Syllabus

SPAN 1302: Spanish Two for Non-Natives

CRN: 25694 (ONLINE)

MSL COURSE CODE: CRSKLR3-687194

Course Instructor

Instructor: Viridiana Vidaña

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Office hours: TBA

Term: SPRING 2019

Course Description

Elementary Spanish Two (1302) is a continuation of Spanish 1301, with the introduction of more complex elements of grammar; additional practice in the four basic skills: writing, listening, understanding and speaking.

Course Overview

You may be admitted to Spanish 1302 only if you have taken the Spanish Placement Test and have placed directly into SPAN 1302, or if you have contacted the Undergraduate Spanish Advisor to remove the departmental approval
requirement. The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student’s failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

**Credit Hours:** 3 Credit Hours

**Prerequisite Courses:** SPAN 1301 AND OR SPT

**Prerequisite Skills and Knowledge:**
- Completion of the Spanish Placement Test with direct placement into SPAN 1302
- Documented removal of the departmental approval requirement

**Required Materials**

**Course Textbook**
- *Anda Elemental 3rd Edition* Volume I by Audrey L Heining-Boynton and Glynis S Cowell. College Custom Edition. This textbook must be purchased at the UTEP Bookstore. You cannot buy a used edition of the book because you will need the access code for My Spanish Lab.
- My Spanish Lab code for *Anda Elemental* (Included in the package)
- A good Spanish-English dictionary
- You must have a computer headset (microphone and earphone set).

**Course Learning Outcomes**

Upon completion of this course, you should be able to:

Course objectives according to *ACTFL*:

A. **Listening:** At the end of Spanish 1302, the students will be able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
B. **Writing:** Students will be able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombination of learned vocabulary and structures into simple sentences on very familiar topics.

C. **Reading:** Students will be able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

D. **Speaking:** Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

**Methodology**

This course is taught in Spanish. If you don’t hear Spanish, you won’t learn it. Please try to use only Spanish when speaking in this course. The following three expressions will initially help you survive:

- "No entiendo" ('I don’t understand')
- "¿Cómo se dice ______ en español?" ('How do you say ______ in Spanish?')
- "¿Qué quiere decir ______?" ('What does ______ mean?').

**The role of grammar**

Grammar is indeed important, but if all you do is grammar drills you’ll never learn to speak the language. Instead, the student will be able to put the grammar to use in contextualized, communicative situations of the sort you’ll encounter in
the class. Although mechanical practice is necessary, it shouldn’t dominate class time, which must be spent communicating in Spanish. To practice the grammar in class, please study the assigned pages of the textbook. If you are prepared, you’ll find it easier to communicate in the target language. If you don’t understand a particular grammar point, ask your instructor.

**Speech errors**
Sometimes students are reluctant to speak for fear of making mistakes. It’s a natural part of the language-learning process to make mistakes. Your instructor will not correct every error you make, for if he/she did so, it would take you forever to communicate anything. In class, your speech errors will be corrected when they interfere dramatically with your attempt to communicate, when they pertain to the grammar structures that are being studied that day, or when they are of a sort that could embarrass you socially.

**Course Technology**
- SPAN 1302 requires the use of My Spanish Lab. Links to course materials and electronic resources for each week of class are located on the [mySpanishLab](#).
- Also student needs UTEP Blackboard access

**Technology Requirements/ Knowledge**
This course is presented in the Blackboard learning management system. It is expected that you have basic Internet skills if you are in this course. Those skills include the ability to login to the course website and send and receive email with attachments. Also, you must be familiar with MS Word to complete the course and know how to save all assignments in RTF (rich text format). If you need to review any of the Internet basics, please go to the Microsoft site and brush up.

To ensure your success in accessing your course materials and completing your assignments, it is recommended that you ensure your computer setup for this class meets the following minimum requirements:
• Broadband Internet connection, such as cable or DSL

• A modern computer (PC or Mac), no more than four years old, with the following minimum configuration:
  o Processor: Dual-core or better, at least 2 GHZ
  o RAM: 2 GB or better
  o Operating System: Windows 7 or 8, or Mac OS X 10.3.9 or better
    o Computer headset is recommended (microphone and earphone set).
    o The hands-free option for your telephone will work in most cases.

Tech Support

The University of Texas at El Paso offers complete technical information and online help desk support at [http://at.utep.edu/techsupport/](http://at.utep.edu/techsupport/).

Preparation for Computer Emergencies

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. **NOTE:** Identify a second computer that you can use when/if your personal computer crashes.

Server problems: When the Blackboard or MySpanishLab server needs downtime for maintenance, the Blackboard or MySpanishLab administrator will post an announcement in your course informing the time and the date. If the server experiences unforeseen problems your course instructor will send an email.
Complete Loss of Contact: If you lose contact with me completely (i.e. you cannot contact me via Blackboard or email), please contact me at my telephone (915) 790-7049 and explain the reason you cannot contact me and leave me a way to contact you.

Lost/Corrupt/Disappeared files: You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., Blackboard server crash or virus infection, students own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no “downtime” in regard to the timeline for submission.

Structure and sequence of Assessment and Learning activities

The variety of learning goals for this course requires a variety of learning activities and assessment. The assessments serve to give you valuable feedback about how well you are achieving the learning goals. The assessments are forward looking. “This means that if you perform these tasks satisfactorily, you can be confident that you will be able to speak, listen, write and understand the language in order to use it out of the classroom at very novice high level”.

Individual performance components

Here are some of the activities you must do during the semester in order to learn the language. You must do this consistently:

- Have a good knowledge of the vocabulary studied in the course.
- Prepare daily preparation for class: both from the book and on line exercises.
- Spend time working outside class.
- Speak and listen the language every day.
- Do your regular homework from the textbook, workbook or any other assignments given by your instructor.
- Take exams or quizzes on time.
- Write a lot: writing assignments that include sentences and online workbook exercises.
- Log in regularly on both platforms Blackboard and MySpanishLab
- Have confidence in your ability to use the language expressing your ideas on a subject.
- Work effectively and productively with other students.
Textbook and Online Language Lab

- To register, please go to [www.myspanishlab.com](http://www.myspanishlab.com)
- Enter your access code (included in your textbook)
- And then enter the following Course ID
- You can see the following videos to learn more about MSL:
  
  [http://www.youtube.com/watch?v=qZGkelldE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJxy5](http://www.youtube.com/watch?v=qZGkelldE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJxy5)
  
  [http://www.youtube.com/watch?v=bcO1_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJxy5](http://www.youtube.com/watch?v=bcO1_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJxy5)

*My Spanish Lab* is a new, nationally hosted online learning and assessment system for elementary Spanish courses. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible grade book, an interactive version of the *Anda Elemental* Student Activities Manual, an interactive version of the *Anda Elemental* student text, and all materials from the *Anda Elemental* audio and video programs.

In *MySpanishLab*, students are recognized as individuals with individual learning needs. For example:

- **Readiness Checks**: At the beginning of each chapter, students may answer questions covering several grammar concepts necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on a specific topic, they are referred to appropriate grammar tutorials for the instruction they need.

- **English and Spanish Grammar Tutorials**: 90 short, animated tutorials teach students the English grammar they need in order to understand the Spanish grammar covered in the text. Other grammar tutorials teach or review the Spanish grammar topics covered in the course.

- **"Need Help" Feature**: When enabled by the instructor, a "Need Help" box appears as students are doing online homework activities, providing links to grammar tutorials, e-book sections, and additional practice activities—all of which are directly relevant to the task at hand.

**Oral Practice**

*With MySpanishLab, students are able to increase their oral proficiency without leaving the online environment. For example:*

- **Audio Recording**: Students can record their voices in response to oral activities from the Student Activities Manual.
Audio Feedback: Instructors can access any or all of the students’ recorded audio directly from the course gradebook, then listen, enter a grade, make comments in writing, or record a response in return.

Online Oral Communication Tools: Students can engage in online communication with their classmates, either synchronously or asynchronously thru WIMBA.

All your materials will be online—the e-book and the interactive language lab—and you will have access to them for the semester. As soon as possible, enroll in this class at MySpanishLab. Be sure to start with Step 1, performing the “Browser Tune-Up.” When you perform the “Browser Tune-Up” on MySpanishLab, you may be required to download and install some free software on your computer that MySpanishLab needs to function. If so, the Tune-Up will provide complete instructions.

Although you may go to www.myspanishlab.com directly on the web, I suggest you go to it through the Blackboard site. Go to your Blackboard page, click on Web Links. There you will find the link to the Anda site. By doing it this way, you will always check your Blackboard assignments and announcements before you log in to the textbook website. There WILL be assignments on both sites so make sure to check every day.

If you need help registering for the MySpanishLab course/section, go to Pearson Customer Help. Click CHAT on the top toolbar. Fill in the form and click, SUBMIT. An instant messaging box will open and a technical support assistant will be able to help you with your specific issue.

Explore MySpanishLab and Blackboard. If you have questions about how the lab works, contact your instructor as soon as possible. Not understanding how MySpanishLab and Blackboard work is not an excuse for late work.

Login requirements: You will need to log in a minimum of three times per week during the semester on MSL and BB.

Module components

Each module contains:

1. Learning Goals for the week.
2. An Activity Plan, which lists the assignments you need to complete to master that module’s topic. The Activity Plan will assign exercises in MySpanishLab. Each exercise is assigned points. The final grade for these exercises will be determined by adding all points received for each activity completed. Not all chapter exercises will be assigned—only those listed in MSL assignment will be graded. You are encouraged to complete additional exercises for further practice and review, but they will not be counted toward this portion of the grade. MySpanishLab is designed to provide immediate feedback and exercises can be completed multiple times. Therefore you can (and should) practice an activity before submitting it for credit. The due dates is at 11:59 pm, unless otherwise indicated. For submission of exercises reflect the latest possible time the assigned work will be accepted for credit. I suggest that you begin the assignments well before the due date.

Time management
The tentative schedule contains all assignments and deadlines in details so you can plan ahead. Expect to spend three hours on preparation and learning assignments for every semester credit hour. Since this class is a 3 credit hour class, expect to spend about 9 hours out of class on assignments for a total of about 12 hours per week to obtain a good grade in class. Please, combine the course schedules of all your classes, create your own study schedule and stick to it.

**Expectations and Policies**

**What to Expect from the Instructor**

The instructor will answer all email correspondence within 48 hours and will post graded assignments by Tuesday of the following week.

The instructor will monitor the Course Forum daily to answer questions about the course.

As well, the instructor has provided you with her personal cell phone number. You may text her, and she will respond to you (or call you back if requested) as soon as possible. Be sure to include your name and the course to which you belong when sending an email or text.

**Participation**

**Announcements**: Students are responsible for reading any announcements posted to Course Announcements in the Communication Forum of the course. These may include changes in policy, due dates, assignment requirements, etc.

**Assignment Due Dates and Grading**: A week in this class is from Monday at 12:00 a.m. Mountain Time (which is when you will be able to access the weekly unit) to Sunday at 11:00 p.m. Mountain Time. Check the “Week at a Glance” for the weekly assignments and due dates. Please be sure to start your assignments early enough to complete them by the posted due dates. Schedule permitting, I will post grades by Tuesday morning of the following week.

**Emails**: You must use your University email for everything in this class. When sending me an email, please use this format in the subject: SPAN 1302online-Your Name.

My policy is to respond to emails within 48 hours. However, I try to respond to emails as soon as I get them, so you probably will have a response sooner than the 48-hour response time. One exception is Sundays. If you email me on Sunday (or very late Saturday night), I probably will not respond until sometime on Monday. If you have questions on the material in the book or about the class in general, I highly recommend posting your questions in the Course Forum in the Communication Forum section of our course.
Often, others will have the same question. Posting a question in the Course Forum allows for classmates to either answer or add to it. I will check the Course Forum several times a day (except Sundays).

**Online Courtesy:** Students must engage in proper online courtesy. Please respect your fellow classmates and instructor. Even though we do not meet face-to-face, the same courtesies that are extended in a face-to-face learning environment are in place. Failure to engage in proper online courtesy will result in earning a zero for each assignment where the incident has occurred.

**Effective Electronic Communication**

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. In an online environment, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos can be difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. We all need to keep this in mind as we communicate.

Words in print may seem harmless, but they can emotionally injure us when working at a distance. Hence, we must be conscious of how we communicate while working at a distance and use good *netiquette*, that is, online communication etiquette. For example, your classmates may not know who is posting a comment, so clearly identify yourself when posting to a discussion board. Furthermore, avoid using all capital letters in electronic communication as all caps come across as shouting.

The standard netiquette for participation in networked discussion requires that all comments focus on the topic at hand, without becoming personalized, and be substantive in nature. In other words, you certainly may disagree with others, but you must do so respectfully. You may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.

You can find more information on netiquette, the etiquette of Internet communication, at [www.albion.com/netiquette](http://www.albion.com/netiquette).

**Academic Dishonesty Statement**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion.
- **Cheating** may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports.
- **Plagiarism** occurs when someone intentionally or knowingly represents another person’s words or ideas as his or her own.
- **Collusion** involves unauthorized collaboration with another person or group to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. You can find more information in the UTEP *Handbook of Operating Procedures*, under the heading “Alleged Student Scholastic Dishonesty,” and in the Regents’ Rules and Regulations.

**Attendance Policy: policy on Tardiness and Missing Class Sessions**
To expand your proficiency in a language, you must be consistent in the course so as to engage in active practice. Good consistency is a course requirement. Therefore, if you are not consistent, your instructor will drop you from the course. Here are the rules:

1. **If you miss to complete the exercises, quizzes, test, assignments or discussions for a period longer than two days in a week you will be immediately dropped from the class.**

Exceptions to the above-stated policies are only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documentary proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentary proof of hospitalization must be provided on the day you return to class.

**Late Policy**
The best way to prepare yourself for the next level of Spanish study is to complete all assignments in a timely manner. Only work submitted by the deadlines will receive credit. If you have special circumstances, bring them to the attention of your instructor immediately. Only in such special cases (such as a medical emergency or official university business) will exceptions be made. Points will be deducted for late submissions at the instructor’s discretion.

**Library Information**
Access the UTEP Library by visiting [http://libraryweb.utep.edu/](http://libraryweb.utep.edu/).
**Disability Statement**
The University of Texas at El Paso (UTEP) is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Therefore, it is the policy of UTEP that the campus makes services available for any student who, through a recent assessment, can document a disability. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit the office located in UTEP Union East, Room 106.

For additional information, please visit the CASS website at www.sa.utep.edu/cass.

**Method of Evaluation**

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<tr>
<th>Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (7 @ 60 pts. each)</td>
<td>420</td>
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<tr>
<td>My Spanish Lab (7 @ 40 pts. each)</td>
<td>280</td>
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<tr>
<td>Discussions: Written and Oral (5 @ 30 pts. each)</td>
<td>150</td>
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<tr>
<td>Written Assignments (5 @ 30pts. each)</td>
<td>150</td>
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<td><strong>Total</strong></td>
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**Grading Scale**

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<tr>
<th>Letter Grade</th>
<th>Percentage Earned</th>
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<tr>
<td>A</td>
<td>90%–100%</td>
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<tr>
<td>B</td>
<td>80%–89.99%</td>
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<td>C</td>
<td>70%–79.99%</td>
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<td>D</td>
<td>60%–69.99%</td>
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<td>F</td>
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Final exam is given during *Finals Week*. See the course calendar for the date. *It is not possible to make up or drop the final exam.*

**Scope and sequence of learning activities:** *Also see calendar on MSL for your homework.*
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</table>
| Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking. | **SAM Assignments**  
All practice and **My Spanish Lab** assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded. | Chapter B Repaso p. 240                                                                                   |
| **Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:** | **Discussion: Oral & written versions required (DQ #1)**  
*Your initial post is due before Thursday at 6pm Mountain time*  
*Instructions:*  
1. Check for and review the discussion resources for Week 1 before beginning your assignment.  
2. Review the Vocabulario: *saludos* (pp. 4-7), *La familia* (p. 32-33), & *Tener* (p. 35-36), *la casa*, and *los lugares*  
3. In a few sentences:  
   a. Briefly introduce yourself in Spanish to your classmates.  
   b. Tell us who you are, tell us if you have a big or small family.  
   c. Describe your house (size, color, furniture) and or surroundings.  
   d. Tell everyone what household chores you are responsible for and or obligations you have.  
4. Practice reading and speaking the responses you have written in Spanish.  
5. Record your spoken responses and post them in your initial post as if you were speaking to your classmates in person.  
6. Post your written paragraph for comparison.  
**Your response posts are due before Saturday at 6:00 p.m.**  
*Instructions:*  
1. Respond to at least two of your classmates’ posts. | **Cap. Preliminar A** (p. 242)  
- Los saludos  
- Las expresiones del salón de clase  
- El alfabeto  
- Los cognados  
- Los pronombres  
- El verbo ser  
- Los adjetivos de nacionalidad  
- Los números 0-30  
- La hora  
- Los días, los meses y las  
- El tiempo  
- El verbo gustar | **Cap. 1: ¿Quiénes somos?** (p. 242-244)  
- El verbo tener  
- El verbo tener  
- El singular y el plural  
- El masculino y el femenino  
- Los artículos definidos e indefinidos  
- La gente  
- Los adjetivos posesivos y descriptivos  
- Los números 31-100 | **Cap. 2: La vida universitaria** (p. 244-249)  
- Las materias y las especialidades  
- El salón de clase  
- El presente indicativo de los verbos regulares  
- La formación de preguntas y palabras interrogativas  
- Los números 1-1000  
- La vida académica  
- El verbo estar  
- Las emociones y los estados  
- El verbo gustar  
- Los deportes y los pasatiempos | **Cap. 3: Estamos en casa** (p. 250-255)  
- La casa |

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structures to communicate and comprehend:
- Parts of a house and household chores
- Places in and around town
- Service opportunities and participation
- The arts: music, cinema and television

Construct a basic sentence using the simple future, the present progressive, the present tense of regular verbs, and some irregular verbs including:
- Haber
- Ir
- Ser
- Estar
- Stem changing verbs
- Irregular in first-person singular

Apply language and vocabulary skills developed in class to derive meaning from authentic written material.

Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.

2. Write down two questions you would like to ask each of your classmates about their house and/or responsibilities, and themselves and or family.
3. Use tener que + infinitive when responding to your classmates’ posts.

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<th>Assessments</th>
<th>EXAM #1</th>
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- Algunos verbos irregulares
- Los muebles y otros objetos de la casa
- Los quehaceres y los colores
- Algunas expresiones con tener
- Los números 1.000-100.000.000
- El verbo hay
- Los números ordinales

Cap. 4: Nuestra comunidad (p. 256-261)
- Los lugares
- Los verbos saber y conocer
- Tener que + infinitivo
- Los verbos con cambio de raíz
- El verbo ir e ir + a + infinitivo
- Los servicios a la comunidad
- Las expresiones afirmativas y negativas
- Un repaso de ser y estar

Cap. 5: ¡A divertirse! La música y el cine (p. 261-264)
- El mundo de la música
- Los adjetivos y pronombres demostrativos
- Los adverbios
- El mundo del cine
- Los verbos regulares en el pretérito
- Los pronombres de complemento directo y la a personal

Y por fin, ¿cómo andas? (p. 265)
- Self-assessment

Media
- Weekly video
Chap. 6 Review of Main Points (Chap 1-5)
## Week 2: ¡A COMER!

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| Demonstrate knowledge of food related vocabulary in both written and spoken formats. | **SAM Assignments**  
**My Spanish Lab** due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.  

**Discussion: Oral & written versions required (DQ #2)**  
Your initial post is due before Thursday at 6pm Mountain time  
Instructions:  
1. Check for and review the discussion resources for Week 2 before beginning your assignment.  
2. Review the La Comida (pp. 268-269)—la comida PowerPoint.  
3. In a paragraph written in Spanish, answer the following questions:  
   a. What kind of dishes do you and your family most commonly prepare?  
   b. Is there a special dish and or recipe that has been passed down by tradition?  
   c. Generally, at what time do you and your family have dinner? (What do you have for dinner?)  
   d. Use the vocabulary for la comida and what you have already reviewed in the preliminary chapters.  

Your response posts are due before Saturday at 6:00 p.m.  
Instructions:  
1. In a paragraph, respond to at least two of your classmates’ posts.  
2. Compare and contrast the type of food(s) you and your family prepare to that of a classmate and make sure you use the vocabulary, direct object pronouns and the preterit.  
3. **Writing Assignment #3:** (PP. 297) Due Sunday at 6pm Mountain time  
Instructions: Write a description in Spanish about a past event. Use the handout provided by your professor and the information from the discussion if it helps you to write and expand on your description.  

**Assessment**  
**EXAM #2** | **Cap. 7: ¡A comer!**  
- La comida (pp. 266-274)  
- Las comidas en el mundo hispano (listen) (p. 274)  
- Repaso del complemento directo (p. 275-276)  
- El pretérito part 1 (p. 277-280)  
- ¿Cómo andas? (p. 280), Self-assessment  
- La preparación de las comidas (p. 281-282)  
- La comida hispana (listen) (p. 283)  
- Algunos verbos irregulares en el pretérito (pp. 284-289)  
- En el restaurante (pp. 290-294)  
- Las compras en el mercado (listen) (p. 295)  
- Conversemos (p. 296)  
- ¿Cómo andas? (p. 297), Self-assessment  
- Cultura: Chile y Paraguay (pp. 298-299)  
- Lectura (p. 300-302)  
- Y por fin, ¿cómo andas? (p. 303), Self-assessment  
- Vocabulary Summary (pp. 304-305)  

**Media**  
Weekly videos:  
- Chap. 7 El Pretérito  
- Chap. 7 Irregular Verbs Preterit Song
### Weekly Learning Objectives

| Describe clothing and related vocabulary in both written and spoken formats. |
| Formulate sentences in a more concise way by using direct and indirect object pronouns. |
| Articulate likes and dislikes by using gustar and verbs that follow the same pattern. |
| Discuss clothing using specific vocabulary related to colors and material type in both written and spoken formats. |
| Talk about daily routine using reflexive verbs in the present, preterit and imperfect tenses. |
| Recount events that took place during childhood utilizing regular and irregular verbs in the imperfect tense. |
| Compare and contrast Argentine and Uruguayan cultures. |

### Assignments/Assessments/Application

**SAM Assignments**

**My Spanish Lab** due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.

**Discussion: Oral & written versions required (DQ #3)**

**Your initial post is due before Thursday at 6pm Mountain time**

Instructions:
1. Check for and review the discussion resources for Week 3 before beginning your assignment.
2. In a paragraph written in Spanish, address the following:
   a. Do you like shopping for clothes? Since when?
   b. Which is your favorite store(s)?
   c. What types of clothes do you like best/least?
   d. Has your view of shopping and or clothing style change & how? (Ex. From childhood to now)

**Your response posts are due before Saturday at 6:00 p.m.**

Instructions:
1. Respond to at least two of your classmates’ posts.
2. In a paragraph written in Spanish, address the following:
   a. Compare and contrast your likes with that of your classmates’ likes, now in the present or in reference to the past.
   b. Ask your classmates at least one question about their preferences in clothing/style.

**Writing Assignment #2: (PP. 335) Due Sunday at 6 pm Mountain time**

Instructions:
1. Write your responses to the following in Spanish:
   a. Use the handout provided and write 8 things that you enjoyed doing the most. (Use the imperfect)
   b. In a paragraph, describe these (8 things) to someone. (Ex. sibling/best friend).
   c. Practice reading and speaking the description you have written in Spanish.

### Learning Resources and Materials

**Cap. 8: ¿Qué te pones? P. 306**

- La ropa (pp. 308-312)
- Zara: La moda internacional (listen) (pg. 312)
- Los pronombres de complemento indirecto (pp. 313-316)
- Gustar y verbos como gustar (pp. 317-320)
- Los pronombres de complemento directo e indirecto usados juntos (pp. 321-323)
- ¿Cómo andas? (p. 323), Self-assessment
- Las telas y los materiales (pp. 324-326)
- Los centros comerciales en Latinoamérica (listening) (p. 327)
- El imperfecto (p. 328-332)
- En el centro comercial (listening) (p. 333)
- Conversemos p. 334
- Escribe p. 335
- ¿Cómo andas? (p. 335), Self-assessment
- Cultura: Argentina y Uruguay (pp. 336-337)
- Y por fin, ¿cómo andas? (p. 341) - Self-assessment
- Vocabulary Summary (pp. 342-343)

**Media**

Weekly videos:
- Chap. 8 Direct and Indirect Object Pronouns
- Chap 8. El Imperfecto
## Week 4: ESTAMOS EN FORMA

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<tr>
<td>Identify types of ailments related to various body parts and their treatments in both written and spoken formats.</td>
<td><strong>SAM Assignments</strong>&lt;br&gt;<strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td><strong>Cap. 9: Estamos en forma p. 344</strong>&lt;br&gt;• El cuerpo humano (pp. 346-348)&lt;br&gt;• Las construcciones reflexivas 349-353&lt;br&gt;• Resumen de los pronombres (3) p. 354-357&lt;br&gt;• El agua y la buena salud (listening) (p. 358)&lt;br&gt;• ¿Cómo andas? (p. 358), Self-assessment&lt;br&gt;• Algunas enfermedades p. 359-363&lt;br&gt;• El pretérito y el imperfecto (pp. 364-370)&lt;br&gt;• Las farmacias en el mundo hispanohablante (pp. 371)&lt;br&gt;  - Escucha p 372&lt;br&gt;  - Conversemos p. 373&lt;br&gt;  - Escribe 374&lt;br&gt;• ¿Cómo andas? (p. 374), Self-assessment&lt;br&gt;• Cultura: Peru, Bolivia &amp; Ecuador (pp. 375-377)&lt;br&gt;• Y por fin, ¿cómo andas? (p. 381), Self-assessment&lt;br&gt;• Vocabulary Summary (pp. 382-383)</td>
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<tr>
<td>Develop language skills by expressing concepts in a more concise and clear way using pronouns.</td>
<td><strong>Assessments</strong>&lt;br&gt;<strong>EXAM #4</strong></td>
<td>&lt;br&gt;</td>
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## Week 5: ¡VIAJEMOS!

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| Characterize the different modes of transportation in both written and spoken formats. | **SAM Assignments**  
**My Spanish Lab** due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.  
**Discussion: Oral & written versions required (DQ #4)**  
Your initial post is due before Thursday at 6pm Mountain time  
Instructions:  
1. Check for and review the discussion resources for Week 5 before beginning your assignment.  
2. In a paragraph written in Spanish:  
   a. Discuss at least three modes of transportation you prefer to use.  
   b. Mention two reasons why you prefer such modes. (EX. Cost and or destination(s) you can reach)  
Your response posts are due before Saturday at 6:00 p.m.  
Instructions:  
1. Respond to at least two of your classmates’ posts.  
2. Ask each of your two classmate’s two additional questions about the modes of transportation they have chosen.  
**Writing Assignment #4: (PP. 413) Due Sunday at 6pm Mountain time**  
Instructions:  
1. Use the handout provided & look at the textbook on pg. 413.  
2. Using the guide provided in your discussion resources, prepare a report for your classmates.  
3. Proofread your report, checking for the following:  
   i. Spelling is correct.  
   ii. Verb forms are correct.  
   iii. Subjects, verbs, nouns, and adjectives agree in number and gender.  
4. Review your report; making sure it states what you mean.  
5. Upload your report. It can be in any form that you prefer. (EX: PowerPoint, video, pdf…)  
**Assessments**  
**EXAM #5**  
**Cap. 10: ¡Viajemos! P. 384**  
- Los medios de transporte (pp. 386-390)  
- Los mandatos informales (pp. 391-395)  
- Los mandatos formales (pp. 396-400)  
- ¿Cómo nos vemos? (Listening) (p. 399)  
- ¿Cómo andas? (p. 400), Self-assessment  
- El viaje (pp. 401-404)  
- Venezuela, país de aventuras (listening) (pp. 405)  
- El comparativo y el superlativo (pp. 406-410)  
- Escucha p. 411  
- Conversemos p. 412  
- Escribe p. 413  
- ¿Cómo andas? (p. 413), Self-assessment  
- Cultura: Colombia & Venezuela (p. 414-415)  
- Lectura p. 416-418  
- Y por fin, ¿cómo andas? (p. 419, Self-assessment)  
- Vocabulary Summary (pp. 420-421)  
**Media**  
Weekly video:  
- Chap 10 The 3 Modes of Spanish |
**Weekly Learning Objectives**

- Relay information about animals, their habitat and the environment in both written and spoken formats.
- Comment on what is necessary, possible, probable, and improbable using regular and some irregular verbs in the present subjunctive.
- Identify how politics are structured in the Hispanic world using related vocabulary in both written and spoken formats.
- Utilize a variety of prepositions in various contexts and grammatical situations.
- Differentiate between Cuban, Puerto Rican, and Dominican cultures.

**Assignments/Assessments/Application**

- **SAM Assignments**
  - My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.

- **Writing Assignment #5: (PP. 460) Due Saturday at 6pm Mountain time**
  - Instructions:
    1. Look at your book on pg. 460
    2. Using the handout provided under weekly resources, create a list of main points for a public radio announcement about environmental protection.
    3. In a written paragraph, write your announcement based on the organization of your list.

- **Assessments**
  - EXAM #6

**Learning Resources and Materials**

- **Cap. 11: El mundo actual p. 422**
  - Los animales (pp. 424-428)
  - El medio ambiente (pp. 428-431)
  - El Yunque: Tesoro tropical (listening) (p. 432)
  - Presente progresivo (p. 433-436)
  - ¿Cómo andas? (p. 437), Self-assessment
  - La política (pp. 438-441)
  - La política en el mundo hispano (Listening) (pp. 440)
  - Subjuntivo p 442-447
  - Por y para (pp. 448-450)
  - Las preposiciones y los pronombres preposicionales (pp. 451-455)
  - El infinitivo después de preposiciones (p. 455-457)
  - Un anuncio político (Listening) (p. 458)
  - Conversemos p 459
  - Escribe p 460
  - ¿Cómo andas? (p. 460), Self-assessment
  - Cultura: Cuba, Puerto Rico & República Dominicana (p. 461-463)
  - Lectura p. 464-466
  - Y por fin, ¿cómo andas? (p. 467), Self-assessment
  - Vocabulary Summary (pp. 468-469)

**Media**

- Weekly videos:
  - Chap 11 El Subjuntivo
  - Chap 11 Por y Para
### Weekly Learning Objectives

Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.

Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:
- Food related vocabulary
- Clothing, materials and colors
- Body parts, ailments and treatments
- Modes of transportation
- Travel and vacation related vocabulary
- Animals and their habitats and environments
- Political related vocabulary

Construct a moderate sentence and ask questions using the preterit tense, imperfect tense and reflexive construction of regular and irregular verbs. As well as, the imperative and the present subjunctive of regular and some irregular verbs.

Apply language and vocabulary skills developed in class to derive meaning from authentic written material.

Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.

### Assignments/Assessments/Application

**SAM Assignments**

**My Spanish Lab** due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.

**Discussion: Oral & written versions required (DQ #5)**

*Your initial post is due before Thursday at 6pm Mountain time*

**One Minute Run**: We have come towards the end of the course and obviously there is a lot that we have learned. For this last week of the course we will do the "one minute run". Never done a class "one minute run"? No problem! So what is a "one minute run"? And why are they important you may ask? See your weekly resources for the answers.

**Instructions**:
1. Choose a subject from the ones covered.
   - Example of questions to consider and answer for the one-minute run:
     - What is the imperfect tense?
     - What is it useful for?
     - How is it different from the preterit?

**Your response posts are due before Saturday at 6:00 p.m.**

**Instructions**:
1. After you have posted your one-minute run, you will then listen to at least two of your classmates and respond to them expressing if you have learned something new and or correcting any information provided.

**One-minute runs are valuable because they give you new insights and perspectives into various concepts. Sometimes the words used by an instructor do not have as much “swag” as those used by your own classmates and you can definitely learn a lot by teaching others what you have acquired and vice versa.**

**Exams**

**EXAM #7**

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*Subject to change

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