



## SPANISH 103 SYLLABUS

Fall 2015

Instructor: \_\_\_\_\_

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Office Hours: \_\_\_\_\_

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\_\_\_\_\_ Telephone number: \_\_\_\_\_

**COURSE DESCRIPTION AND OBJECTIVES:** Welcome to Spanish 103. This course is designed to re-introduce you to the Spanish language through theme-based units that will provide a meaningful context for the purpose of communicating. The four basic skills (listening, reading, speaking and writing) will be developed during the semester through practice and the application of specific learning strategies. In this course we will also explore some of the many facets of Hispanic culture in order to facilitate authentic communication. In order to ensure that you **receive credit** for this course, confirm that you were **placed** into Spanish **103** and **not** a higher level. If you have doubts about your situation speak with your instructor **immediately**.

### **REQUIRED MATERIALS:**

- 1) *Aventuras* (Fourth Edition): Choice of two: ISBN: 978-1-61857-660-6. **or** ISBN: 978-1-61857-639-2 They are the same book, but one is loose-leaf, and one is hardcover; you may purchase whichever you prefer. The book is packaged with the supersite plus code. You can purchase the book at a campus bookstore or you may go directly to Vista Higher Learning <http://vistahigherlearning.com/store/umichigan.htm/> BE SURE to compare prices between the bookstores and this site.
- 2) *Aventuras* **supersite plus code**, this comes with the book.
- 3) *Blue/Green* books for journal writing (available at bookstores)

### **OPTIONAL:**

- *English Grammar for Students of Spanish*. Emily Spinelli, The Olivia and Hill Press.
- Spanish/English dictionary, paper version. Your instructor will inform you if they allow you to use your phone to look up words.

### **IMPORTANT INFORMATION:**

- If you are registered for a Spanish 103 class, you must attend the first **two** days of class all 2 hours. Failure to do so will result in an automatic withdrawal from the class except in the case of extenuating circumstances. If you do miss one of the first two class sessions due to an extenuating circumstance, you must contact your instructor **immediately** and provide a **documented** excuse. If you fail to contact the instructor you will be dropped from the class. If you are **not** registered for the class you must follow the directions given to you by the main office in RLL. Your instructor has **no** part in determining whether or not you will be in their class.
- You need to look at the final exam date **today** to see if it conflicts with any special plans that you may have at that time. For example: a wedding, family reunion, vacation with your family, etc. If you do have a conflict you must **drop the course** and take it another semester. **NO STUDENT** may take the exam early for any reason. There are **NO** exceptions to this rule.

**COURSE POLICIES:** By enrolling in this course and receiving the syllabus you are agreeing to abide by the following rules: These policies are subject to change.

**Code of Academic Conduct:** Students suspected of cheating, plagiarism, or aiding others in dishonest academic behavior will be brought before the Academic Judiciary Committee. You are responsible for reading & understanding the Code of Academic Conduct in the University of Michigan Bulletin. Review <http://www.lsa.umich.edu/saa/international/handbook/conduct.html> for more information. If your instructor believes that academic dishonesty may have taken place, s/he will present the evidence to the coordinator, who will inform the Academic Judiciary. An example of academic dishonesty is submitting a piece of work; for example, a journal entry which, in part or in whole, is not **entirely** the student's **own** work. If you have any questions or concerns about this, feel free to consult your instructor and/or the course coordinator.

**Attendance Policy:** See attendance information on page 3.

**The use of English and the communicative approach to teaching/learning Spanish:**

In Spanish 103 your instructor will speak Spanish 90-95% of the time. You are also expected to speak in Spanish during class for paired activities, small group work, and whole-class activities. Even if you need to ask a question, you must do so in Spanish. Speaking only in Spanish will enhance your ability to acquire the skills you are seeking to achieve. You must therefore study vocabulary and grammar constructions at home, before the next day's class, so that you'll be able to use them in class for effective participation. Your level of preparedness and your use of Spanish are an integral part of your participation grade. You should make every effort to speak in Spanish even when you have finished your group/pair work; always keep the conversation in Spanish.

**Student Accountability:** Every student is responsible for their own success in courses at the university level. We do all we can to ensure your success, but ultimately, the responsibility lies on you. Be aware, be proactive, be resourceful, be imaginative. Don't blame others for your failures, don't procrastinate, don't lose track of your priorities, remember why you are attending the University of Michigan.

**GRADING:** In order to pass this course, students need to receive a minimum grade of **C-**  
Your final grade will be calculated as follows:

Attendance	<b>05%</b>
Class participation	<b>05%</b>
Journals	<b>05%</b>
Quizzes & instructor assigned HW	<b>05%</b>
Online assignments	<b>15%</b>
In-class writing	<b>10%</b>
Written exams	<b>30%</b>
Oral proficiency exam	<b>10%</b>
Final exam	<b>15%</b>

**GRADING SCALE:**

99-100 = <b>A+</b>	88-89 = <b>B+</b>	78-79 = <b>C+</b>
93-98 = <b>A</b>	83-87 = <b>B</b>	73-77 = <b>C</b>
90-92 = <b>A-</b>	80-82 = <b>B-</b>	70-72 = <b>C-</b>
68-69 = <b>D+</b>	63-67 = <b>D</b>	60-62 = <b>D-</b>
60 and below = <b>E</b>		

## ATTENDANCE (05%):

**Attendance Policy:** Given that regular exposure to Spanish is absolutely critical for developing communicative abilities in the language, class attendance is mandatory. Any absence represents the loss of a valuable classroom experience which no written work can replace. However, it is understood that certain circumstances (illness, family emergencies, funerals, job interviews, etc.) may prevent class attendance. Therefore, you will be allowed a total of **4 absences** that do **not** count against you. These are not "*free days*"; they should be used wisely.

Students who miss no more than four days will be well rewarded: these students' communicative skills will undoubtedly improve, and their grades will be credited with the full 5% allotted for attendance. However, any absences in excess of those 4, **regardless of reason**, will result in a lowering of the attendance grade. After a total of 4 absences, then the final attendance grade will be **lowered 10% for each additional absence**. Students with such an excessive number of absences should consider withdrawing from the course and taking it when circumstances permit regular class attendance. Students who tally more than **16 absences** will **automatically fail** the course.

Note: Absences for the following two reasons will **not** affect your attendance grade and will **not** be applied towards your four allowed absences:

1. Religious holidays. ONLY religious holidays approved by the University of Michigan can be excused. An instructor must be notified in advance (by the add/drop deadline for the term) and arrangements must be made to make up the work missed.
2. Officially representing the University of Michigan: Students who miss class due to an athletic and/or other official obligation must provide written documentation in order to have the absence count as an excused absence. Your instructor must be notified in advance and proper arrangements must be made to make up any work missed.

When missing class it is recommended that you contact a **fellow** student to find out what was covered in class and/or what homework has been assigned. **Do not** rely on your instructor to keep you informed.

## PARTICIPATION (05%):

Your participation will be assessed every day, although you will only receive an average grade approximately once a week. This takes into consideration, but is not limited to:

**1)** your use of Spanish in paired, small-group, and whole-class tasks; **2)** your level of participation and cooperation in paired, small-group, and whole-class tasks; **3)** your level of preparedness for class: completion of assignments, performance on in-class work, required materials brought to class; and **4)** your respect and attitude towards the class (your instructor and your classmates). Late arrivals disrupt the flow of class, for both instructor and fellow students; you are expected arrive on time. Repeated tardiness will result in a lower participation grade.

## JOURNALS (05%)

You will keep a journal ("*diario personal*") throughout the semester. The purpose of this journal is to help you reflect on the material presented in class and integrate and express your thoughts in Spanish. You are to write **two** entries per week. One entry should be on a topic of your choice (friends, family, academic life etc.) while the other entry will be on a more specific topic related to material covered in class. The assigned topics for the *diarios*, can be found on the Spanish 103 Ctools site under resources. These entries are to be completed in a **blue/green** book and need to be **1 page double spaced**. The journal will be collected periodically (see due dates column for when they are due) Your journals will be graded for **completion only**, but full credit will **only** be given if: all assigned journals are in Spanish only, comprehensible, on topic, and follow the length requirement. Students wishing to receive specific feedback as to how to improve their writing need to meet with their instructor during his/her office hours.

### QUIZZES AND INSTRUCTOR ASSIGNED HOMEWORK (05%):

This category includes in-class quizzes, and any homework assignments distributed by your instructor to be submitted by hand. Late homework assignments done by hand will only be accepted if you have an **excused** absence, you **must** submit your homework promptly upon your return to class.

### ONLINE ASSIGNMENTS (15%):

The work you complete in this category will serve as an important learning tool to practice grammatical functions and new vocabulary as well as to evaluate your reading and listening comprehension. These assignments come from exercises you are assigned via the *Aventuras* online Supersite ([www.vhlcentral.com](http://www.vhlcentral.com)). Late online homework assignments will not be accepted. These assignments will be graded for completion as well as for accuracy.

### IN-CLASS WRITING (10%)

You will be given three in-class writing assignments, please look at the daily schedule for the dates of these assignments and make any plans accordingly. Your instructor will assign the topic **in class** and students will be given approximately 15 minutes to complete the writing. Please remember that the more time, thoughtfulness, and care that you put into your journal writing at home, the better your results will be with the in-class writings.

#### In-class writing criteria

1. Content is substantial, thought and creativity has gone into the writing
2. New structures and vocabulary are integrated
3. Ideas are well-connected

10 pts. = <b>All of the time</b>	8 pts. = <b>Most of the time</b>	6 pts. = <b>Sometimes</b>
4 pts. = <b>Rarely</b>	2 pt. = <b>Never</b>	0 = <b>Not completed</b>

### WRITTEN EXAMS (30%)

There will be an exam after units 1, 2 and 3. Unit 4 will be integrated into the final exam. Please look at the daily schedule for the dates of these exams and make any plans accordingly. You may **not** take the exam at another time because of other commitments, for example: family visits, vacation, job interviews, etc. In the case of an **extreme** circumstance the day of the exam, you must notify your instructor immediately and have a **documented** excuse to be able to make up the exam. For more information on exams, please refer to the additional course materials document (found on Ctools) pp. 10-11. Exams are **not** curved in Spanish 103, nor are they **returned** to students. Your exams are available for you to look at throughout the semester; you just cannot keep them.

### ORAL PROFICIENCY EXAM (10%)

This exam will be done in pairs, and take place in your regularly scheduled classroom. The exam will last approximately 10-12 minutes, and consist of two parts: a conversation with your instructor and a role-play with your partner. The conversation may include different tasks such as asking and answering questions, describing and/or responding to a situation etc. More detailed information can be found in the additional course materials document pp. 30-32.

### FINAL EXAM (15%) Refer to the last page of the syllabus for the specific date.

The final exam will be comprehensive and cumulative in nature. The questions will come from material covered in class and will require short and extended writing as well as an understanding of cultural material, functions and vocabulary covered in class.

## Course overview

<b>UNIDAD I --- ¡Así soy!--- Lessons 1,2 &amp; 3</b>			
<b>Themes</b>	<b>Communicative Goals</b>	<b>Grammar</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>Greetings</li> <li>University life: classes, places &amp; activities</li> <li>Family</li> <li>Physical &amp; personality characteristics</li> </ul>	<ol style="list-style-type: none"> <li>Describing people and describing things</li> <li>Telling time</li> <li>Asking and answering questions</li> <li>Talking about habitual Activities</li> <li>Talking about your likes/dislikes</li> <li>Describing physical &amp; personality characteristics</li> <li>Expressing possession</li> </ol>	<ul style="list-style-type: none"> <li>Nouns and articles</li> <li>Gender &amp; Agreement: adjective-noun &amp; verb-subject</li> <li>Interrogatives</li> <li>Present tense -ar -er &amp; -ir verbs</li> <li>The verb <i>gustar</i></li> <li>Verbs: <i>ser, estar, tener</i> (including expressions with <i>tener</i>) and <i>venir</i></li> <li>Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Addressing people (Tú vs. Ud.)</li> <li>Greetings</li> <li>Stereotypes/ cultural awareness</li> <li>The Hispanic world</li> </ul>
<b>UNIDAD II --- A pasarlo bien--- Lessons 4,5,6 &amp; 7</b>			
<b>Themes</b>	<b>Communicative Goals</b>	<b>Grammar</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>Pastimes</li> <li>Sports</li> <li>Vacation &amp; travel</li> <li>Shopping</li> <li>Clothing</li> <li>Daily routines</li> </ul>	<ol style="list-style-type: none"> <li>Discussing habitual activities</li> <li>Referring to actions in progress</li> <li>Referring to people or objects already mentioned</li> <li>Narrating the past</li> <li>Indicating to whom, or for whom an action takes place</li> <li>Describing daily routine</li> <li>Expressing likes and dislikes</li> </ol>	<ul style="list-style-type: none"> <li>Present tense (irregular) <i>Ir</i>, stem-changing, and irregular <i>yo</i> forms</li> <li>Comparing <i>ser</i> and <i>estar</i></li> <li>Present progressive</li> <li>Direct object pronouns</li> <li>Preterit</li> <li>Indirect object pronouns</li> <li>Reflexive verbs</li> <li><i>Gustar</i> and similar verbs</li> </ul>	<ul style="list-style-type: none"> <li>•Music</li> </ul>
<b>UNIDAD III ---Tradición y modernidad--- Lessons 8, 9,10 &amp; 11</b>			
<b>Themes</b>	<b>Communicative Goals</b>	<b>Grammar</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>Food</li> <li>Celebrations</li> <li>Personal relationships</li> <li>Health</li> <li>Technology</li> </ul>	<ol style="list-style-type: none"> <li>Relating more about the past</li> <li>Avoiding repetition</li> <li>Knowing something/someone.</li> <li>Making comparisons of inequality &amp; equality</li> <li>Asking what or which?</li> <li>Describing the past.</li> <li>Description and action in the past (telling a story)</li> <li>Expressing <i>for</i> in Spanish</li> </ol>	<ul style="list-style-type: none"> <li>Irregular preterit forms</li> <li>Double object pronouns</li> <li><i>Saber</i> and <i>conocer</i></li> <li><i>Más/menos &amp; tan/tanto</i></li> <li><i>¿Qué?</i> and <i>¿cuál?</i></li> <li>The imperfect</li> <li>Preterit and imperfect</li> <li><i>Por</i> and <i>para</i></li> </ul>	<ul style="list-style-type: none"> <li>•Hispanic movie</li> </ul>
<b>UNIDAD IV ---Nuestra casa --- Lessons 12 &amp; 13</b>			
<b>Themes</b>	<b>Communicative Goals</b>	<b>Grammar</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>Home</li> <li>Nature &amp; our environment</li> </ul>	<ol style="list-style-type: none"> <li>Expressing will &amp; influence, emotions, doubt, disbelief, and denial</li> </ol>	<ul style="list-style-type: none"> <li>Present subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>•Machu Picchu</li> </ul>

## UNDERSTANDING THE DAILY SCHEDULE:

- **Communicative goals:** Each week has its own communicative goals. Class activities and homework will be focused on you achieving these goals.
- **Tools:** The tools for each week refer to the structures (grammar) you will need to use to achieve the communicative goals of the week. The page numbers are the **Grammar explanation pages**. The grammar explanation pages are the explanations that focus on the structures being used during the week. You will find these explanations in your textbook or in the document titled: *Additional course materials* found on Ctools under resources. Some grammar points also have tutorials on the Supersite; you have several means to get explicit grammar explanations. Your instructor may tell you which pages to read in **preparation** for a specific class. To most efficiently get through the material, you should:
  1. Read the specific grammar explanation(s) at home prior to class.
  2. Use the language in class. **Actively engage** in the class activities.
  3. Reinforce the language with homework after class. (*Supersite activities, memorization, vocabulary building, diarios, etc.*)
- **Learning strategies:** The learning strategies are included the first weeks of the course. The purpose of this section is to **empower** you, the language learner, with strategies and techniques to help you with the process of learning a foreign language. There are also valuable language learning strategies throughout the textbook.
- **Culture:** Many weeks include a specific culture section; this does not mean that this is the only culture covered in the week, however, it is the cultural focus of the week.
- **Dates** All important dates are in **bold**. This indicates either an exam, homework due date, etc.
- **In-class work** is what will be happening in the class on that date. Some things are already included. Your instructor will inform you throughout the semester what will be happening during class time.
- **Homework** The vast majority of your homework will be done through the Supersite. The activities, their due dates and the estimated amount of time to complete the activities will be indicated to you in the Supersite. Your instructor may assign additional homework, and/or assignments.
- **Due dates & additional information** Check here to see when things are due. **ALL** due dates are included in the syllabus to facilitate your time management. Please make your plans accordingly.

## WEEKLY SCHEDULE:

Week 1			
<p style="text-align: center;"><b>---¡Así soy!---</b> Unidad I Lessons 1, 2 &amp; 3</p>			
<p><b>Communicative Goals:</b></p> <ul style="list-style-type: none"><li>▪ Greet and introduce yourself to your classmates.</li><li>▪ Specifying gender and number.</li><li>▪ Talk about academic life.</li><li>▪ Tell time.</li><li>▪ Communicating your likes and dislikes. Specifying gender and number.</li><li>▪ Asking and answering questions.</li><li>▪ Specifying location &amp; states of being</li></ul>			
<p><b>Tools:</b></p> <ul style="list-style-type: none"><li>• Nouns and articles (pp.12-13)</li><li>• Present tense, the verb <i>ser</i> (pp.16-17)</li><li>• Telling time (pp.18-19)</li><li>• Present tense of regular <i>-ar</i> verbs (pp.38-39)</li><li>• The verb <i>gustar</i> (p.39)</li><li>• Interrogative words (pp.40-41)</li><li>• Present tense of <i>estar</i> (pp.42-43)</li></ul>			
<p><b>Culture:</b> Addressing people (<i>Tú</i> vs. <i>Ud.</i>) &amp; Greetings (<i>los saludos y besos</i>)</p>			
<p><b>Learning strategies:</b> These strategies are located in Ctools (under resources) in the document titled: Additional course materials</p> <ul style="list-style-type: none"><li>▪ pp. 1-5 = General tips for success in language learning, vocabulary building, using the dictionary, and grammar strategies</li><li>▪ pp. 6-9 = Speaking, listening and reading strategies</li></ul>			
Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Sept. 8	<ul style="list-style-type: none"><li>• Introduction to Spanish 103/ Syllabus/Administrative matters</li></ul>		-Familiarize yourself with the syllabus, textbook, Supersite, and Ctools.
Sept. 10	<ul style="list-style-type: none"><li>• Greetings and introductions</li><li>• <i>Tú</i> vs. <i>Ud.</i></li></ul>		
Sept. 11			

## Week 2

### Unidad I continued

- Communicative goals:**
- Describing people, places and things.
  - Expressing ownership.
  - Talking about states of being, obligation and possession.
  - Expressing inherent qualities and changeable conditions.

**Tools:**

- Descriptive adjectives (pp.68-69)
- Possessive adjectives (p.70)
- Present tense of regular *-er* and *-ir* verbs (pp.72-73)
- Present tense of *tener* and *venir* (p.74)
- Expressions with *tener* (p.75)
- *Estar* with conditions and emotions (p.124)

**Learning strategies:**

- pp. 7-11 = Speaking, listening and reading strategies
- pp. 12-13 = Writing strategies

Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Sept. 14			<b>Begin journal entries this week</b> (2 per week) Topics for each week are on Ctools.
Sept. 15			
Sept. 17			
Sept. 18			



### Week 3

#### Unidad I continued

**Communicative goals:** ■ Describing physical and emotional states.

**Tools:**

- Comparing *ser* and *estar* (p.128)
- Ser and estar with adjectives (p.129)

**Culture:** Cultural awareness & the Hispanic world

**Learning strategies:**

- pp. 9-10 = Writing strategies
- pp. 10-11 = Test taking (Includes general information about exams in Spanish 103)
- p. 12 = Culture

Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Sept. 21		-Copy the materials for Tuesday's class = pp. 21-22 in additional course materials in CTools	
<b>Sept. 22</b>	<ul style="list-style-type: none"> <li>• Cultural awareness and the Hispanic world. Additional course materials pp. 21-22. Remember, you need to print this document and bring it to class with you.</li> </ul>		
Sept. 24	<ul style="list-style-type: none"> <li>• General review /questions for exam / exam format</li> </ul>		
<b>Sept.25</b>	<b>UNIT 1 EXAM</b>		

## Week 4

### --- A pasarlo bien ---

#### Unidad II

#### Lessons 4, 5, 6 & 7

**Communicative goals:** ▪ Expressing movement ▪ Expressing future plans, what's going to happen.  
▪ Referring to actions in progress.

**Tools:**

- Present tense of ir (p.94)
- Present tense of stem changing verbs e→ie & o→ue (pp.96-97)
- Present tense of stem changing verbs e→i (p.98)
- Verbs with irregular yo forms (pp.100-101)
- Present progressive (pp.126-127)

Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
<b>Sept. 28</b>			<b>Journals due (4)</b> The number in parenthesis is the number of entries due at the time.
Sept. 29			
Oct.1			
Oct. 2			

**Week 5****Unidad II continued**

**Communicative goals:** ■ Avoiding repetition when speaking or writing. ■ Talking about the past.  
■ Indicating to whom or for whom an action takes place.

**Tools:**

- Direct object nouns and pronouns (pp.130-131)
- Preterit tense of regular verbs (pp.152-153)
- Indirect object pronouns (pp.154-155)

Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Oct.5			
Oct. 6			
<b>Oct. 8</b>	<b>-In-class writing #1</b>		
Oct. 9			

Week 6			
Unidad II continued			
<b>Communicative goals:</b> . ▪ Talking about daily routines. ▪ Talking more about the past (using context to clarify meaning) ▪ Expressing likes and dislikes.			
<b>Tools:</b> <ul style="list-style-type: none"> <li>• Reflexive verbs (pp.180-181)</li> <li>• Preterit of <i>ir</i> and <i>ser</i> (p.184)</li> <li>• <i>Gustar</i> and similar verbs (pp.186-187)</li> </ul>			
<b>Culture:</b> Music = <i>Miniconferencia</i> about Hispanic music			
Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
<b>Oct. 12</b>		-Copy the materials for tomorrow's class = pp. 25-29 in additional course materials	
Oct. 13	•Miniconferencia: <i>La música una lengua sin fronteras</i> Additional course materials pp. 25-29		
Oct.15			
<b>Oct. 16</b>	UNIT 2 EXAM		

Week 7			
<p style="text-align: center;"><b>--- Tradición y modernidad ---</b></p> <p style="text-align: center;">Unidad III</p> <p style="text-align: center;">Lessons 8, 9, 10 &amp; 11</p>			
<p><b>Communicative goals:</b> ▪ Relating more about the past. ▪ Avoiding repetition.</p>			
<p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>• Preterit of stem-changing verbs (p.206)</li> <li>• Double object pronouns (pp.208-209)</li> </ul>			
Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Oct.19	<p style="text-align: center;">Fall <b>Study Break</b> ¡ NO HAY CLASE!</p>		
Oct.20			
Oct. 22			
<b>Oct. 23</b>			<b>Journals due (6)</b>

**Week 8****Unidad III continued**

**Communicative goals:** ▪ Expressing you know something and/or someone.  
▪ Comparing people and things.

**Tools:**

- *Saber* and *conocer* (p.210)
- Comparisons (pp.212-213)
- More on comparisons (additional course materials pp.16-17)

Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Oct. 26			
Oct. 27			
Oct. 29			
Oct.30			

## Week 9

### Unidad III continued

**Communicative goals:** ▪ Referring to the past. ▪ Asking what or which?  
▪ Describing the past.

**Tools:**

- Irregular preterits (pp.236-7)
- Verbs that change meaning in the preterit (p.238)
- ¿Qué? and ¿cuál? (p.242)
- The imperfect tense (pp. 262-263)

Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Nov. 2			
Nov. 3			
Nov. 5			
Nov. 6			

Week 10			
Unidad III continued			
<b>Communicative goals:</b> ▪ Talking about the past (description and action) ▪ Expressing <i>for</i> in Spanish.			
<b>Tools:</b> <ul style="list-style-type: none"> <li>• The preterit and the imperfect (pp.290-291)</li> <li>• More on the preterit and imperfect (additional course materials pp.18-20)</li> <li>• <i>Por</i> and <i>para</i> (pp.292-293)</li> </ul>			
Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Nov. 9			
Nov. 10			
Nov. 12			
Nov. 13	<b>-In-class writing #2</b>		



Week 11			
Unidad III continued			
<b>Communicative goals:</b> More on the imperfect and preterit			
<b>Culture:</b> Hispanic movie: <i>Volver</i>			
Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
<b>Nov. 16</b>			<b>Journals due (6)</b>
Nov. 17	<ul style="list-style-type: none"> <li>• Discusión sobre la película <i>Volver</i></li> </ul>		
Nov. 19			
<b>Nov. 20</b>	UNIT 3 EXAM		

<b>Week 12</b>			
Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Nov. 23	<ul style="list-style-type: none"> <li>Prepare for oral exams</li> </ul>		-Review <b>speaking</b> strategies in additional course materials, pp.6-7
Nov. 24	<b>Oral exams</b> Go to your <b>classroom</b> at your scheduled time		
Nov. 26	THANKSGIVING HOLIDAY <i>Felices fiestas</i>		
Nov. 27			

<b>Week 13</b>			
<b>---¡ Nuestra Casa!---</b> <b>UNIDAD IV</b> Lessons 12 & 13			
<b>Communicative goals:</b> ▪ Expressing will and influence ▪ Expressing emotion			
<b>Tools:</b> <ul style="list-style-type: none"> <li>The present subjunctive (pp.316-317)</li> <li>The subjunctive with verbs of will and influence (pp.318-319)</li> <li>The subjunctive with verbs of emotion (pp.342-343)</li> </ul>			
Dates	<i>In-class work</i>	<i>Homework</i>	<i>Due dates &amp; additional information</i>
Nov. 30	<b>Oral exams</b>		
Dec. 1	<b>Oral exams</b>		
Dec. 3			
Dec. 4		-Copy the materials for Monday's class = pp. 33-37 in additional course materials	

Week 14			
Unidad IV continued			
<b>Communicative goals:</b> ▪ Expressing doubt, disbelief and denial.			
<b>Tools:</b> The subjunctive with doubt, disbelief and denial (pp.344-345)			
<b>Culture:</b> <i>Miniconferencia sobre Machu Picchu</i>			
Dates	In-class work	Homework	Due dates & additional information
<b>Dec. 7</b>	<ul style="list-style-type: none"> <li><i>Miniconferencia sobre Machu Picchu</i> Additional course materials pp.33-37</li> </ul>		<b>Journals due (6)</b>
Dec. 8			
Dec. 10			
<b>Dec. 11</b>	<b>-In-class writing #3</b>		

Week 15			
Dates	In-class work		Due dates & additional information
Dec. 14			

**Final Exam** will be held on, **Wednesday, December 16<sup>th</sup>** 8:00-10:00 AM  
The location will be announced by your instructor and posted throughout the M.L.B.