

UNIVERSITY OF ARIZONA

DEPT. OF SPANISH AND PORTUGUESE

ESPAÑOL 251 Sección _____ Primavera 2009	Instructor: _____ E-mail: _____ Office: _____ Office hours: _____
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Computer-assisted Spanish class and culture project using *Atajo*, word processing, and the World Wide Web.

I. SPANISH 251 SYLLABUS & COURSE PACKET

TEXTS REQUIRED:

- *Spanish Composition Through Literature*, Ayllón, Smith and Murillo (Fourth Edition)
- *Manual de Gramática*, (Atajo required) Dozier and Iguina (4th edition)
- A good full-sized bilingual Spanish-English dictionary (such as Collins, Cuyás, Williams, Larouse, etc. The Univ. of Chicago dictionary is NOT acceptable, nor is any pocket-sized dictionary).

GRADES:

Activity	% of grade	Notes / cautions
COMPOSITIONS	25%	Includes all Four writings Due on day assigned or no credit
CARTAS	10%	Includes all cartas (Blue Book) Due on day assigned or no credit
ORAL PERFORMANCE	15%	Includes Active Oral Participation during class discussions, group activities, etc.
READING PREPARATION ASSIGNMENTS	10%	Reading Preparation Assignments (RPA), homework, etc.
IN-CLASS THEMES AND TEST #1	15%	Dictionaries are not to be used during the exams
D2L QUIZZES at home	5%	On line quizzes
Portfolio	5%	Portfolio organization
FINAL EXAM	15%	No Make-up unless you have an official conflict with other exam(s)

GRADING SCALE:

90 - 100 = A	80 - 89 = B	70 - 79 = C	61 - 69 = D	60 or below = F
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COURSE OBJETIVES AND DESCRIPTION:

This course is designed to improve your reading and writing strategies using **word processing**, with a major emphasis on composition through literature analysis. This class will also provide you with tools to think critically and analytically about what you read and how you write. These skills and tools are basically the same in any language; we will be using Spanish. In order to maximize your ability to apply these skills and use these tools in Spanish, we will also focus on specific points of grammar and vocabulary particular to that language.

Course activities are center around reading short selections, writing, reconsidering, rewriting, rewriting again. Rather than work at writing as a one-shot attack, we will instead approach it as a process. The amount of care you dedicate to your writing will be directly proportional to the improvement that you (and I) observe in your assignments and your grade. To encourage you to think in careful terms, we will all work together at virtually every step of your major compositions, from outline through drafts to completed essay. Your final grade will be determined by the progression of improvement made from first to final draft. If you blow it the first time (nearly everyone does!), try again. Writing is a skill; regular practice leads to improvement.

Class and Lab. Time is dedicated to trying types of reading on various types of writing, talking and writing about reading, and ways of reading and talking about writing.

You will read what others write in class; others will read what you write as well. In this context, making mistakes, and discovering how to benefit from them accomplish learning. Don't be afraid to make mistakes. All good writers were "poor" writers when they started.

REMINDERS:

1. There are two parts to good writing about texts: *assertions* and *evidence*. Always include both parts in your writing: *assertions* are your ideas and opinions; *evidence* consists of elements in the text upon which you based your valid assertions.

2. The most difficult writing problem you will have is English. When you write for this course, please, "*piensa en español*". Translated writing smells like translation without years of study. I have a good nose. If you have an idea and you don't know how to say it in Spanish, say it another way. Find a way (there is always a way!). Ask me or ask your colleagues. Do NOT ask just any native speaker. As with English speakers, not every Spanish speakers his/her own language well!

3. Limit your dictionary usage. You will be learning new vocabulary everyday. When you use a word for the first time, underline it so I am aware it's a new word for you. You will be keeping a Cartas journal in a blue book. You also need to make a list of all the new words you have learned this semester, which will be added to your portfolio. **Learn your new words**. You are expected to incorporate them in subsequent writings and in your tests. This may make the difference between an A and a B.

COURSE CONTENT WARNING:

Since we are dealing with a different culture, some materials (e.g. movies, readings, etc.) may appear offensive to some of you. Your instructor will attempt to explain the cultural ideology behind things you may feel offended by. Be aware that the violence and/or graphic materials in movies may include scenes that might make you feel uncomfortable. During the days scheduled for the movie screenings, you are welcome to close your eyes, turn away, or leave the classroom during those particular scenes. However, if you decide to leave, you will have to complete an alternative assignment.

COURSE REQUIREMENTS

I. Assignments: Work must be in my hands at the beginning of the class the day it is due in order to receive full credit for it. **This includes all grammar exercises assigned as homework and all Reading Preparation Assignments (RPA).** If you are not in class send in your work with someone else. **There is NO partial credit given for anything;** there are NO MAKE-UPS allowed on anything without a medical excuse or previous notification; there are NO extra credit projects to help you bring up your grade. Dedicate your attention to doing your assignments to the best of your ability and on time. Plan on writing between 300-550 words for each of the major compositions, and anywhere from 75-150 for the short preparatory paragraphs usually done in class and with a partner.

READING PREPARATION ASSIGNMENTS. RPA's will be handed in at the beginning of class on the days indicated on the course calendar. To complete the Reading Preparation Assignments you must read and analyze the designated literary reading, write out the answers to the assigned Cuestionario: Contenido & Interpretación questions. Make sure you have read and analyzed the designated reading assignment before you come to class and write the correct answers to the assigned questions.

II. ATTENDANCE: Regular class attendance is essential for successful completion of the course. With the exception of days scheduled for tests, quizzes, and compositions, you may miss three (3) classes for any reason, personal, medical, etc. **PLEASE NOTE: each day you are absent you will automatically receive a grade of zero "0" for your Oral Proficiency grade that day.** The fourth (4th) absence and every subsequent absence after that for whatever reason: personal, religious, medical, family emergency, etc. will result in the loss of two percentage points off each absence from the Final Overall Course Grade. Use these three allowed absences wisely! **Two late arrivals by more than 5 minutes will equal one absence.** After a total of ten absences, your instructor will refuse your admittance to the class and choose to administratively drop you. If you stop attending class, however, it is your responsibility to drop the class. If you wish to make up any work due to an absence, you must notify your instructor within an hour of class time, either before or after, and you must provide appropriate documentation. You may not miss any scheduled tests and in-class compositions. The use of cell phones or any electronic devices are prohibited during class and exams, unless you get prior approval from your instructor due to an emergency.

D2L QUIZZES (5%): This section includes all announced D2L QUIZZES or any unannounced quizzes that the instructor chooses to give at the <http://www.d2l.arizona.edu> web-site or during class. The quizzes may be for listening comprehension, reading comprehension, grammar, vocabulary, or culture. **NO D2L QUIZ MAY BE MADE UP FOR ANY REASON.** If you experience any technical difficulties while attempting to complete your D2L quizzes you should fill out a "**Report a Problem**" form immediately at <http://help.d2l.arizona.edu> and complete the form with as much detail as possible, explaining the problem you are having. Your instructor is not responsible for maintaining the D2L system, therefore he/she is unable to help you with any technical and/or schedule problems you may encounter.

ON-LINE VIRTUAL SPANISH TUTORING: The Department of Spanish and Portuguese offers *Virtual Office Hours* using a system call *Breeze* where students can reach any instructor in the Spanish and Portuguese Department and receive instant feedback. This site offers a window of 50+ hours a week of on-line tutoring so students have the opportunity to ask questions regarding language and culture to any Spanish instructor without being on campus. Please follow the link from your **Desire 2 Learn (D2L)** page to this site.

Please Note:

1. "All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion"
2. "Absences pre-approved by the Dean of Students (or dean's designee) will be honored"
3. If your class only meets twice a week you will accumulate 2 absences every time you are absent.

III. Portfolios: Class writings may be turned in as a Portfolio, gathered in a binder. Collect all of your work in a portfolio, which will hold updated files, your dialogue "cartas" entries, and all writings including the first draft, second draft and final draft. You must include a grammar exercises section and also a vocabulary lists section. Label each rewrite # 2, # 3, etc. All work MUST BE written type; except in-class activities which may be handwritten. Your portfolio will include your files in the following order:

- 1) **<Curso>**: Syllabus.
- 2) **<Tarea & Grammar>**:
 - A) Will contain only assignments submitted for teacher review and graded. Assignments may be from the textbook or other exercises given to you.
 - B) You must include ALL grammar exercises assigned in Spanish Composition Through Literature.
- 3) **<Compositions>**: All Compositions in final form, all writing drafts and works in progress are saved here.
4. **<Reading Preparation Assignments>**: RPA's will be handed in **at the beginning of class** on the days indicated on the course calendar. To complete the Reading Preparation Assignments you must read and analyze the designated reading assignment and write out the answers to the assigned Cuestionario: Contenido & Interpretación y estilo questions.

5) <Práctica>: A storage site for special exercises created by the teacher throughout the semester. You must include ALL grammar exercises assigned in Manual de gramática, and reading exercises. Newly created exercises can be added at any time to meet class's needs. (In class exercises not reviewed by your instructor)

6) <Cartas>: A form of "dialogue journal" written at least once every two weeks, preferably more. You will respond to the first communiqué (Carta) that I write to you with personal comments and observations. From then on you will write to one classmate as assigned by your instructor. You can write in any format you like (letter, essay, random observations- minimum three to four paragraphs) on any topic you like. These writings are completely private, the content of the letters will not be revealed to anyone else in the group. These writings will NOT be corrected unless you specifically ask for it. **Write about anything, in Spanish.** The objective is to give you contact with written Spanish and to carry on a private dialogue with your classmate. Write double-spaced about anything, underlining the new words you use. You'll read and write an entry every two weeks or so. Start tonight. Don't expect to write something later and receive back credit for it. Also, don't expect to write all 7 entries during the last week to get credit for them. **At the end of the semester, you will be given a global grade for**

your overall improvement in complexity and accuracy.

7) <Léxico>: Keep all new words in this section. When you write down your words, always group them by context. Put all nouns in one area, all adjectives in another, all adjectives related to physical descriptions in another, etc. Grouping words in this way is called "clustering," and aids in FL retention.

8) **ORAL PERFORMANCE** (20%): An Oral Performance grade is given for your performance, not for your potential or effort alone. You are expected to attend and to participate. Above-average and outstanding performance warrants a B or an A. Your proficiency grade includes your contribution in Spanish in regular sessions and active participation in Spanish in small group activities. If you are in class, but are **not** prepared and/or do **not** participate, you will receive a 0 for the day. Your proficiency will be assessed every day, although you will only receive an averaged grade once every two weeks. This takes into consideration but is not limited to: 1) how much you use Spanish, 2) how well you use Spanish, 3) your preparation for class, 4) your cooperation and leadership in pair and group work, and 5) your respect and attitude towards the class, your peers and your instructor.

The use of English: You must try to express your questions in Spanish. If that attempt is unsuccessful then you must ask permission **in Spanish** to speak English. In group work you will be expected to speak in Spanish the entire time. Even if you finish

the assigned activity before the rest of the class, continue to speak in Spanish in your group.

IMPORTANT!!! This course has been designed specifically for foreign language learners of Spanish. If you are a heritage or native speaker of the language (i.e. you have been exposed to Spanish outside the classroom), the Spanish and Portuguese Department offers courses that will better meet your learning needs. Please contact the director of the Spanish for heritage learners program immediately at 621-3379 to find out more information about these classes.

IMPORTANT DATES	
<p>D2L Quizzes ON LINE</p> <p>01/30 Quiz D2L #1 02/6 Quiz D2L #2 02/20 Quiz D2L #3 02/27 Quiz D2L #4 03/27 Quiz D2L #5 04/20 Quiz D2L #6 05/01 Quiz D2L #7</p> <p>MOVIES</p> <p>02/09, 11 & 13 <i>La casa de los espíritus</i> 04/15, 17, 20 & 22 <i>Como agua para chocolate</i></p>	<p>01/14 Writing #1 in class 01/30 Writing #2 in class 02/20 Writing #3 in class 03/27 Writing #4 in class 05/01 Portfolios due</p> <p>EXAMS:</p> <p>03/04 Exam #1 05/08 Final Exam 5:00-7:00 pm</p>

ORAL PERFORMANCE EVALUATION:

10 pts The "A" TO A-Student:

- 1) initiates and maintains interaction with students and instructor from the moment s/he walks into the classroom
- 2) shows leadership in group activities
- 3) never uses English in discussions and group activities
- 4) asks questions only in Spanish
- 5) is always prepared and demonstrates a minimum of errors
- 6) attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

9 pts The "B+ Student

- 1) maintains interaction with students and instructor
- 2) rarely uses English in and only if has asked permission
- 3) always prepared for class
- 4) has few errors
- 5) voluntarily elaborates on answers with connected sentences

8 pts The "B" Student:

- 1) shows willingness to participate
- 2) cooperates fully in discussions and group activities although may not necessarily be the leader
- 3) answers readily when called upon and has few errors
- 4) elaborates somewhat on answers; more than three-word answers
- 5) occasionally resorts to English after asking permission in Spanish

7 pts The "C" Student:

- 1) participates more passively than actively
- 2) tends to use English, especially in small group activities
- 3) gives one to three word answers
- 4) is frequently not well prepared

6 pts The "D" Student:

- 1) participates grudgingly
- 2) speaks mostly English in discussions and small group activities
- 3) generally does not cooperate in group activities
- 4) has many errors, makes no effort to correct

5-0 pts The "F" Student:

- 1) unable to answer when called upon in class; obviously unprepared
- 2) is disruptive, prevents other students from hearing, etc.
- 3) rarely participates in activities
- 4) is disrespectful of other students and instructor
- 5) Negative attitude. Refuses to answer questions; constantly speaks in English; almost never uses Spanish
- 6) Uses cell phone or is texting during class

****7) Anytime you are absent (obviously unable to participate) you will automatically receive a grade of zero "0" for your Oral Proficiency grade that day. Be aware that a grade of "0" will affect your overall Oral Proficiency average.**

IV. ABOUT YOUR WRITINGS:

1. Presentation: Most writings will be done in class using *Atajo*. ALL drafts and final versions must be TYPED, double-spaced, including the heading, no more than 12 pt font size, with your name, the class number, and the date when the assignment is due at the left corner of the first page, the composition title and the draft number. It should look like this:

First draft:
John Smith
Spanish 251, Sect. 3
30 de Agosto del 2008
Composición # 1
Borrador # 1

Second Draft:
John Smith
Spanish 251, Sect. 3
2 de Septiembre del 2008
Composición # 1
Borrador # 2

You must hand in a hard copy on the day each assignment is due. Staple multiple pages together before coming to class. Always hand in your rough drafts and preparatory work with the final version. Always make a copy of your final version to keep before handing in the original. Remember: everything must be written double spaced and easily read by a person with normal vision. The penalty for non-conformity is NO CREDIT, i.e. a < 0 >.

2. Process writing: Compositions are not handed back corrected. Your compositions will be handed back to you with errors underlined, not corrected and with suggestions about organization and style, not imperatives, in the margins or at the end of the paper. See me about any corrections or suggestions you aren't absolutely sure about, before you hand in your next version. I have office hours; use them and/or make a special appointment to see me. Each composition may be rewritten up to two times. THE FIRST REWRITE --I.E., DRAFT #2-- MUST BE TURNED IN WITHIN TWO (2) CLASS DAYS OF THE DAY THE COMPOSITION WAS FIRST WRITTEN, NO EXCEPTIONS. THE SECOND REWRITE IS DUE WITHIN ONE CLASS DAY AFTER YOU RECEIVE IT BACK FROM YOUR INSTRUCTOR, NO EXCEPTIONS. If in doubt, please verify dates on syllabus. If you are unable to attend class, be sure someone brings it in to your instructor. NO LATE HOMEWORK WILL BE ACCEPTED. You will have class time to prepare some of the materials. For most written samples, the first draft will be written in class (10% of grade). Class time will be devoted to peer revision of your written work (10% of grade) before the final written samples are due. **If you are absent** for the in-class writing or the peer editing, **you will automatically lose those points.** You will turn in the first draft, peer revision sheet or comments, and final draft, which must be typed, double-spaced and stapled.

3. Grading: each composition is graded according to the chart provided at the end of the syllabus. There is also an error list with point values per error. You automatically lose 5 points for each error made in the material covered in the chapter at hand. Please refer to the syllabus for which errors count most heavily for each chapter. You will automatically lose 1 point for each spelling error and 1 point for each accent error, as these are easily checked in the dictionary *prior* to turning in the work. Other errors are scored according to the severity. You will keep an **Error Awareness Chart** throughout the semester. If by mid-semester you are still making the same mistakes you made at the beginning of the semester, you will have more points deducted off the subsequent writings, regardless of what the syllabus may indicate at that point.

4. Proofreading: Typing mistakes are the easiest way to lose points on compositions and the hardest thing for you to spot in your own work. Having someone else read your composition is the best way to solve this problem.

5. Composition Topics: These are the general topics over which you will be writing

1. In class writing about what you did over the Christmas break done the first day of class.
2. La descripción-A detailed description of your best friend or hometown.
3. Ejercicio 6.28 (p. 399) from the Manual de Gramática.
4. La situación actual de la juventud

V. TEST AND FINAL EXAM: During the semester you will have an "in-class theme and test". These will be tests of your progress towards the course goals and they will function as hour tests. You won't be allowed to use your dictionaries during these tests. Roughly one-half of the tests will be devoted to testing literary questions, characters, grammar and vocabulary, based on the exercises in your literary textbook, your grammar textbook and all the material covered in class. The second part of each test will consist of Short questions about the movies, and a written essay. In addition, short grammar quizzes may be given. You may NOT rewrite the essays on the hour tests. The Final Exam will have the same format: Part I grammar, characters, content, vocabulary and Part II written essay, etc.. There is no makeup date for the Final Exam, unless you are scheduled to take three or more exams on the same date. Weddings, trips, oversleeping are not considered justified reasons for missing the exam, and neither I, nor the Spanish Department will entertain them as excuses. If you oversleep, it is better to arrive late than to get a 0 on the final. This is not subject to reconsideration. If there is a medical reason or some other extenuating circumstance, please notify me immediately. Wearing hats and using electronic devices including but not limited to cell phones, pagers and computers are expressly prohibited during any exam.

CODE OF ACADEMIC INTEGRITY

The instructor and the Program Director will initiate an academic integrity case against students suspected of cheating, plagiarizing, or aiding others in dishonest academic behavior. Students are responsible for reading and understanding the Code of Academic Integrity, please refer to <http://dos.web.arizona.edu/uapolicies/cail.html>. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. An example of plagiarism would be to submit a written sample which in part or in whole is not entirely the student's own work without attributing the source. Cheating includes allowing another person to do your work, such as a composition or workbook, and to submit the work under one's own name. **Any work which is submitted for a grade MUST be 100% the student's own work.** Papers turned in where unauthorized or too much help was received will be assigned a grade of zero regardless of the source of the help in question. **The use electronic translators on-line or computerized are prohibited and its use is considered cheating in your Spanish class.** According to the University of Arizona Code of Academic Integrity it is the student's responsibility not to turn in such work. If you are not sure when it is appropriate to seek help, please see your instructor

All instructors shall foster an expectation of academic integrity. If the instructor suspects that a Code of Academic Violation has occurred, he/she must report the violation to the Director of Basic Languages. The instructor and the Director will evaluate the case based upon a

preponderance of the evidence, whether or not the student has committed an act prohibited by the Code. If the evidence supports the finding that the student has engaged in misconduct, the instructor in concordance with the Director of Basic Languages shall impose sanctions after considering the seriousness of the misconduct. **Some sanctions that your instructor may impose are any one of the following or a combination of the following sanctions:**

- A.** Loss of credit for work involved
- B.** Reduction in grade for the entire Spanish course
- C.** Failing grade for the Spanish course
- D.** Disciplinary probation

SIGN UP SHEET (STUDENT COPY)

SIGN UP SHEET. PLEASE KEEP FOR YOUR RECORDS

I, (Print Name) _____, acknowledge that I have read and thoroughly understand the expectations in the Syllabus for my Spanish 251 class. I am aware that I am expected to uphold the Code of Academic Conduct and to abide to all the policies and procedures set by the Department of Spanish and Portuguese.

In addition, I agree that will resort to utilizing my instructor's office hours as needed. Complementary Review sessions for Spanish 102 students before exams will also be available in ILC ROOM 119 (MASTR-Math and Science Tutoring Resource)

Signature: _____ Date: _____

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SIGN UP SHEET. TO BE HANDED IN TO YOUR INSTRUCTOR THE SECOND WEEK OF CLASSES

I, (Print Name) _____, acknowledge that I have read and thoroughly understand the expectations in the Syllabus for my Spanish 251 class. I am aware that I am expected to uphold the Code of Academic Conduct and to abide to all the policies and procedures set by the Department of Spanish and Portuguese.

In addition, I agree that will resort to utilizing my instructor's office hours as needed. Complementary Review sessions for Spanish 102 students before exams will also be available in ILC ROOM 119 (MASTR-Math and Science Tutoring Resource)

Signature: _____ Date: _____

HORARIO DEL CURSO

Entregar = Tarea para entregar al instructor al principio de la clase.

Tarea* = Hacerla la noche anterior para la clase del próximo día.

Repaso** = Estudiar y/o entregar en forma escrita.

Spanish Composition Through Literature= SCTL

Manual de Gramática= M de G

Class Notes= CN

FECHA	CAPITULO Y TEMA	TAREA PARA PREPARAR ANTES DE CLASE REPASO GRAMATICAL
Enero 14	Introducción al curso. Presentaciones. Composición diagnóstica en clase: WR#1 "Una experiencia interesante que tuve". Esta escritura tu profesor la guardará y será corregida por ti mismo al final del semestre.	
Enero 16	Introducción cont. Usos del diccionario Verb subject agreement	(Traer diccionario a clase) Hoja del uso del diccionario: Class notes CN: 21 Manual de Gramática (M de G): P. 12-17 Verb subject agreement Interrogatives Entregar ejercicios:1.11, 1.13 p. 319
Enero 19		MLK Day: No clases
Enero 21	Uso de los acentos	El instructor te dará una Carta que te servirá de ejemplo para tú escribas la primera carta al compañero que hayas elegido. M de G: Acentos p. 17-27 Entregar ejercicios: 1.17, 1.23, 1.24,1.30, & 1.36 p. 320-325 CN p. 30
Enero 23	Cómo utilizar Atajo Cómo conversar en el laboratorio	Using the computer lab. Class meets in ML 510. (Actividad en parejas) CHAT: PRESENTATE A UN COMPAÑERO/A DE CLASE. DESCRIBE CÓMO ERES Y CÓMO ESTÁS VESTIDO HOY.
Enero 26	Pronombres de Objeto Directo Uso de los artículos Unidad 1:	M de G: pp. 67-69 Entregar ejercicios 3.5, 3.6 y 3.7 p. 338 Entrega a tu profesor Sign Up sheet CN: p.13 M de G: Artículos pp. 39-45 Entregar ejercicios: 2.9, 2.10, 2.11 y 2.13 pp.329-330

Enero 28	<i>La siesta del martes</i> p. 2-5 Gabriel García Márquez	Spanish Composition Through Literature (SCTL): <i>La siesta del martes</i> p. 2-5 RPA: Entregar preguntas de Cuestionario & Interpretación y estilo. Léxico: p. 5-14 Entregar práctica A;
Enero 30	Writing #2	WR #2 (<u>La Descripción</u>) in Lab. ML 510 (35 minutos) Describe a tu familia y/o amigos Quiz #1 D2L
Febrero 2	Pronombres de Objeto Indirecto	M de G: pp. 70-71 Entregar ejercicios: 3.9, 3.10, 3.14 y 3.15 pp. 339-341 Intercambiar carta #1 (w/student assigned by the instructor)
Febrero 4	Capítulo 2 <i>La casa de los espíritus</i> Isabel Allende Ser y estar	SCTL: Leer <i>La casa de los espíritus</i> p. 25-30 RPA: Entregar preguntas de Cuestionario & Interpretación y estilo. Léxico: p. 30-40 Entregar práctica A; CN p. 57 & 58 SCTL: Repaso gramatical English to be: Ser/estar p 16-23. Entregar ejercicios Practica A, B & D M de G: Ser y Estar pp. 268-277 Entregar ejercicios: 7.1,7.3,7.5,7.7 p.439-441
Febrero 6	Repaso gramatical: Ser/estar	CN pp. 48, 49 y 50 SCTL: Repaso gramatical: Literal and figurative use of "ser & "estar" p. 43-52. Entregar práctica A & B Intercambiar carta #2 Quiz #2 D2L
Febrero 9, 11 y 13	Película: <i>La casa de los espíritus</i> Discusión general de preguntas sobre la película CN pp. 33+	
Febrero 16	<i>La familia</i> p.52-56 Carlos Fuentes	SCTL: Leer <i>La familia</i> pp. 52-56 RPA: Entregar preguntas de Cuestionario Contenido & Interpretación y estilo pp.56-57 Léxico: pp. 57-69 Entregar práctica A SCTL: Repaso gramatical presente, pretérito e imperfecto. pp. 70- 73

Febrero 18	<i>La familia cont.</i>	SCTL: Repaso gramatical: Futuro & condicional. pp. 75-76 M de G: Condicional pp. 209-211. Entregar ejercicios 6.24 & 6.25 pp. 414-415. M de G: Pretérito e Imperfecto 165-168, 189-199 Entregar ejercicios: 5.11 & 5.16 pp. 380-384. Revisión de Writing #2-Entregar la versión final
Febrero 20	<i>Escritura # 3</i> <i>Eje. 6.28 M de G</i>	Writing #3 Eje. 6.28 M de G p. 416 Errores Contados: #, G, Prn, W, Voc. Quiz #3 D2L
Febrero 23	<i>La familia cont.</i>	M de G: Ejercicio 6.4 pp. 406-407 Entregar ejercicios: El pasado 6.10, 6.14, 6.15 y 6.16 pp. 409-411. M de G: Condicional 171, 209-211 Entregar ejercicios: 5.24 p. 388, 6.27 p.415 Intercambiar carta #3
Febrero 25	<i>Viaje a la Alcarria</i> Camilo José Cela	SCTL: <i>Viaje a la Alcarria</i> p. 81-84. RPA: Entregar preguntas de Cuestionario & Interpretación y estilo. Léxico: pp. 85-95: Entregar práctica A M de G: Por/para pp. 126-129. Trae un chiste (no ofensivo) a la clase. Analiza, en parejas, el uso del <i>pretérito</i> y del <i>imperfecto</i> o del <i>futuro</i> y <i>condicional</i> . Discutir el tema en grupos: ¿Es igual la manera en que se interpreta el humor en español e inglés? Explica.
Febrero 27	Revisión de Writing #3	Peer Edit y revisar Writing #3 y entregar la version final. Chatear con compañeros de clase. CN: 85-86 Quiz #4 D2L
Marzo 2	Repaso general de literatura y gramática.	Lecturas; por/ para, presente, pretérito/imperfecto, ser/estar, acentos, artículos, futuro, condicional, etc.
Marzo 4	***Examen #1***	
Marzo 6	Gramática	SCTL: Participio pasado, presente perfecto, expresiones con tiempo, etc. pp. 96-105; CN: pp. , 62 y 68 Entregar práctica A, B & D pp. 103-104
Marzo 9	Gramática	M de G: Conjunciones 150-152 entregar 4.31 & 4.34 pp. 367-368 Intercambiar carta #4

Marzo 11 & 13	Capítulo 5 <i>Nada</i> Carmen Laforet	SCTL: <i>Nada</i> p. 107- 110. RPA: Entregar preguntas de Cuestionario & Interpretación y estilo. Léxico: p. 110- 123. Entregar práctica A; CN: p. 102
Marzo 14 - 22	SPRING BREAK	
Marzo 23	Capítulo 5 En grupo: Hoja de errores comunes II	SCTL: Repaso gramatical el infinitivo, gerundio, presente participio, reflexivos, etc. pp. 123-135 Entregar práctica A & B; CN: p. 63 & Intercambiar carta #5
Marzo 25	Capítulo 5: <i>La ciudad y los perros</i> Mario Vargas Losa	SCTL: <i>La ciudad y los perros</i> pp. 136-139. RPA: Entregar preguntas de Cuestionario & Interpretación y estilo. Léxico: pp. 139- 151. Entregar práctica A; CN: p. 90
Marzo 27	WR #4 La situación actual de la juventud (in Lab. ML 510) Comparar y contrastar con lectura de <i>Nada</i> Importante: octubre 31 Quiz #5 D2L	
Marzo 30 Abril 1	Capítulo 5: Gramática	SCTL: Repaso gramatical Subjuntivo p 153-162. Entregar práctica A, B & D; SCTL: <i>La rama seca</i> pp. 163-166 RPA: Entregar preguntas de Cuestionario & Interpretación y estilo. Léxico: p. 168-78. Entregar práctica A.
Abril 03	Capítulo 7 La rama seca Ana María Matute	CN: pp. 112-117 Revisión de Writing #4 en laboratorio
Abril 06 & 08	Capítulo 7	SCTL: Repaso gramatical Subjuntivo II p. 179-187. Entregar práctica A, B & D. M de G: Subjuntivo pp. 173-178, 212-222. Entregar ejercicios: 5.28-5.33 pp. 389-392 & 6.29 p. 417 SCTL: Subjuntivo III P. 210-223 Entregar A; CN: p. 118 & Intercambiar carta #6
Abril 10 & 13	Capítulo 8 <i>Como agua para chocolate</i> Laura Esquivel	SCTL: <i>Como agua para chocolate</i> p. 220-224. RPA: Entregar preguntas de Cuestionario & Interpretación y estilo. Léxico: p.225-236. Entregar práctica A.
Abril 15, 17, 20 & 22	Película: <i>Como agua para chocolate</i>	Contestar preguntas sobre la película: <i>Como agua para chocolate</i> CN: pp.39, 35+ Importante: Abril 20 -Quiz #6 D2L

Abril 24, 27 & 29	Capítulo 8 Gramática	SCTL: Repaso gramatical Adjetivos p. 237-245. Entregar práctica A & B Subjuntivo III p. 206-217 Entregar A; CN p. 58 Intercambiar carta #7
Abril 24	Tu profesor te entregará tu WR #1 que deberás corregir y entregar durante la clase.	
Mayo 01 & 04	Quiz #7 D2L Práctica para examen final & http://www.quia.com/cb/32331.html	
Mayo 01 & 04	Repaso de Subjuntivo. Repaso general de técnicas de lectura y escritura Entregar portafolio: <u>Todas</u> las escrituras y cartas deben estar en su sitio.	
Mayo 06	Discusión y repaso para el examen final.	
Mayo 08	** SPANISH 251 FINAL EXAM WILL BE MAY 8th, 2009 FROM 5:00-7:00 PM ** THE LOCATION TO BE ANNOUNCED BY YOUR INSTRUCTOR.	

**** SPANISH 251 FINAL EXAM WILL BE
FRIDAY, MAY 8th, 2009, FROM 5:00 - 7:00 PM **
YOUR INSTRUCTOR WILL ANNOUNCE THE LOCATION.**

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