

**SAM HOUSTON STATE UNIVERSITY**  
**Department of Foreign Languages**  
**SPRING 2008**

**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 f 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 with out 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.

**I use Turn-It-In; so should you! Avoid any misunderstandings, send your papers through Turn-It-In before you turn it in! If you don’t know how to do this, make an appointment and I’ll show you how.**

**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.

### **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 RESPONSABILITIES**

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 CATASTROPHY!!!**

**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 AS SOON AS POSSIBLE AFTER ABSENCE.**

**SPN 142.04 ELEMENTARY SPANISH II**  
**4 CREDIT HOURS=3-50-MINUTE CLASS MEETINGS (3 CLASS HOURS) & 2 LAB HOURS WEEKLY**  
**SPRING 08**  
**EVANS 320**  
**MWF 11-11:50 AM**

**Professor SILVIA A. HUNTSMAN**

Evans 209

936-294-1442; [fol\\_sja@shsu.edu](mailto:fol_sja@shsu.edu)

Office hrs.: MW 2-3pm drop-in appointments

Other days & times by appt only; PLEASE EMAIL FOR APPOINTMENT

**SPECIFIC COURSE SYLLABUS. Please read the COLLEGE OF HUMANITIES AND SOCIAL SCIENCES AND DEPARTMENT OF FOREIGN LANGUAGES POLICIES posted on Blackboard (Course Information)**

**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."

**NOTICE – The prerequisite for enrolling in SPN 142 is the completion of SPN 141 with a grade of C or higher or appropriate scores on the CLEP or AP examinations. The prerequisite for enrolling in SPN 263 is the completion of SPN 142 with a grade of C or higher or appropriate scores on the CLEP or AP examinations.**

**REQUIRED TEXTS AND REFERENCE/READING LIST**

Zayas-Bazán, et al. *Arriba* and ancillaries as posted in the Bookstore. 5<sup>th</sup> Ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2008.

**IMPORTANT DATES**

Jan 21 – Holiday. MLK

Jan 24 – Last day to add

Feb 1 – 12<sup>th</sup> class day

March 7 – Last day to drop

March 10-14 – Spring Recess

March 21 – Holiday. Good Friday

Apr 18 – Last day for

resignations

**REQUIRED SUPPLIES**

-something with pockets or binder for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries

-personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

**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 to 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/GRADES (Assessment)**

(100-89.6 =A, 89.5-79.6=B, 79.5-69.6=C, 69.6-59.6=D)

Attendance=10 %

Homework=10%

Lab=10%

5 Oral Exams=15%

6 Written Exams=30%

Final exam=15%

5 Cultural Activities= 5%

2 Service/Learning activities= 5%

## **COMPONENTS OF WRITTEN GRADE (30%) (in order of importance)**

1. Mechanics (grammar & spelling)
2. Vocabulary & style
3. Content
4. Organization
5. Investigation/research

**There is no make-up provision for any exam.** With a *well documented* and *well justified* reason, the student may request a make-up from Instructor *within 24 hours*. An exam missed counts "0" (to be added to the other four and, then, divided by five to obtain the average).

**IT IS MANDATORY THAT EVERY STUDENT TAKE THE FINAL EXAM. ALL FINAL EXAMS ARE COMPREHENSIVE!**

## **COMPONENTS OF ORAL GRADE/PRESENTATION (15%) (in order of importance)**

1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)
3. Vocabulary
4. Grammar accuracy

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/GRADES AS APPLICABLE TO UNDERGRADUATE

### **PRESENCE & PARTICIPATION IN CLASS (Attendance 10%):**

Each unexcused absence -1%

Each excused absence -0.2 %

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 (10%) may include**

Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date

Quizzes, 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.**

### **MYSpanishLAB (10%)**

Total attendance/access=6%

One attendance per week in lab=3%

One additional attendance (access) per week in or out of lab=3%

Concurrent chapters with classroom textbook chapter schedule

Completion of assigned activities (see lab syllabus) for chapters 6-10=4%

Percentage (Average score) of activities

### **CULTURAL ACTIVITIES (10%)**

Attend an approved cultural activity outside of class. You may see videos, visit museums or have other experiences pre-approved by professor such as concerts, theatre, dance, etc.

Write a 5-sentence description (who, what, why, where, when) in Spanish

Must be turned in within a week of occurrence

None accepted after second-to-last week of class

**MAY NOT BE "MADE-UP" IF YOU ARE ABSENT OR FORGET**

**One** of these required cultural activities could be Service Learning/Civic Engagement: Charla/Chat, Tutoring, Houston Hispanic Forum Career & Education Day. Other on an individually-negotiated basis.

### **EXTRA CREDIT**

You may earn up to .5% per additional cultural activity/experience. You may have 5 experiences (beyond the five required). Write a 5-sentence description (who, what, why, where, when)

Required experiences must be fulfilled first. Only one per week; must be turned in within a week of occurrence.

None accepted after second-to-last week of class. **MAY NOT BE "MADE-UP" IF YOU ARE ABSENT OR FORGET**

**BLACKBOARD: The lecture section for this course on Blackboard** will be used to post your GRADES, course documents (handouts, reviews, class transparencies), assignments, and other important information from your instructor. Please check often for important updates and reminders.

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### **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 (100 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 (100 more or less) in the target language 10%

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## **ORAL EXAM FORMATS**

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

**RESTAURANT DAY** (pronunciation): You will be given reading selections of restaurant skits ahead of time for the oral 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 SIN, anything on SIN
- listen to the radio
- 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: AMERICAS, VANIDADES, BUEN HOGAR, COSMO

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



**SAM HOUSTON STATE UNIVERSITY – DEPARTMENT OF FOREIGN LANGUAGES**

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Office Hours: MW 2-3pm or by appt.

**SPN142 - SPRING 2008**

**TENTATIVE SYLLABUS**

**SAM ACTIVITIES**

Wed Jan 16	Introduction. Syllabus. <b>REVIEW*</b>	<b>See suggested SAM activities for review Ch 1-5 at the bottom**</b>
Fri Jan 18	<b>REVIEW Chapters 1-5 Text and Lab. (HANDOUT)</b>	
<b>Mon Jan 21</b>	<b>Holiday. Martin Luther King Day.</b>	
Wed Jan 23	REVIEW. Oral Practice (Entrevista).	
Fri Jan 25	<b>EXAM 1</b> (Chapters 1-5)	
Mon Jan 28	<b>C-6</b> Vocabulary: Las comidas, p. 190-194. Review direct objects. Verbs DAR, DECIR and Indirect objects, p. 195-197	<b>SAM: 6-1 to 6-5, 6-9 to 6-16 6-18 to 6-21 R 6-23 to 6-25 6-27 to 6-31, 6-37 to 6-41</b>
Wed Jan 30	<b>C-6</b> Vocabulary review (food). Gustar and similar verbs, p.198-200	
Fri Feb 1	<b>C-6</b> Expresiones adverbiales, utensilios y aparatos, p.203 Preterit of regular verbs, p. 206-209. (12 <sup>th</sup> class day)	
Mon Feb 4	<b>C-6</b> Past Tense: Regular and irregular verbs I, p. 210-212	<b>6-44 to 6-48</b>
Wed Feb 6	<b>C-6 Cultural Activity 1 Due.</b> PANORAMAS, p. 214-216	<b>R 6-50 to 6-52</b>
Fri Feb 8	<b>C-6 ORAL EXAM 1 (RESTAURANT DAY)</b>	
Mon Feb 11	<b>CHAPTER 6 EXAM</b>	
Wed Feb 13	<b>C-7</b> Vocabulary: El tiempo libre, p. 224-228	<b>7-01 to 7-07</b>
Fri Feb 15	<b>C-7</b> Preterit irregular II, p. 229-231	<b>7-09 to 7-12</b>
Mon Feb 18	<b>C-7</b> Indefinite expressions, p. 231-234. Los deportes, p. 236-240	<b>7-14, 7-15, 7-17, R 7-19 to 7-21 7-23 to 7-28 7-32 to 7-35 7-37 to 7-41</b>
Wed Feb 20	<b>C-7</b> Preterit irregular III, p. 241-243.	
Fri Feb 22	<b>C-7 Cultural Activity 2 due.</b> Double object pronouns, p. 244-46	
Mon Feb 25	<b>C-7</b> Panoramas p. 248-250. Review.	<b>R 7-42 to 7-44</b>
Wed Feb 27	<b>ORAL EXAM 2 (HOBBY SITUATIONS)</b>	
Fri Feb 29	<b>CHAPTER 7 EXAM</b>	
Mon Mar 3	<b>C-8</b> Vocabulary: En el almacén, p. 258-262	<b>8-01, 8-03 to 8-07</b>
Wed Mar 5	<b>C-8</b> The Imperfect tense of regular and irregular verbs, p. 262-266	<b>8-09 to 8-15</b>
Fri Mar 7	<b>C-8 Cultural Activity 3 Due.</b> Ordinal numbers, p. 266-268	<b>8-17 to 8-19, R 8-20 to 8-22</b>
<b>Mon-Fri March 10-14 SPRING RECESS</b>		
Mon Mar 17	<b>C-8</b> Vocabulary: Las tiendas, p. 270-274	<b>8-24 to 8-27</b>
Wed Mar 19	<b>C-8 Preterit vs. Imperfect</b> , p. 274-278	<b>8-31 to 8-36</b>
Fri Mar 21	<b>Holiday. Good Friday</b>	
Mon Mar 24	<b>C-8</b> Impersonal SE, p. 278-280. Panoramas, p. 282-284. 8-53, p.286.	<b>8-38 to 8-41</b>
Wed Mar 26	<b>ORAL EXAM 3 (SHOPPING SITUATIONS)</b>	<b>R 8-43 to 8-46</b>
Fri Mar 28	<b>CHAPTER 8 EXAM</b>	
Mon Mar 31	<b>C-9</b> Vocabulary: El aeropuerto, p. 294-297.	<b>9-01 to 9-05</b>
Wed Apr 2	<b>C-9</b> POR/PARA, p. 297-301. Adverbs in <i>-mente</i> , p. 302-304	<b>9-08 to 9-12 and 9-14 to 9-17</b>
Fri Apr 4	<b>C-9</b> Vocabulary: Los viajes, p. 305-310. <b>Cultural Activity 4 due.</b>	<b>R 9-18 to 9-20, 9-22 to 9-26</b>
Mon Apr 7	<b>C-9</b> The Subjunctive Verb conjugation, p. 311-314 An introduction to the Subjunctive (WEIRDO), p. 313-314	<b>9-29 to 9-33, 9-35</b>
Wed Apr 9	<b>C-9</b> The Subjunctive with VOLITION. p. 314-318	<b>9-37</b>
Fri Apr 11	<b>C-9</b> Panoramas, p. 320-322	<b>R 9-39 to 9-41</b>

Mon Apr 14	<b>ORAL EXAM 4 (TRAVEL SITUATIONS)</b>	
Wed Apr 16	<b>CHAPTER 9 EXAM</b>	
Fri Apr 18	<b>C-10</b> Vocabulary: Las partes del cuerpo, p. 330-334	<b>10-01 to 10-07</b>
Mon Apr 21	<b>C-10</b> Nosotros Commands, p. 334-336. Indirect Commands, p. 337-338	<b>10-8 to 10-16</b>
Wed Apr 23	<b>C-10</b> Vocabulary: Los alimentos y la salud, p. 341-344	<b>R 10-18 to 20, 10-22 to 10-26</b>
Fri Apr 25	<b>C-10</b> The Subjunctive with feelings and emotions, p. 345-347. <b>Cultural Activity 5 Due.</b>	<b>10-31 to 10-35</b>
Mon Apr 28	<b>C-10</b> The Subjunctive with Doubt and Denial, p. 347-350	<b>10-38 to 10-43</b>
Wed Apr 30	<b>C-10</b> Panoramas. Review	<b>R 10-45 to 10-47</b>
Fri May 2	<b>CHAPTER 10 EXAM</b>	
Mon May 5	<b>ORAL EXAM 5 (MEDICAL SITUATIONS)</b>	
Wed May 7	Last class day. <b>FINAL REVIEW</b>	
May 12-15	<b>FINAL EXAM (official final date). Comprehensive Chapters 1-10 with emphasis on 6-10.</b>	

\* **FIRST DAYS REVIEW TEXTBOOK PAGES:** Interrogative words (p. 50-51). SER/ESTAR (p. 97-101), and adjective agreement (p. 22-26). Present tense of verbs (p. 57-58, 60-61, 63, 95, 128) and stem changing verbs (p.119-121). Reflexive verbs (p.159-160).

**\*\*SUGGESTED MySpanishLab SAM ACTIVITIES FOR REVIEW CHAPTERS 1-5**

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**Chapter 2:** Agreement 2-7. Question Words 2-17, 2-19. Present Tense 2-36, 2-41, 2-42. Verb Tener 2-46. Conjugation 2-52, 2-53

**Chapter 3:** Possessives 3-13, HACER/IR 3-33, 3-35, 3-53. Estar 3-43, 3-44. SER/ESTAR 3-47, 3-49, 3-54.

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