & SOCIAL SCIENCES AND DEPARTMENT OF FOREIGN LANGUAGES POLICIES

AMERICANS WITH DISABILITIES ACT
It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. The students should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until the student registers with the counseling Center.

RELIGIOUS HOLIDAYS
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

VISITORS IN THE CLASSROOM
Unannounced visitors to class must present a current official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

CLASSROOM RULES OF CONDUCT
Please refer to https://www.shsu.edu/students/guide/dean/codeofconduct.html
ACADEMIC DISHONESTY
Please refer to Academic Policy Statement 810213.
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE. Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. HOWEVER, plagiarism--copying others’ work without crediting them for it—is legally and ethically unacceptable—AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented. See the article, Plagiarism, posted in documents in Blackboard.

PHILOSOPHY
This is an UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS. You earn your grade on that basis. You do not receive university credit for "ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

INTERACTION
RESPECT FOR OTHERS’ VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

RESPECT FOR OTHERS IN GENERAL, particularly in the case of disagreement about class management issues, is required on the part of every participant. Presentation style is important. Treat others as you would have them treat you!

PERFORMANCE CONCERNS
Faculty are committed to facilitating each student’s performance. Students must be committed to maximizing their own performance. This is a dual responsibility.

Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns.

If you are concerned about your progress, please follow this chronological format:
1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more and you may need study-strategy assistance! Ask for help!)
2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted your professor via personal appointment to discuss specific actions which will help you improve your performance?
5. Have you arranged study sessions with other students in the class?
6. Have you contacted the Writing Center and scheduled personal tutoring (free)?

CELL PHONES & PAGERS
Please refer to Section 5.2.22 of the Code of Conduct.
CELL PHONES AND PAGERS must be on vibrate during class time except in pre-arranged-with-the-professor possibility of medical emergency to avoid grade sanctions. No text messaging allowed, either.
GENERAL STUDENT RESPONSIBILITIES
YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). “Homework” is largely left to your discretion—you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

All papers must include a heading in this format:
(sample)
Student name
Class: SPN 142, Spring 08
Assignment title
If essay, Word count: # (10% variation under/over the assigned is acceptable)

GENERAL FACULTY RESPONSIBILITIES
I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE but please set prior appointment times via email.
Drop-in visits welcome when my office door is open, TT 3-5 only, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return. If the door is closed, I am not available.
Please also either honor your appointment or call to cancel. I will afford you the same courtesy if I have an unavoidable conflict.
Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

INSTRUCTOR EVALUATIONS
Students will be asked to
- complete a short anonymous informal course/instructor evaluation to questions after the first and second thirds of the semester
- complete an anonymous formal course/instructor evaluation form towards the end of the semester.

ATTENDANCE POLICY: BE IN CLASS, BARRING CONTAGION OR CATASTROPHE!!!
ATTENDANCE IS REQUIRED for every SINGLE class meeting. If you are absent without making arrangements with the professor, with or without justification, your grade will be affected.

Students are encouraged to “buddy” with other students to get class notes/assignments. Always refer to your syllabus on Blackboard.

It is the student’s responsibility to request and turn in make-up work, which normally must be completed within one week after returning. Permitting make-up work, granting full or partial credit, etc. are at the discretion of the professor according to university guidelines.

LAB
YOU MUST PARTICIPATE IN LAB, ATTENDING IN THE LAB AT LEAST ONCE A WEEK AS ENROLLED, AND ACCESSING LAB CONTENT AT LEAST ONE ADDITIONAL TIME PER WEEK FROM YOUR CHOICE OF VENUE.
LAB WORK IS CONCURRENT WITH TEXTBOOK WORK IN TERMS OF CHAPTERS.
BEGIN EACH CHAPTER BY VIEWING THE VIDEO WHICH CORRESPONDS
DO ALL EXERCISES ASSIGNED

DEADLINES
Syllabus assignments will be performed or handed in at the corresponding class.
Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family,
advance or concurrent notice of your absence is required. Call or email and leave a message and, if
possible, send your corresponding assignment with another student.

NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER,
MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP BEFORE THE NEXT CLASS PERIOD
WHEN THE REST OF STUDENTS GET THE TEST BACK.
SPECIFIC COURSE SYLLABUS

DESCRIPTION OF COURSE:
A class for students with minimal previous instruction in Spanish (the equivalent of 141, one semester) and who are non-native and non-heritage speakers. (Native speakers and heritage speakers should take the CLEP or register for 264.) Continuing emphasis on pronunciation, vocabulary and basic language codes stressing an oral approach. Special emphasis on conversation & oral drill. Two one-hour lab periods required weekly. Pre-requisite: 141 (first semester) or equivalent

STYLE
This course has two delivery methods: an on-line BLACKBOARD for information outside class meetings and a SEMINAR-STYLE, student-centered, format in class meetings with a minimum of professor lecture. Spanish will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

REQUIRED TEXTS AND REFERENCE/READING LIST

GENERAL GOALS (Optimal results)
1. increased AWARENESS of and APPRECIATION for Hispanic language and culture
2. more than minimal VOCABULARY in Spanish, especially of cognates (and false cognates) and the ability make educated guesses about unknown words based on context as well as to identify unknown cognates
3. ability to CONSTRUCT simple communications, both oral and written, including verb conjugations, word order, etc.
4. ability to carry on more than minimal LIFE-SUPPORT CONVERSATIONS related to visiting/living in a Spanish-speaking country, e.g., arrange and execute transportation, accommodations, meals, etc.
5. ability to carry on more than minimal SOCIAL CONVERSATIONS, adapting to unexpected questions or responses

COURSE OBJECTIVES (Optimal activities)
1. To LISTEN to and comprehend a more than survival percentage of standard Spanish spoken at average native speed by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest
2. To SPEAK without notes (or read aloud) a more than survival percentage of standard Spanish with few enough pronunciation errors (speed secondary) to be comprehended by a native speaker
3. To READ and comprehend a more than survival percentage of standard Spanish by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest. With the further help of a dictionary, to be able to comprehend a high percentage of standard Spanish
4. To WRITE at a more than survival level in standard Spanish with few enough grammar errors to be comprehended by a native speaker
EVALUATION/GRADS (Assessment)

Homework= 5% or 5 points
Quizzes= 10% No make up for quizzes two lowest grades will be dropped.
Lab= 10% or 10 points
2 Oral Exams 10% or 10 points
5 Written Exams 50% or 50 points 10 points each
Final exam= 15% or 15 points
TOTAL: 100% or 100 POINTS

EXTRA CREDIT: Your professor will announce several cultural activities for extra credit during the semester, up to 5% OR 5 POINTS, added to your total grade. 1 point per cultural experience/activity for up to 5 extra such experiences. You may visit sites or have other experiences pre-approved by professor. Write a 5-sentence description (who, what, why, where, when) must be turned in within a week of occurrence.

COMPONENTS OF WRITTEN GRADEx FOR EXAMS AND EXTRA CREDIT (in order of importance)
1. Mechanics (grammar & spelling)
2. Vocabulary & style
3. Content
4. Organization
5. Investigation/research

COMPONENTS OF ORAL GRADE/PRESENTATION: (in order of importance)
1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)

KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, AND FINAL GRADE CALCULATION. CHECK BLACKBOARD.

ASSIGNMENTS
COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADS AS APPLICABLE TO UNDERGRADUATE

PRESSENCE & PARTICIPATION IN CLASS:
Each unexcused absence -1 points after the first three hours missed
Each excused absence – 1/2 point after the first three hours missed
Lab absences excused or not- ½ point after the first two lab hours missed
Be present in class, having previously prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

HOMEWORK (simple percentage) may include
Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date
Finding Internet sources: find one on the topic, write down the address and a synopsis of what the site contains
Other unspecified assignments
You may work together or alone on homework. DO NOT COPY.

MYSHPANISHLAB
Concurrent chapters with classroom textbook chapter schedule
Completion of activities for chapters 1-5 10% or two points for each chapter
QUIZZES: will be announced during the semester and can be in written or oral format. No make up for quizzes because two lowest grades will be dropped.

TESTING GUIDELINES
Exams will test all five skills (some suggested techniques following):
1. LISTENING
   - DICTATION
   - DICTATED COMPREHENSION WITH DICTATED QUESTIONS
   - OTHER
2. SPEAKING
   - READING, SHOW-AND-TELL, NEWS BITE, INTERVIEWS (STUDENT/PROFESSOR, INTRA-STUDENT, ETC.), SITUATIONS
3. READING
   - WRITTEN COMPREHENSION WITH QUESTIONS
   - OTHER
4. WRITING
   - ESSAY
   - GRAMMAR
   - OTHER
5. CULTURE
   - TRUE/FALSE
   - MULTIPLE CHOICE
   - OTHER

WRITTEN EXAM FORMAT
Dictation
professor dictates in target language: twice at regular speed to listen, twice in phrases at regular speed but with pauses for students to write in target language, twice at regular speed to check
10%

Oral Comprehension
professor asks short cultural questions twice each in the target language, pausing for students to answer
Student writes short answers in target language to the aforementioned oral questions
5%

professor reads a short paragraph aloud in the target language twice at regular speed
professor asks several questions twice aloud in the target language about the aforementioned paragraph, pausing between questions for the students to write short answers in the target language
Professor reads the short paragraph aloud in the target language once at regular speed
10%

Oral translation
Professor dictates sentences in the target language twice each, pausing for students to write
Student writes best translations to English (messages, not necessarily words) 5%

Professor dictates sentences in English twice each, pausing for students to write
Student writes best translations to target language (messages, not necessarily words) 5%

Written Comprehension
Students read a short paragraph written in the target language
Students write answers in complete sentences in the target language to written questions in the target language about the aforementioned paragraph 10%

Specific points

Vocabulary

synonyms, antonyms, usage, fill-in blank, transformation, question/answer, multiple choice, true/false, etc. 10%

Grammar

fill-in blank, transformation, question/answer, multiple choice, true/false, etc. 15%

Culture

visuals, including maps, by various methods: fill-in blank, transformation, question/answer, multiple choice, true/false, etc. 10%

Manipulation/imagination

Student writes a short one-paragraph essay of specified number of words (10% more or less) in the target language about an included picture 10%

Student writes a short directed-topic one-paragraph essay of a specified number of words (10% more or less) in the target language 10%

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ORAL PRESENTATION/EXAM FORMATS

All errors cost points (no help from the professor).

You must choose two of the following ahead of time and prepare for them, dates for the oral presentations can be found in the tentative schedule.

RESTAURANT DAY (pronunciation): You will be given reading selections of restaurant skits ahead of time for the reading exam. You will act out/read the selections aloud for the professor on the date on the syllabus.

HOBBY SHOW & TELL: You will choose an object somehow related to a hobby (e.g., book=reading; ingredient=cooking, soccer ball=sport) and prepare a memorized five-sentence, 50-word “show and tell” presentation for the class on the day on the syllabus. Include “who, what, why, where, when, and how.”

SHOPPING “NEWS:” You will find a current ad for product from a Hispanic world source and prepare a memorized ten-sentence, 100-word presentation for the class on the day on the syllabus. Include “who, what, why, where, when and how.”

TRAVEL INTERVIEW: You are a travel agent and will ask another student elementary questions in Spanish which s/he must answer in Spanish. Repetitions and errors cost points. You will also be given a description of situations in English, along with items of related information which you must ask the other student about in Spanish.
MEDICAL SITUATIONS: You will be given a series of potential situations in English ahead of time for this exam. You will deal with the situation verbally in Spanish.

STUDY TIPS
MODERN LANGUAGE LEARNING STRATEGIES: SPANISH

GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

Practice listening and speaking:
- make a friend who speaks Spanish (either as a student or as a native:
  - attend Charla or Tertulia (to be scheduled)
  - attend Spanish Club

Practice listening:
- watch television: news reports on UNIVISION, TELEMUNDO, TELEFUTURA, TEV AZTECA, GALAVISION.
- listen to the radio in Spanish
- go to movies or rent videos in Spanish: children's level

Practice reading:
- Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.
- Subscribe to, buy or borrow a newspaper or magazine: PEOPLE IN SPANISH, VANIDADES, BUEN HOGRAR, COSMOPOLITAN IN SPANISH, ETC.

Practice writing:
- find a pen pal: write and receive letters in Spanish
- keep a journal/diary in Spanish
- write your notes in Spanish
- write creatively (stories) in Spanish

Use computer programs

SPECIFIC STUDY STRATEGIES

Study with other students
get a tutor

Buy or borrow a workbook or a text by another author:
write out exercises

Review your text:
table of contents (write all you know and check)
exercises (redo)

Make note cards:
use ink colors to indicate gender of nouns, etc.
make visualization/collage cards

Listen to your text tapes extra times or get other tapes
repeat
do exercises in accompanying workbooks

Use computer programs:
Language Lab
Library
Personal software available

USE YOUR RESOURCES:
WRITING CENTER (tutoring)
SAM CENTER
LIBRARY: live chat, website, research database, workshops, tours, research services
<table>
<thead>
<tr>
<th>Week/date</th>
<th>Description</th>
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<tbody>
<tr>
<td>WED 16 JAN</td>
<td>Introducción y Repaso.</td>
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<tr>
<td>FRI 18 JAN</td>
<td>review chapters 1-5</td>
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<td>Ch 6 Buen provecho. Asi es la vida p 190, Vocabulario pp. 191-194</td>
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<td>Verbs decir and dar; indirect objects and indirect object pronouns pp.195-197</td>
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<td>Gustar and similar verbs; Comparaciones pp. 198-201</td>
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<td>WED 30 JAN</td>
<td>Segunda parte, vocabulario pp 203-206</td>
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<td>FRI 01 FEB</td>
<td>Preterit of regular verbs pp. 207-210</td>
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<td>FRI 25 FEB</td>
<td>Irregular preterit verbs pp. 210-212</td>
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<td>WED 06 FEB</td>
<td>Repaso/review</td>
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<td>FRI 08 FEB</td>
<td>EXAM CH 6</td>
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<td>MON 11 FEB</td>
<td>Ch 7 A divertirnos Vocabulario; el tiempo pp. 224-228</td>
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<td>WED 13 FEB</td>
<td>Irregular verbs in the preterit II; Comparaciones. pp. 229-235</td>
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<td>FRI 15 FEB</td>
<td>Segunda parte: Vocabulario. actividades deportivas pp 236-240</td>
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<td>MON 18 FEB</td>
<td>Irregular verbs in the preterit III, pp. 241-243</td>
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<td>WED 20 FEB</td>
<td>Double object pronouns pp. 244-247, review</td>
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<td>EXAM CH 7</td>
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<td>MON 25 FEB</td>
<td>Ch 8 En que puedo servirle. Vocabulario, de compras 258-262</td>
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<td>WED 27 FEB</td>
<td>The imperfect tense of regular and irregular verbs pp 262-266</td>
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<td>FRI 29 FEB</td>
<td>Ordinal numbers; comparaciones pp 266-269</td>
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<td>MON 03 MAR</td>
<td>Segunda parte. Vocabulario, que hiciste hoy pp. 270-274</td>
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<td>WED 05 MAR</td>
<td>Preterit vs imperfect pp. 275-277</td>
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<td>FRI 07 MAR</td>
<td>Preterit vs imperfect pp. 288-290. Repaso</td>
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<td>MON 10 MAR</td>
<td>SPRING BREAK WEEK</td>
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<td>WED 12 MAR</td>
<td>SPRING BREAK</td>
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<td>FRI 14 MAR</td>
<td>SPRING BREAK</td>
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<td>MON 17 MAR</td>
<td>EXAM Ch. 8</td>
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<td>WED 19 MAR</td>
<td>Oral presentations I / to be recorded in pairs on CD</td>
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<td>FRI 21 MAR</td>
<td>GOOD FRIDAY HOLIDAY</td>
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<td>MON 24 MAR</td>
<td>Ch 9 Vamos de viaje. Vocabulario. De vacaciones pp. 294-297</td>
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<td>WED 26 MAR</td>
<td>Por o para pp. 298-301</td>
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<td>FRI 28 MAR</td>
<td>Adverbs ending in mente; Comparaciones pp 302-305</td>
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<tr>
<td>MON 31 MAR</td>
<td>Segunda parte. Vocabulario, los viajes pp. 306-310</td>
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<td>WED 02 APR</td>
<td>The Spanish subjunctive, introduction pp. 311-314</td>
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<td>FRI 04 APR</td>
<td>The subjunctive to express volition pp. 314-318</td>
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<td>MON 07 APR</td>
<td>EXAM Ch. 9</td>
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<td>WED 09 APR</td>
<td>Ch 10 Tu salud es lo primero. Vocabulario, las partes del cuerpo humano pp. 330-333</td>
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<td>FRI 11 APR</td>
<td>Nosotros commands pp. 334-336 Indirect commands pp. 337-338</td>
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<td>MON 14 APR</td>
<td>Segunda parte. Vocabulario. Tu salud es lo primero, los alimentos pp. 340-344</td>
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<tr>
<td>WED 16 APR</td>
<td>The subjunctive to express feelings and emotions pp. 344-346</td>
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<tr>
<td>FRI 18 APR</td>
<td>The subjunctive to express doubt and denial pp. 347-350</td>
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<td>MON 21 APR</td>
<td>Repaso Ch. 10</td>
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<td>WED 23 APR</td>
<td>EXAM Ch. 10</td>
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<tr>
<td>FRI 25 APR</td>
<td>Repaso Preterit vs Imperfect /review for orals</td>
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<tr>
<td>MON 28 APR</td>
<td>ORAL presentations in groups of two /read syllabus regarding format</td>
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<td>WED 30 APR</td>
<td>ORAL presentations</td>
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FRI  MAY 02  Finish oral presentations/ Repaso for final exam ch 6-7
MON  MAY 05  Repaso for final exam ch 8-9
WED  MAY 07  Repaso ch 10- LAST CLASS DAY  **LAST DAY TO DROP CLASS W/O F**
THU  MAY 08  LAST CLASS DAY-SHSU
FRI  MAY 09  STUDY DAY
MON  MAY 12  FINALS WEEK BEGIN please see the official finals schedule for your test date

**MONDAY MAY. 19TH, 9 A.M. DEADLINE FOR FILING GRADES**

**EVALUATION/GRADES (Assessment)**

Homework= 5% or 5 points  
Quizzes= 10% No make up for quizzes two lowest grades will be dropped.  
Lab= 10% or 10 points  
2 Oral Exams 10% or 10 points 5 points each  
5 Written Exams 50% or 50 points 10 points each exam  
Final exam= 15% or 15 points  
TOTAL: 100% or 100 POINTS  

Extra credit up to five points can be added to your grade doing extra credit activities.
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**MONDAY MAY 19TH, 9 A.M. DEADLINE FOR FILING GRADES**