

# Study and do the homework EVERY DAY!

## COURSE SYLLABUS

Spring 2012

Spanish 1B: Elementary Spanish, 4 units

MTTH 12:00 - 12:50 MRP 2005 (Section 4, Course Call #30993)  
W 12:00 - 12:50 WEBONLINE

Prof. María Mayberry  
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### Course textbook and materials

1. Dos mundos, (7<sup>th</sup> ed). **Volume 2**. Tracy D. Terrell, Magdalena Andrade, Jeanne Egasse, Elías Miguel Muñoz. 2009. Website: [http://highered.mcgraw-hill.com/sites/0073385212/information\\_center\\_view0](http://highered.mcgraw-hill.com/sites/0073385212/information_center_view0)
  2. Print handouts in SacCT **“Oral Proficiencies” a 16-page packet to bring every day.**
  3. Dictionary
- Failure to bring these required materials to class will result in deduction of points from class participation.

**Catalog description.** Continuation of SPAN 001A with a greater emphasis on the development of speaking, reading, writing, and listening skills. Cultural knowledge continues to be an important component: elements of Hispanic character, customs, and the way in which the Spanish and Latin American peoples view themselves and others in the world is studied. **Prerequisite:** SPAN1A, or instructor permission. 4 units.

**Student Learning Objectives/Outcomes.** At the end of this course students can reasonably expect to:

1. Demonstrate that they are able to engage in conversations, provide and obtain information in culturally appropriate ways in the following areas:
  - **Classes and work:** Activities in a Spanish class, expressing abilities, expressing obligation and duty, jobs, future activities.
  - **Your house:** Neighborhood, activities you do at home, activities with friends, making comparisons, introducing people, talking about past actions.
  - **The past:** Your experiences, talking about past actions, experiences with other people.
  - **Food:** Foods, drinks and nutrition, buying and preparing food, restaurants, expressing likes, making negative statements.
  - **Childhood and youth:** Family and parents, describing family relationships, saying what you used to do, **describing** the past, saying what you were going to do.
2. Demonstrate that they are able to understand and interpret written language on a variety of topics.
3. Demonstrate that they are able to understand the culture where Spanish is spoken through comparisons of the culture studied and their own. They are able to perform internet searches in the language and explore the perspectives, products, and practices of the culture.
4. Demonstrate that they are able to understand the nature of Spanish through comparisons of the language studied and their own.
5. Demonstrate that they are able to understand and respond to simple statements and questions and participate in informal conversation within the cultural context.

**Method of Instruction.** The course is conducted entirely in Spanish using the following elements and techniques:

- Lecture/presentation
- Daily oral activities (pair/group activities)
- Discussion of assigned readings and exercises
- Student-teacher interactions the use of transparencies, pictures, cards, music, videos
- The study of Spanish speaking countries' culture
- SacCT

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**SacCT.** Students are expected to check SacCT on a regular basis for **announcements**, homework and information regarding the class. **The “webonline” of this course is on Wednesdays. On those days, we will not be meeting in class, but there will be several activities online for you to do by 12:50 pm of the date marked in the course outline (Do not ask for changes!!!). Most of the activities will be asynchronous, so you may do them the night before the day they are due).**

You will need to sign on to SacCT to do the activities, and I will count that as the attendance for the online days. If you don't do the online activities that day they are due, you will be considered absent that day, and the absence will count toward the number of absences you are allowed. You are expected to work on any homework that is due up to that day and participate in any activities as directed by your instructor. Obviously, your instructor will be available for any questions via e-mail. There will be NO exams online. All of the exams will be in our regular classroom or in the lab.

**IMPORTANT:** Do not use SacCT to e-mail the instructor. The electronic address to use is:  
[maria.mayberry@csus.edu](mailto:maria.mayberry@csus.edu)

### Grading Breakdown

- |                                      |               |
|--------------------------------------|---------------|
| • 3 Exams                            | 45% (3 x 15%) |
| • Homework and quizzes               | 25%           |
| • Interview 1                        | 5%            |
| • Final Exam (Interview 2)           | 15%           |
| • Attendance and Class Participation | 10%           |

Scores are rounded up or down, i.e., 82.5 will be considered an 83, but 82.25 will be an 82.

Grades are kept in numerical form until the end of the course, at which time they are averaged to determine the final letter grade (94-100%=A, 90-93=A-, 87-89%=B+, 83-86=B, 80-82=B-, 77-79%=C+, 73-76=C, 70-72=C-, 67-69%=D+, 64-66=D, 60-63=D-, and below 60%=F). Please do not expect your instructor to give you a grade (letter or numeric) before this time. You may, however, ask to see your numerical scores of tests, quizzes, etc, at any time.

### **IMPORTANT:**

An "I" grade is ONLY assigned when the student has completed most of the requirements for this course (85% of the course components). The student must be receiving at least a "C" on all other work. An "I" **cannot be assigned** when it is necessary for the student to attend additional class meetings to complete the course requirements, when the student has not kept a regular attendance (for example, if the student has **more than 4 absences in this course** as stated in the attendance policy below), or if the student has already been allowed to make up one assignment due to an **excused absence** (see make-up policies below).

**TESTING:** Please note the day of the midterms and final exam on the course calendar. All exams must be taken when scheduled and not at other times—No **exceptions!**

**Mid-term exams 45%.** There will be 3 **mid-exams** for this course to be completed in 50 minutes each. Each exam will have the following parts: listening comprehension, grammar, reading comprehension, culture, vocabulary and writing. Exams will be mainly based on the material covered in class from *Dos Mundos* and any additional information (handouts, extra activities, etc.) provided by the instructor in class. **Each exam will include vocabulary and grammar from previous chapters that you should be able to use.**

**Final Exam.** The final exam is the second interview in the semester to be done during approximately the **last week of instruction**. See “Oral Interviews” below for more information.

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**Homework and quizzes 25%.** Homework is how you practice what you learn in class.

- “Assessments” in SacCT. Most of the homework will be done in SacCT. You can do the exercises as many times as you want/need. I’ll count the **average** grade of all the trials.
- Also, in SacCT there is a package of questions called “Oral Proficiencies” for practicing conversation. See below under “Oral Proficiencies” for more information about this part of the homework.
- Some cultural readings will be assigned from the book and/or from online resources.
- **Quizzes.** I will give several (grammar, cultural, and/or vocabulary) quizzes during the semester.

### **Guidelines to turn in homework (for Oral Proficiencies or any homework from the book):**

- READ the instructions and understand what you are supposed to do. USE a dictionary.
- Identify your homework on the **right top corner**: Name, date, chapter number, exercise number and page number. Example:

Nombre: John Doe

Fecha: 2 de octubre de 2008

Capítulo 5, ejercicio 1, página 204

- Your homework should include questions **and** answers. Any homework that only has the answers will not be graded (that is, I will mark it as “Incomplete” and you will get a zero in that homework).

- I WILL NOT ACCEPT LATE HOMEWORK** because I will drop two homeworks.

- Use the book to help you do the homework. Do not lose points for not reading the instructions in the book. Therefore, I suggest that before doing the exercises, you read and study the white pages (páginas blancas) and blue pages (páginas azules) as they are marked in the Course Outline.

- I will not collect all the homework**, but you should prepare all of them before class as suggested in the Course Outline. If you are not ready in class when we go over exercises that were assigned as homework, you will lose points in participation.

- Due dates** for Oral Proficiencies and SacCT exercises are in the Course Outline (but all dates and assignments are subject to change).

**Oral Interviews 20%.** Your ability to communicate in Spanish will be formally evaluated through two **interviews** with a partner and your instructor. Students sign up for a 20 minute time slot, and each student will converse for approximately 5 minutes. Students must also come prepared to ask me two questions. No written notes may be used or referred to during the interview since the goal is a relatively natural exchange of information through simple oral communication.

- **Interview 1.** (5%).
- **Interview 2 (final exam).** 15%. Given time limitations and the large number of students to be evaluated, the oral interview is done with 2 students at a time, during approximately the last week of instruction.

**IMPORTANT:** The Oral Proficiencies will prepare you for the **oral interviews** and for the **oral part of tests**. \*\*\*\* You will receive more specific information from your instructor about this part of your grade.

**Oral Proficiencies (OP)- 16-page packet.** The oral proficiencies consist of a list of questions in SacCT that help you practice vocabulary and grammar in context while you **practice listening and speaking** skills in Spanish. **The due dates are in the course outline below; any changes will be announced in class.**

1. **Print** out the OP from SacCT.

2. **Prepare a written answer** to each question before practice time;

3. **Make 2 copies**: one to turn in to your professor, and one for you to practice in class;

4. **Practice with a partner** in class so you will be ready to practice with your professor.

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**Attendance and Class Participation 10%. Policy.** I will follow the University Catalog regarding administrative drops, therefore, I will drop any student who, during the first two weeks of instruction, fails to attend any two class meetings (for courses that meet two or more times week) or one class meeting (for courses that meet once a week). \*\*\*\*

**Attendance policy after the first two weeks of the semester.** In total, students are allowed to miss **FOUR (4)** classes for this entire semester, **and do not have to give any reason for them (therefore, I do not need to see any doctors' notices).** Use these absences for when you are sick or for whatever reason because these are the only absences that will not affect your grade. If you are absent more than two times during the course, one point will be deducted from your final grade starting with the 5<sup>th</sup> absence. For example, if you miss seven times, you will lose three points off your attendance grade and final grade. **More than 12 absences will result in an automatic "F" grade.**

**OJO: 2 TARDIES or 2 TIMES LEAVING CLASS EARLY equal ONE ABSENCE.** If you know you cannot be on time for this class or are going to be missing more than two times, drop this class now and take it at another time/section/semester when you don't have any conflicts.

**Attendance may be taken more than once during each class meeting.** Due to the nature and intensity of language courses, the emphasis on oral practice, participation, and the pace of the course, **attendance is mandatory.** Regular attendance at all class meetings and the LAB is expected and is very important for your success since everything that is said or done in class is considered "test material". The course meets three times a week (MTTH) in the classroom; one day (W) is for you to work on activities in SacCT. All students are expected to arrive on time and participate actively for the entire class session. **Chronic tardiness and absences** will affect your attendance grade. Therefore, in order to get the attendance and participation points **you must:**

- **avoid** excessive absences and tardiness because if you are not in class, you do not participate (see "Attendance Policy" above)
- come to class fully prepared (see "Preparing for class" below)
- volunteer to participate in all activities (see "Participation" below)
- turn off your cellular, your BlackBerry, your laptop, Ipod, pager and any other device not pertinent to the class.
- **avoid:** sleeping in class, reading the newspaper, coming late often, being distracted by your cellular, Ipod, etc.

**Participation.** This includes your preparation for class (doing homework), your willingness to participate in all the activities in class, such as conversations with your instructor and with classmates and pair/group work. **The class period is devoted to speaking Spanish rather than to speaking about the language,** therefore, your preparation for class is very important.

**Preparing for class.** You are responsible for preparing the scheduled material **BEFORE** coming to class. This implies careful preparation of all homework assigned and material from the text (such as grammar explanations and corresponding exercises, readings and/or listening activities, etc.), SacCT, other websites, etc.

### **Make-up policy.**

**a. Make-ups on assignments done in class** (compositions, interviews, Tests, and quizzes. There are not make ups for homework.) I may give **only one make-up per person during the semester** if you have an **excused absence** (see definition below) provided that attendance and participation have otherwise been regular (**more than 4 absences in this hybrid course is not regular attendance**). After that, any other assignments that you missed will have a zero.

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**Excused absences.** In the event of an illness, documented emergency, etc., you will need to submit appropriate documentation of your illness and/or emergency to your instructor the next class meeting. If the petition for make-up is **approved**, you must arrange a make-up time with the professor within one week of the approval. If the petition is **not approved**, you will receive a zero on the missed assignment. Please keep in mind that petitions are only approved if the assignment is missed for compelling documented reason. Also, consider that there is only one make-up per person during the semester, therefore, it is wise to reserve make-ups for major assignments.

**b. Late homework.** I **will not accept** late homework (or oral proficiencies) and there are not make-ups for homework.

### Extra credit:

**Cultural Event.** Group presentation in Spanish. 5 points in an exam.

### **Group Work and Scholastic Honesty**

Working with other students is an extremely effective means of studying. Not everyone in the group needs to be at the same proficiency level. Get together with other students to practice conversation or to help each other understand the grammar explanations. Make sure, however, that you do not simply copy another student's work and turn it in as your own.

**Cheating will not be tolerated.** Turning in work that you did not write, for which you had considerable direct help from someone else, or which have translated by a translation service or computer program will be considered cheating. Anyone copying from others, allowing others to copy their work, or using information fraudulently obtained will receive an F in this class and will be reported to the Student Affairs Office.

**How not to plagiarize.** Go to <http://library.csus.edu/content2.asp?pageID=353>

### **Classroom Courtesy**

Please turn off all laptops, pagers, Ipods and cellular phones while in the classroom. When your professor is talking, you and other students need to listen. When your professor provides time for pair and/or group work, you need to work with your partner or group. This is not the time to talk to your professor about matters unrelated to the assigned activity, work on other assignments or talk in a language other than Spanish: these matters must be handled after class, during office hours, or by appointment. You will be asked to leave if you engage in disruptive behavior.

### **Class Procedure and General Goals**

The primary focus of this second semester of Spanish is to continue with the development of your ability to understand native spoken and written Spanish and to increase your skill at expressing yourself in basic everyday situations. Listening comprehension and reading are the basis for the sound acquisition of a foreign language. Remember that as a child learning your first language, you had lots of time to listen before you attempted to speak. During the learning process, there will be times when your speaking and writing abilities will lag slightly behind the ability to understand; other times, you may be able to express yourself but will have a hard time understanding your interlocutor's answers for a variety of reasons (not knowing the vocabulary, speed of speech, etc.). All of this is normal. Don't be impatient with yourself and keep on practicing.

You cannot expect to acquire native-like competence in a foreign language in one or two years. You *can*, however, expect to be able to communicate with native speakers of Spanish even though you make mistakes. The goal of this course is communicative competence, not oral grammatical perfection. Grammatical perfection in reading and writing (for example in written homework, quizzes and tests), however, is possible and suggested as it will make your understanding of the language easier as time goes by. Therefore, it is recommended that, although we will not do **drill exercises** in class, you should spend time learning and memorizing the vocabulary and verbal forms covered in class. This class will use reading and writing activities to enhance your grasp of vocabulary and to provide you with opportunities to express yourself in Spanish.

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### Special needs

Services for Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students based on appropriate documentation, nature of disability, and academic need in order to ensure equal access and opportunity to pursue their educational goals. In order to initiate services, students must submit medical or professional documentation to SSWD, Lassen 1008, (916) 278-6955. See details in the SSWD webpage at <http://www.csus.edu/sswd/>.

\*\*\*\* Before course accommodations can be made, a student needs to request accommodation to SSWD and provide a letter from SSWD to the instructor.

Please discuss your accommodations needs with me during my office hours **early in the semester**.

\*\*\*\* **Note: All dates and assignments are subject to change. I will announce the changes in class. If you miss class, your best bet for a quick response is to contact a classmate before the following class by phone, or e-mail.**

Information of 3 classmates to contact in case you are absent:

Name	e-mail and/or phone #

**ATTENTION:** Classroom time will be devoted almost solely to activities that will allow you to practice your skills of understanding and interacting in Spanish. Classroom time will generally not be spent doing grammar drills, translating, or listening to lengthy explanations of grammar. If you feel you need to be drilled more extensively in grammar, use the *Dos mundos* website and Interactive CD-ROM at home.

You may also wish to consider meeting with a tutor on a weekly basis in Mariposa Hall. There is a **free tutorial service** available to students of foreign languages. A list of tutors and available times will be posted in the office of the Department of Foreign Languages in Mariposa 2051 and on the Foreign Language web page (<http://www.csus.edu/fl/tutors.htm>) by the second week of the semester. It is the responsibility of the student to seek any extra assistance that is needed for success in this class.

### KEEP A RECORD OF YOUR GRADES (*calificaciones*)

	Calificación	Calificación X %**	Points
Examen 1 (15%)			
Examen 2 (15%)			
Examen 3 (15%)			
<b>HWK (25%) *</b>			
Interview 1 (5%)			
Final Exam: Interview 2 (15%)			
Att. and Participation (10%)			
TOTAL de 100 puntos			→

\* Record all homework. You may need to use another piece of paper. Get an average (add them and divide by the total number of homework). Write the average under "Calificación".

\*\* Multiply what you get in "Calificación" by the % and write the answer in "Points".

The total maximum points you will accumulate for the semester is 100. As the semester progresses, you may calculate how many points you have accumulated at any point.

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\*\*\*\* Note: All dates and assignments are subject to change. I will announce the changes in class. Remember that if you miss class, your best bet for a quick response is to contact a classmate before the following class by phone, OR e-mail.

### SPAN 1B Course Outline (Tentative)

Day	Material <u>en clase</u>	Leer 'páginas blancas' y <u>Preparar</u> ejercicios de Actividades <u>en casa</u>	Estudiar 'Grammar' y hacer tarea en SacCT: ejercicios y OP OP = Oral proficiency (14-page pck.)
<b>Week 1 – enero</b>			<b>These are due the following day</b>
lunes - 1/23	Introducción, repaso de SPAN1A Paso A, B,C,Capítulos 1, 2, 3 y 4 EXAMEN DIAGNOSTICO		<b>Print following and bring everyday!!!!:</b> 1. SPAN 1A-Review Handout (6 pages). 2. SPAN 1A-notes -Power Point 3. ORAL Proficiencies-Capítulo 1 al 9
martes - 1/24	Introducción, repaso de SPAN1A: Paso A, B,C Handout “SPAN 1A-Repaso”		
miércoles - 1/25 -	<b>Webonline day</b>		<b>PASO A, B y C- Voc Flashcards; Voc quiz</b>
jueves - 1/26	Introducción, repaso de SPAN1A: Capítulo 1. Handout “SPAN 1A-Repaso”		<b>OP p 1</b> (start in class- to turn in on 1/26) <b>OP p 2: cap 1</b> (due 1/30) ***Practice in class.
<b>Week 2 – febrero</b>			
lunes – 1/30	Introducción, repaso de SPAN1A: Capítulo 2. Handout “SPAN 1A-Repaso”		<b>OP p 3: cap 2</b> (start in class- to turn in on 1/31) <b>OP p 4: cap 2</b> (due 1/31) ***Practice in class.
martes - 1/31	Introducción, repaso de SPAN1A: Capítulo 2 y 3. Handout “SPAN 1A-Repaso”		<b>OP p 5: cap 3</b> (due 2/2) ***Practice in class.
miércoles - 2/1	<b>Webonline day</b>		<b>Cap 1 y 2- Voc Flashcards; Voc quiz</b>
jueves - 2/2	Introducción, repaso de SPAN1A: Capítulo 3. Handout “SPAN 1A-Repaso”		<b>OP p 6: cap 3</b> (due 2/6) ***Practice in class.
<b>Week 3 – febrero</b>			
lunes - 2/6	Introducción, repaso de SPAN1A: Capítulo 3 y 4. Handout “SPAN 1A-Repaso”, p. 6 (cap. 4)		<b>OP p 7: cap 4</b> (due 2/7) ***Practice in class.
martes - 2/7	Introducción, repaso de SPAN1A Paso A, B,C,Capítulos 1, 2, 3 y 4		<b>OP p 8: cap 4</b> (due 2/9) ***Practice in class.
miércoles - 2/8	<b>Webonline day</b>	<b>Lectura;</b> Work on Handout for Review	<b>Cap 3 y 4- Voc Flashcards; Voc quiz</b>
jueves - 2/9	Cap. 5	Act. en la clase de español, p. 186-189, Act. 1,2, 3, 4,5	<b>OP p 9: cap 5</b> (due 2/13) ***Practice in class. 5.1, p. 206-208 y ejs. 1 y 2 (NO)
<b>Week 4 – febrero</b>			
lunes - 2/13	Cap. 5	Las habilidades, p. 191-193, Act. 6, 7 y 8	<b>OP p 10: cap 5</b> (turn in on 2/14); 5.2, p. 208-209 y ejs. 3 y 4 (due 2/14 in SacCT)
martes - 2/14	Cap. 5	Las carreras y las act. de trabajo, p. 193-198, Act. 9, 10, 11	5.3, p. 209 a 211 ejs.5 y 6 (due 2/15 in SacCT)
miércoles - 2/15	<b>Webonline day-2 pairs Interview 1</b>		<b>Cap 5- Voc Flashcards; Vocabulario Audio;</b> <b>Voc quiz: Las profesiones;</b> <b>Listening: c. 5 Los amigos animados</b>
jueves - 2/16		Las carreras y las act. de trabajo, Act. 12, 13,14, p. 196-197	5.4 , p.211 y 212 y ejs. 7 y 8 (due 2/20 in SacCT)
<b>Week 5 – febrero</b>			
lunes - 2/20	Cap. 5		<b>Reading and quiz: El Día de los Muertos</b>
martes - 2/21	Cap. 5	Repasar cap 5. <b>Estudien para Examen 1</b>	
miércoles - 2/22	<b>Webonline day-2 pairs Interview 1</b>		Review SacCT activities (flashcards, vocabulary, grammar, etc.) for capítulo 5; <b>Other activities TBA</b>
jueves - 2/23	<b>Examen 1 (Cap. 5) – in class</b>		

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<b>Week 6 – marzo</b>			
lunes – 2/27	Cap. 6	El vecindario y la casa, p. 216 a 220, Act. 1, 2, 3, 4	6.1, p. 236-238 y ejs. 1, 2 (due 2/28 in SacCT) <b>OP p 11: cap 6. pretérito regulares</b> (turn in on 2/28)
martes - 2/28	Cap. 6	El vecindario y la casa, p. 216 a 220, Act. 5 y 6	6.2, p. 238-239 y ejs. 3, 4 (due 2/29 in SacCT)
miércoles- 2/29	<b>Webonline day-2 pairs Interview 1</b>	Las act. en la casa, p. 222-224, Act. 7, 8 y 9;	<b>Cap 6- Voc Flashcards; Vocabulario Audio; Voc quiz: Las actividades en la casa; print handouts;</b>
jueves - 3/1	Cap 6	Las Act. con los amigos, p. 225-226, Act. 10 y 11; Lectura: Las posadas, p. 228;	6.3, p. 239-240 y ejs.5 y 6 (due 3/5 in SacCT)
<b>Week 7 - marzo</b>			
lunes - 3/5	Cap 6	Las Act. con los amigos, p. 226-227, Act. 12, 13	6.4, p. 241-242 y ej 7 (due 3/6 in SacCT); <b>OP p 12: saber y conocer</b> (turn in on 3/6)
martes - 3/6	Cap. 6	Las presentaciones, p. 229-230, Act. 14 y 15.	6.5, p. 242-243 y ej 8 (due 3/7 in SacCT)
miércoles - 3/7	<b>Webonline day-2 pairs Interview 1</b>		<b>Listening: c. 6 Los amigos animados; cap 6. Grammar Flashcards (verbos pretérito)</b>
jueves - 3/8	Cap. 6- Cap. 7 (comenzar)	Mis experiencias, p. 246-248, Act. 1, 2	7.1, p.264-267; ejs. 1, 2 y 3 (due 3/12 in SacCT) <b>OP p 13: más pretérito-2</b> (turn in on 3/12)
<b>Week 8 – marzo</b>			
lunes - 3/12	Cap. 7		Review SacCT activities (vocabulary, grammar, etc.) for capítulo 5; <b>Other activities TBA</b>
martes - 3/13	Cap. 7		7.5, Hace (ago) p. 273 y ejs. 9 y 10 (en clase)
miércoles 3/14	<b>Webonline day-2 pairs Interview 1</b>	Repasar Cap.6 y 7. <b>Estudien para Examen 2</b>	<b>Cap 7- Vocabulario Audio; Reading and quiz: -Machu Picchu; cap 6. Grammar Flashcards (verbos pretérito)</b>
jueves - 3/15	<b>Examen 2 (caps. 6 y 7) –in class</b>		
<b>March 19-25</b>	<b>SPRING BREAK</b>		
<b>Week 9 – marzo</b>			
lunes - 3/26	<b>2. Cap. 8 (comenzar)-Repaso: Present Tense **** Bring Handout “SPAN 1A-Repaso”</b>	Las comidas, las bebidas y la nutrición, p. 276-279, Act. 1, 2, 3	
martes - 3/27	<b>***Review Present Tense/Regular Preterite; Cap 8 (PRETERITO)</b>	Las comidas, las bebidas y la nutrición, p. 280-282, Act. 4, 5 y 6; <b>FS: Las comidas, etc.</b>	<b>***Review Present Tense/Preterite in SacCT (TBA);</b> 8.1, p. 299-301 y ej. 1 y 2 (due 3/28 in SacCT); 8.2, p. 301-303 y ejs. 3 y 4 (due 3/28 in SacCT)
miércoles - 3/28	<b>Webonline day-2 pairs Interview 1</b>		<b>Cap 6. Grammar Flashcards (pretérito regular); SPAN 1A: Grammar Flashcards (presente)</b>
jueves - 3/29	3.Cap 8 (PRETERITO)	La compra y la preparación de la comida, p. 283-287, Act. 7, 8, 9	8.3, p. 303-305 y ejs. 5 y 6 (due 4/2 in SacCT)
<b>Week 10 – abril</b>			
lunes - 4/2	4. Cap. 8	La compra y la preparación de la comida, p. 283-287, Act. 10, 11, y 12;	8.4, p. 306 y ej. 7 (due 4/3 in SacCT);
martes - 4/3	5. Verbos IRREGULARES	Mis experiencias, p. 246-248, Act. 3 y 4 Las experiencias con los demás p.250 a 253, Act. 5, 6, 7	7.2: p.267 a 270 y ejs. 4, 5, 6 (due 4/4 in SacCT) <b>IRREGULAR verbs !!!</b> 7.3, p. 270-271 y ej. 7 (due 4/4 in SacCT)
miércoles- 4/4	<b>Webonline day-2 pairs Interview 1</b>		<b>Other Activities TBA</b>
jueves - 4/5	6. Cap 7 y Cap 8	Las experiencias con los demás p.250 a 253, Act. 8, 9, 10 y 11	7.4, p. 272-273 y ej. 8 (due 4/9 in SacCT)



## Study and do the homework EVERY DAY!

<b>Week 11 – abril</b>			
lunes - 4/9	7. Cap. 8	Los restaurantes, p. 288-290, Act. 13, 14, 15	8.5, p. 307-309 y ej. 8 (due 4/10 in SacCT); <b>OP p 15: comida</b> (turn in on 4/10) *** All tenses****
martes - 4/10	Cap. 8 - <b>Presentación: preparar comida (4 grupos de 5 personas)</b>		
miércoles - 4/11	<b>Webonline day-2 pairs Interview 1</b>		<b>Cap 8- Voc Flashcards; Vocabulario Audio; Voc quiz (cap 8): Las comidas y las bebidas; La preparación de la comida</b>
jueves - 4/12	Cap. 8 - <b>Presentación: preparar comida (4 grupos de 5 personas)</b>	Lectura: Comida y palabras, p. 278	
<b>Week 12 – abril</b>			
lunes - 4/16	Cap. 9	La familia y los parientes, p. 312-313, Act. 1, 2 y 3	
martes - 4/17	Cap. 9	Lectura: Carlos Santana, p. 316 La niñez, p.313-317, Act. 6 y 7	
miércoles - 4/18	<b>Webonline day-2 pairs Interview 1</b>		<b>Listening: Your background before becoming a student; Other Activities TBA</b>
jueves - 4/19	Cap. 9	La niñez, p.315-318, Act. 8 y 9	9.3, p. 331-333 y ejs. 5 y (due 4/23 in SacCT); ej. 6 in class
<b>Week 13 – abril</b>			
lunes - 4/23	Cap. 9	La juventud, p. 320-322, Act. 10, 11	<b>OP p 16: imperfecto</b> (turn in on 4/24)
martes - 4/24	Cap. 9	La juventud, p. 320-322, Act. 12 y 13	9.4, 9.5, p. 334-336 y ejs. 7, 8, 9 (due 4/25 in SacCT)
miércoles - 4/25	<b>Webonline day</b>		<b>Other Activities TBA</b>
jueves - 4/26	Cap 9	La familia y los parientes, p. 310-312, Act. 4 y 5	
<b>Week 14 – mayo</b>			
lunes - 4/30	Cap 9 (IMPERFECTO) Review Exam 3 (Final Exam)& Evaluations	Repasar Cap. 8 y 9. <b>Estudien para Examen 3</b>	Final Interview: OP's TBA
martes - 5/1	<b>Examen 3 (cap. 8 y 9) – in class</b>		
miércoles - 5/2	<b>Webonline day</b>		
jueves - 5/3	Examen Final: Entrevista		
<b>Week 15 – mayo</b>			
lunes - 5/7	Examen Final: Entrevista		
martes - 5/8	Examen Final: Entrevista		
miércoles - 5/9	Examen Final: Entrevista		
jueves - 5/10	Examen Final: Entrevista		
<b>Week 16 – mayo</b>			
Section 2: 5/18 - 3-5 pm	Examen Final: Entrevista		

**Study and do the homework EVERY DAY!**

## Study and do the homework EVERY DAY!

IMPORTANT: answer the questions and complete all information in this page. Turn it in no later than Thursday January 26th, 2012 in order to receive a grade in this quiz.

Spring 2012

Spanish 1B: Elementary Spanish, 4 units

Quiz 1 \_\_\_\_\_

Name \_\_\_\_\_ Section: \_\_\_\_\_

1. Briefly explain each of the 6 points in the "guidelines" to turn in homework.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

2. What is the policy for late homework?

\_\_\_\_\_

3. What is the "attendance policy"? How many absences are you allowed per semester without affecting your grade?

\_\_\_\_\_

4. What is an administrative drop?

\_\_\_\_\_

5. How many absences are you allowed before you receive an automatic "WU" or "F" grade?

\_\_\_\_\_

6. What is the "make-up policy"?

\_\_\_\_\_

7. What are the "oral proficiencies"?

\_\_\_\_\_

8. Who are you supposed to contact **first** if you miss class? How?

\_\_\_\_\_

I, \_\_\_\_\_, acknowledge that I have read and understood the syllabus for SPAN 1B with Professor María Mayberry.

Signature \_\_\_\_\_

Date \_\_\_\_\_