

**SPN 141.03 SPANISH PART I**  
**4 CREDIT HOURS=20 130-MINUTE MEETINGS plus lab**  
**SUMMER 11 08**  
**EVANS 320**  
**M-F 10-11:50 AM**

**Mrs. Norma Williamson**

Evans 211

936-294-1410; [fol\\_nbw@shsu.edu](mailto:fol_nbw@shsu.edu); FAX 936-294-1406

Office hrs.: 9:30 to 9:50 M-TH, 2:00 to 3:30 M-TH FOR OTHER TIMES, 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 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.

Cell phones should be silent and invisible.

### **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 141, summer 1 08

Assignment title: Exam 1-10 or whatever

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, 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 email for an appointment.

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 minute of 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 ENROLL, ACCESS AND DO THE SELF-GRADED LABS AND WATCH THE VIDEOS.**

**IF YOU WANT TO USE OUR LAB . . .  
POLICIES**

## **SECTION II: FOREIGN LANGUAGES AUDIO/VIDEO LAB**

**STUDENT RESPONSIBILITIES** in the Evans 212 Audio/Video lab :

Students, please note that you are responsible for damages occurring to your lab workstation. You are also responsible for leaving your workspace in a clean and tidy state.

**VISITORS** in the Language lab

All LAB visitors, including students not enrolled in the lab section at that day/time must register with the Department of Foreign Languages (E305). Unregistered visitors cannot remain in the lab. Children, escorted or not, cannot be admitted into the lab.

## **Code of Student Conduct and Discipline**

### **5. STUDENT CONDUCT AND DISCIPLINE**

**5.2 Student Misconduct.** . . . Specific examples of misconduct for which students may be subject to disciplinary action include, but are not limited to, the following: (1) Commission of an act that would constitute an offense under appropriate federal, state, or municipal law.

(8) Stealing, destroying, defacing, damaging, or misusing component property (including misuse of fire or life-safety equipment or property) or property belonging to another.

Please refer to: <https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

### **CLASSROOM RULES OF CONDUCT**

Problems of a disciplinary nature are not tolerated in the Languages lab. Students who pose a discipline problem will be asked to leave the lab immediately and will not be readmitted for the remainder of the day (a notice will be sent to the FOL office).

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

**\*ATTENDANCE POLICY:** Students of 141 **MUST** attend lab in Evans 212 but may also do work from any available computer.

**Be in class, barring contagion or catastrophe!!!**

If you are absent without making arrangements with the professor, with or without justification, your grade will be affected.

You must participate in lab, attending in the lab at least once a week as enrolled, and accessing lab content at least one additional HOUR 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 and do all exercises assigned.

### **Student Absence Notification Policy**

The student is responsible for communicating directly with his or her instructor(s) when he or she is going to miss or has missed class. If possible, students should notify instructors and make arrangements for missed assignments before the absence occurs. Excusing the student is at the sole discretion of the faculty member.

[http://www.shsu.edu/students/StudentGuidelines2007\\_2008.pdf](http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf) (SHSU Student Guidelines)

The term “**excused absence**” is discretionary and solely up to the professor of record. The status “excused absence” refers to the allowance of makeup or late work and will not erase a physical absence from the lab. A student who has missed lab cannot be counted present.

[http://www.shsu.edu/students/StudentGuidelines2007\\_2008.pdf](http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf) (SHSU Student Guidelines)

### **TARDY POLICY:**

Lab sessions are interactive and often large (23 students or more). Therefore, students must enter the lab in a timely manner and not arrive at their convenience.

It is essential that students attend lab class in a punctual manner.

Students who arrive after the lab monitor has taken roll will be counted absent if they do not notify the lab monitor that they have entered the classroom.

On the third tardy, the student will be marked absent.

Please note, tardiness will negatively affect your grade as the absences accumulate (see "Grading" below).

### **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.**

### **SPECIFIC COURSE SYLLABUS**

#### **DESCRIPTION OF COURSE:**

A class for students with some previous instruction in Spanish (the equivalent of 141 and 142, two semesters) and who are non-native and non-heritage speakers. (Native speakers and heritage speakers should take the CLEP or register for 264 or higher.) Continuing emphasis on pronunciation, vocabulary and basic language codes stressing an oral approach. Special emphasis on conversation & oral drill. Pre-requisite: 141 (first semester) and 142 (second 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**

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. Chapters 1-15 (especially 11-15)

## **REQUIRED SUPPLIES**

- three-ring notebook binder with pockets for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries
- pencil or pen for taking notes in class
- 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

## **OPTIONAL TEXTS, REFERENCES OR SUPPLIES**

- English/Spanish/Spanish/English dictionary
- colored highlighters for marking passages

## ***OVERALL AND OFFICIAL ESSENTIAL COURSE (IDEA) OBJECTIVES***

### ***GAINING FACTUAL KNOWLEDGE (TERMINOLOGY, CLASSIFICATIONS, METHODS, TRENDS)***

### ***LEARNING FUNDAMENTAL PRINCIPLES, GENERALIZATIONS, OR THEORIES***

### ***GAINING A BROADER UNDERSTANDING AND APPRECIATION OF INTELLECTUAL/CULTURAL ACTIVITY (MUSIC, SCIENCE, LITERATURE, ETC.)***

### ***DEVELOPING SKILL IN EXPRESSING ONESELF ORALLY OR IN WRITING***

**GENERAL GOALS (Optimal results):** awareness and appreciation, vocabulary, grammar, reading, writing, survival and enjoyment

1. Student will have an increased awareness of and appreciation for Hispanic language and culture.
2. Student will have a working vocabulary in Spanish, in addition to nearly always recognizing cognates (and false cognates), and making educated guesses about unknown words based on context.
3. Student will be able to conjugate regular, stem-changing, and many irregular verbs in all forms of the indicative and in all forms of the subjunctive.
4. Student will be able to read and comprehend selections in everyday Spanish, such as a newspaper, with little or no assistance.
5. Student will be able to write (with few or no errors which obstruct meaning) on everyday topics, such as a social letter, with little or no assistance.
6. Student will be able to handle basic situations related to visiting/living in a Spanish-speaking country, e.g., arrange and execute transportation, accommodations, meals, etc.

7. Student will be able to carry on social conversations, adapting to unexpected questions or responses. For example, student inquires after health of co-conversant, co-conversant launches into description of his latest surgery and asks what kind of surgery student has had.

**COURSE OBJECTIVES (Optimal activities):** listening, speaking, reading, writing

1. To listen to and comprehend considerably more than a 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) considerably more than a survival percentage of standard Spanish with few enough pronunciation errors (speed secondary) to be comprehended by a native speaker.
3. To read and comprehend considerably 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 considerably better than a survival level in standard Spanish with few enough grammar errors to be comprehended by an educated native speaker.

COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE

**PRESENCE & PARTICIPATION IN CLASS:**

Each absence (excused or unexcused due to participation)=10 points per hour

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.

**NOTEBOOK (simple percentage) MUST include**  
COPY OF ENTIRE SYLLABUS

Homework exercises

Exams, oral and written

Activities

Other unspecified assignments

You may work together or alone on homework. DO NOT COPY.

**MYSpanishLAB**

Concurrent chapters with classroom textbook chapter schedule

I will check completion periodically so stay up to date

**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**

In-class:

#### 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  
10%

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%

### 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%

### Take-home

#### 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. 10%

#### Culture

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

## **ORAL EXAM FORMATS**

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

**PROFESSIONS & THE FUTURE (SHOW & TELL):** You will dress as you will for your chosen profession, bring any props necessary (within reason) and prepare a memorized five-sentence, 50-word "show and tell" presentation on your profession for the class on the day on the syllabus. Include "who, what, why, where, when, and how." Have a typed, double-spaced, printed copy ready to hand to the prof before beginning (for grading purposes).

**CULTURAL SHOW & TELL:** You will bring a cultural prop related to the Hispanic world (music, art, dance, textile, etc.) and prepare a memorized five-sentence, 50-word "show & tell"

presentation/explanation for the class on the day on the syllabus. Include “who, what, why, where, when and how.” Have a typed, double-spaced, printed copy ready to hand to the prof before beginning (for grading purposes).

**NEWS & POLITICS:** You and a classmate will write a professional level debate on any “hot” topic between two opposing political candidates from any country, a memorized ten-sentence, 100-word presentation (five sentences, 50 words each) and act it out for the class on the day on the syllabus. Include “who, what, why, where, when and how.” No swearing, name-calling, etc. Have a typed, double-spaced, printed copy ready to hand to the prof before beginning (for grading purposes).

### **ACTIVITIES**

Attend/participate in two different approved cultural activities outside of class and prepare a memorized five-sentence, 50-word “show & tell” presentation/explanation for the class on the day on the syllabus. Include “who, what, why, where, when and how.” Have a typed, double-spaced, printed copy ready to hand to the prof before beginning (for grading purposes).

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

**EXTRA CREDIT:** up to 5 points per cultural experience for up to 2 extra such experiences (2 are required; see above). You may visit sites or have other experiences pre-approved by professor. Again, attend/participate in two different approved cultural activities outside of class and prepare a memorized five-sentence, 50-word “show & tell” presentation/explanation for the class on the day on the syllabus. Include “who, what, why, where, when and how.” Have a typed, double-spaced, printed copy ready to hand to the prof before beginning (for grading purposes).

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

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 (Fri., June 27, last day)***

### **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

**SPANISH 141.04 Second Summer Session 2008**

MRS. WILLIAMSON

**COURSE OUTLINE/SCHEDULE**

**SUBJECT TO ADAPTATION FOR INSTRUCTIONAL PURPOSES**

*¡Arriba! 5e*

Integrated Syllabus D: Three-semester program: 5 chapters per semester (15 chapters, total).  
Three 50-minute class meetings per week. (6 days per chapter; 31 days per semester).

Semester 1

<b>Day</b>	<b>Objective</b>	<b>Textbook</b>	<b>Student Activities Manual</b>
<b>7-8</b>	<b>Intros</b> <b>syllabus</b>		
7-8	Meeting and greeting others in Spanish	<b>Chapter 1:</b> <i>Saludos y despedidas,</i> pp. 4–5	1-1 through 1-8
7-8	Spelling your name Performing simple math problems	Vowels and Alphabet pp.7–9 Numbers 0–100 pp. 10–11	1-9 through 1-20
7-9	Talking about the calendar and dates Responding to classroom instructions	Days of the week, months, and seasons, pp. 13–16	1-21 through 1-27

7-9	Describing your classroom  Identifying colors	<i>En la clase</i> , pp. 18–21	1-32 through 1-39
7-9	Talking about yourself and others	Nouns and articles, pp. 22–24  Adjective form, position, and agreement, pp. pp. 24–25	1-40 through 1-53
7-10	Talking about yourself and others	Subject pronouns and the present tense of <i>ser</i> , pp. 26–28	1-54 through 1-60
7-10	Reviewing for the test	Review of material from <i>Primera Parte</i>	1-28 through 1-31
7-10	Reviewing for the test  Oral exam 1: Pronunciation test/ reading aloud	Review of material from <i>Segunda Parte</i>	1-61 through 1-64
7-11	Chapter 1 Test		
7-14	Describing yourself, other people, and things	Chapter 2: Adjetivos descriptivos y adjetivos de nacionalidad, pp. 40–43	2-1 through 2-7
7-14	Asking for and telling time	Telling time, pp. 44–48	2-8 through 2-11
7-14	Asking and responding to simple questions;  Asking and responding to simple questions	Formation of yes/no questions and negation, pp. 48–49 Interrogative words, pp. 50–52	2-12 through 2-16  2-17 through 2-22
7-15	Talking about what you like to do	¿Qué haces? ¿Qué te gusta hacer?, pp. 54–56	2-27 through 2-33

		More on vowels, p. 57	2-34 through 2-35
7-15	Talking about what you like to do	The present tense of regular –ar verbs, pp. 57-58  The present tense of regular –er and –ir verbs, pp. 60-63	2-36 through 2-40  2-41 through 2-45
7-15	Talking about what you have and what you have to do	The present tense of tener, p. 63  Tener que + infinitive, pp. 64	2-46 through 2-48  2-49 through 2-50
7-16	Reviewing for the test	Review of material from Primera Parte	2-23 through 2-26
7-17	Reviewing for the test oral exam 2: show & tell	Review of material from Segunda Parte	2-51 through 2-54
7-18	Chapter 2 Test		
7-21	Exchanging information about classes	Chapter 3: Materias académicas y la vida estudiantil, pp. 76–77	3-1 through 3-7
7-21	Exchanging information about classes	The numbers 101–3,000,000, pp. 81–83	3-8 through 3-12
7-21	Talking about things that belong to you;  Talking about how you and others feel	Possessive Adjectives, pp. 83–84  Other expressions with tener, pp. 85–86	3-13 through 3-17  3-18 through 3-20
7-22	Describing yourself and others	Actividades y edificios, pp. 90–91  Syllabification, p. 92	3-25 through 3-30  3-31 through 3-32
7-22	Asking for and giving simple directions	The present tense of ir and hacer, pp. 95-96	3-33 through 3-41
	Asking for and giving simple directions	The present tense of estar, pp. 97-99	3-42 through 3-46

	Describing yourself and others	Summary of uses of ser and estar, p. 100	3-47 through 3-52
7-22	Reviewing for the test	Review of material from Primera Parte	3-21 through 3-24
7-23	Reviewing for the test	Review of material from Segunda Parte	3-53 through 3-56
7-24	Oral exam		
7-25	Chapter 3 test		
7-28	Talking about your family	Chapter 4: Miembros de la familia, pp. 116-119	4-1 through 4-6
7-28	Expressing desires and preferences	The present tense of stem-changing verbs: e:ie, o:ue, e:i, pp. 119-123	4-7 through 4-15
7-28	Planning activities	Direct objects, the personal a, and direct object pronouns, pp. 125-128	4-16 through 4-24
7-29	Planning activities	The present tense of poner, salir, and traer, pp. 128-130	4-25 through 4-29
7-29	Extending invitations	Lugares de ocio, pp. 132-135  Word stress and written accent marks, p. 136	4-34 through 4-38  4-39 through 4-40
7-29	Making spatial references	Demonstrative adjectives and pronouns, pp. 137-139	4-41 through 4-46
	Discussing things you know	Saber and conocer, pp. 139-141	4-47 through 4-51



7-30	Reviewing for the test	Review of material from <i>Primera Parte</i>	4-30 through 4-33
7-30	Reviewing for the test Question & answer oral test	Review of material from <i>Segunda Parte</i>	4-52 through 4-55
7-31	Chapter 4 Test		
8-4	Describing your daily routine and habits Reviewing the syllabus	<b>Chapter 5: <i>Las actividades diarias</i></b> , pp. 156–159	5-1 through 5-8
8-4	Describing your daily routine and habits Expressing needs related to personal care	Reflexive constructions, pp. 159–162	5-9 through 5-12, 5-14 and 5-15, 5-18 and 5-19
8-4	Expressing emotional states Describing your daily routine and habits	Reflexive constructions, pp. 159–162; Reciprocal constructions, pp. 161–162	5-13, 5-16 and 5-17
8-5	Comparing objects and people	Comparisons of equality and inequality, pp. 163–166	5-20 through 5-26
8-5	Talking about what you do around the house	<i>Los quehaceres domésticos</i> , pp. 168–173 Consonants <i>h, ch</i> , p. 170	5-31 through 5-39 5-40 through 5-41
8-5	Describing people or things using superlatives Describing what is happening at the moment	The superlative, pp. 173–176; The Present progressive, pp. 176–178	5-42 through 5-44 5-45 through 5-48
8-6	Reviewing for the test Oral interviews	Review of material from <i>Primera Parte</i>	5-27 through 5-30

8-6	Reviewing for the test Oral interviews	Review of material from <i>Segunda Parte</i>	5-49 through 5-52
8-7	Final exam covers Ch 1- Ch. 5		