

Español 1 (Primavera 2018)
Plan de curso

Course goal: The goal of the First-year Spanish Program (SPA 1, 2 and 3) is to develop basic proficiency in Spanish. Students are expected to learn to use basic Spanish vocabulary and grammatical constructions for communication in real, meaningful situations. It is also intended that students get comfortable listening, reading, writing and talking in Spanish, when using linguistic contents learned in the classroom.

	Día	Contenido	Tareas para entregar
1	L. 04/02	Los objetos de la clase	
	M. 04/03	El alfabeto	
	X. 04/04	Los números	
	J. 04/05	Preguntar y dar información personal (los interrogativos)	
	V. 04/06	Las profesiones	
2	L. 04/09	La conjugación y el uso de los verbos SER, TENER, LLAMARSE	
	M. 04/10	El género y el número gramatical	
	X. 04/11	El artículo definido vs. indefinido	
	J. 04/12	La concordancia de género y número	
	V. 04/13	Las descripciones físicas	<ul style="list-style-type: none"> - Tarea y autoevaluación 1 - Syllabus questions and acceptance Quiz - Quiz 1 (20 minutos / 1 vez): <ul style="list-style-type: none"> o SER, TENER, LLAMARSE o Objetos de la clase o Preguntar y dar información personal o Interrogativos
3	L. 04/16	Ser vs. estar (I)	
	M. 04/17	Ser vs. estar (II)	
	X. 04/18	Conjugación: Verbos en -ar	
	J. 04/19	Conjugación: verbos en -er / -ir	
	V. 04/20	Examen 1	Tarea y autoevaluación 2 Contenidos para el examen 1: <ul style="list-style-type: none"> - Los objetos de la clase - Las profesiones - La concordancia de género y número - El verbo tener - Preguntar y responder preguntas sobre información personal - Los artículos definidos e indefinidos - Las características físicas - Los colores - Las características de la personalidad - Los números

			- Comprensión escrita: las clases en la universidad
4	L. 04/23	Las horas	
	M. 04/24	Tener que	
	X. 04/25	El verbo GUSTAR	
	J. 04/26	Revisión: GUSTAR y verbos similares	
	V. 04/27	Composición 1	<ul style="list-style-type: none"> - Tarea y autoevaluación 3 - Quiz 2 (20 minutos / 1 vez): <ul style="list-style-type: none"> o Tener que o SER, TENER, LLAMARSE o Concordancia de género y número o Artículos definidos e indefinidos o Los números o Las profesiones
5	L. 04/30	Adjetivos posesivos y miembros de la familia	
	M. 05/01	Planes de futuro: ir a + infinitivo	
	X. 05/02	Revisión: Las descripciones físicas / las partes del cuerpo	
	J. 05/03	Los horarios y las actividades cotidianas	
	V. 05/04	Conjugación de verbos regulares en el presente	<ul style="list-style-type: none"> - Tarea y autoevaluación 4 - Versión 2 Composición 1
6	L. 05/07	Verbos irregulares 1	
	M. 05/08	Verbos irregulares 2	
	X. 05/09	Verbos reflexivos	
	J. 05/10	Los comparativos	
	V. 05/11	Conjugación de verbos irregulares en el presente	<ul style="list-style-type: none"> - Tarea y autoevaluación 5 - Quiz 3 (20 minutos / 1 vez): <ul style="list-style-type: none"> o Verbos regulares e irregulares en el presente o El verbo gustar o Ser vs. estar o Posesivos o Vocabulario de la familia o Estados de ánimos o Comparativos
7	L. 05/14	Revisión: La rutina diaria	
	M. 05/15	Revisión: las descripciones físicas	
	X. 05/16	Revisión: el verbo <i>gustar</i> y los posesivos	
	J. 05/17	Revisión para el examen	
	V. 05/18	Examen 2	Tarea y autoevaluación 6 Contenidos para el examen 2: <ul style="list-style-type: none"> - TENER, SER, LLAMARSE

			<ul style="list-style-type: none"> - Las descripciones físicas - El verbo gustar - Ser vs. estar - Verbos regulares e irregulares en el presente - Posesivos - Profesiones - Vocabulario de la familia - Las horas y los horarios
8	L. 05/21	Revisión: ser vs. estar	
	M. 05/22	El presente continuo (estar + -ndo)	
	X. 05/23	Por vs. para	
	J. 05/24	Por vs. para	
	V. 05/25	Jinxy Jenkins y Lucky Lou	<ul style="list-style-type: none"> - Tarea y autoevaluación 7 - Quiz 4 (20 minutos / 1 vez): <ul style="list-style-type: none"> o Tener que o Verbos regulares e irregulares en el presente o Presente progresivo (estar + -ndo) o Estados de ánimo o Por vs. para o Artículos definidos e indefinidos o Ir a + infinitivo
9	L. 05/28	MEMORIAL DAY - NO HAY CLASE	
	M. 05/29	Expresiones con infinitivo: tener que, querer, gustar, gustaría, ir a + INFINITIVO	
	X. 05/30	Expresiones con TENER (tengo miedo, hambre, sueño)	
	J. 05/31	Expresión de estados de ánimos con TENER y ESTAR	
	V. 06/01	Composición 2	<ul style="list-style-type: none"> - Tarea y autoevaluación 8 - Quiz de revisión final (60 minutos / 1 vez): <ul style="list-style-type: none"> o Artículos definidos e indefinidos o Verbos regulares e irregulares en el presente o Posesivos o Por vs. para o Ser vs. estar o Ir a + infinitivo o El verbo gustar o El presente progresivo (estar + -ndo) o Expresiones con el verbo tener o El vocabulario de la familia o Las descripciones o Los colores o Los estados de ánimo
10	L. 06/04	Revisión final 1	
	M. 06/05	Revisión final 2	
	X. 06/06	Revisión final 3	

J. 06/07	Revisión final 4	Composición 2 versión 2 Contenidos para el examen final: <ul style="list-style-type: none"> - Artículos definidos e indefinidos - Verbos regulares e irregulares en el presente - Las horas - La rutina diaria - Interrogativos - Posesivos - Por vs. para - Ser vs. estar - Ir a + infinitivo - Comparativos - El verbo gustar - El presente progresivo (estar + -ndo) - Expresiones con el verbo tener - El vocabulario de la familia - Las descripciones físicas y de la personalidad - Los colores - Los estados de ánimo - Profesiones - Números
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EXAMEN FINAL: 14 de junio a las 10 y media de la mañana

Libro: *Nexos (4e)*, Spaine Long, Carreira, Madrigal Velasco & Swanson, © 2017 Heinle, Cengage Learning

Evaluación :

Exámenes parciales	20%
Participación y tareas	25%
Composiciones	18%
Primera versión: 60 puntos	
Segunda versión: 10 puntos	
Quizzes de revisión en línea	20%
Examen final	15%
Visita a los tutores	2%

* The *Participación y tareas* section of the evaluation includes the following types of evaluations:

1. **Autoevaluaciones:** Every two weeks you will be asked to give your instructor some feedback about the course. You will be asked to say what your favorite activity was, which one(s) you liked the least, how you feel about your own participation and dedication to the course and what the instructor could do to help you enjoy the class more.
2. **Actividades en línea:** These *Actividades* are designed to allow you to look for the answers and study while you complete them. There is no time limit to complete them and you can do them twice. The aim of these is to make sure that you review the contents seen during the last week(s) and that you don't feel any stress about your grade because you have plenty of time and opportunities to find the correct answer. These *Actividades en línea* are different from the *Quizzes de revisión* because there are no time limits and you can take it two times. The *quizzes de revisión*, on the other hand, have a time limit and you can only complete them once. They are designed to prepare you for the exams, as they have similar questions to those that you will find in the exams. The last *Quiz de revisión* is longer than the others and aims at providing you a general overview of where you stand with each one of the contents of the class that will be evaluated in the final exam. For these quizzes, you need to study in advance. The contents that you need to study for each one of the quizzes are described in the syllabus.
3. **Participación:** Your instructor will evaluate your overall contribution to the classroom work every week and will give you a grade at the end of the quarter.

Language in the classroom: Class time is to be used primarily for oral or written expression and comprehension. Spanish will be spoken in class most of the time. If you do not understand what your instructor says, you are expected to ask them to speak slower, to repeat or to help you find the meaning, but **the instructor is expected to speak mostly Spanish** and not to translate everything into English. Be confident: after a couple of weeks, you will understand most of what your instructor says.

Textbook: *Nexos (4e)*, Spaine Long, Carreira, Madrigal Velasco & Swanson, © 2017 Heinle, Cengage Learning

Extra Credit for participation in research projects:

For all students enrolled in SPA 1, 2 or 3, there is a possibility to get 3% extra credit on your final grade (from 90% to 93%, 94% to 97%, etc) by participating in a research project. This research project requires you to complete two short writing assignments on weeks 4 and 8 of the quarter. To get all the information about the project and to complete the assignments, you only need to go to the following canvas site: <https://canvas.ucdavis.edu/enroll/XJFHL4>

If additional opportunities to participate in research come up during the quarter, you have to ask your instructor about the rules that would apply.

Classroom policies:

1. **Attendance:** A student with **ten** or more unexcused absences will receive an **F** in the course. Every time you miss class, if you do not want it to count as an absence, it is expected that you provide a valid excuse, in the form of an official doctor's note (signed by a doctor). If you have an excuse that you consider valid but you do not have a doctor's note, contact your instructor and they will ask the course coordinator for a final decision. You might have to meet in person with the course coordinator, if necessary. The instructor will have a count of the number of late arrivals and missed classes, **but it is your responsibility to keep that count** as well. If you are about to miss your 10th class, the instructor could, out of generosity, contact you to remind you of the policy, but this is not their responsibility. You need to check your own absences and make decisions accordingly.
2. **Three late arrivals (more than 5 minutes) will count as one absence.** Classes are only 50 minutes long and, out of respect for the instructor and for the rest of the students, you are expected to arrive to class on time.
3. **Make-up exams:** Students are expected to take all exams on the day scheduled in the syllabus and with the rest of the class. There are **no make-up** exams unless there is a documented medical emergency. Make-up exams are given during instructor's office hours or in the Testing Center within **three days** of the original exam date (weekend days included). Students are expected to communicate directly with their instructors to coordinate their make-up appointment. Planned absences, due to religious holidays, athletic commitments or other mandatory university events, must be documented and communicated with the instructor *at least* one week in advance of an exam date. Any failure to follow these requirements will result in the loss of make-up rights.
4. **All assignments** have to be completed by the due date indicated on the syllabus. **No late completion will be accepted.** Only extreme medical situations might be taken into account, if necessary.
5. **Electronic devices:** Electronic devices, such as cellphones, tablets or laptops are **not to be used in the classroom** and, if they are in your bag, they are expected to remain silent at all times. **Only if the instructor specifically requests** that you bring your laptop or cellphone with you for class purposes, can you use them in the classroom.
6. If you used Google Translate for one of your compositions or assignments, you will receive a 0 for that assignment. If your work is suspected of plagiarism, you will also receive a 0, unless you can prove that your text is original. In order to avoid confusions, **make sure to use vocabulary and grammar seen in**

class. If you use tenses or structures that belong to higher levels (SPA 2, 3, 12, etc.), you will immediately be suspected of using Google Translate or of having copied a text from the internet.

7. If you have taken **Spanish in High School**, you might not be able to receive a grade for this class. Before enrolling in the class, make sure to contact Laura Barrera (ljbarrera@ucdavis.edu) to ask her if you can enroll in the class and receive a grade.

Grammar and vocabulary review: The first year Spanish program is a series of **cumulative courses**. You are expected to know the contents viewed in previous classes and courses at all times. In order to ensure that it is the case, there will be 4 review quizzes that are intended to assess your knowledge about materials seen during previous weeks or courses (a review quiz in SPA 2 could cover materials from SPA 1, for example) and the final exam will also include contents that were not introduced during the last few weeks of classes. **Be ready to review past materials constantly and to remember the basic grammar rules when you learn more complicated contents.** If you feel that you need some help to review contents seen in other courses or want to make sure that you are up-to-date with all the materials, do not hesitate to talk to your instructor and ask for practice exercises.

Waiting lists and PTAs: PTA numbers are not usually given in first-year Spanish courses, as 25 is already an extremely high number of students for a language class where communication is important. If you are in the waiting list for this course, go to every class from the very first day of class and keep doing your homework. If, finally, you cannot enter the course, talk to your instructor and to the course coordinator and they will let you know if there are free spaces in other sections of the course and which are your alternatives.

Credit by examination: Any student that already knows the material taught in either Spanish 1, 2 or 3 but has not received high school or college credit for it, may challenge a course and receive credit by doing an interview and taking the final exam offered at the end of the quarter. This option allows students to satisfy the language requirement without having to attend class five days per week. See the course supervisor for more details. This must be arranged in the first two weeks of class.

Incomplete grade: The grade "I" may be assigned when a student's work is of passing quality and represents a significant portion of the requirements for a final grade, but is incomplete for a good cause as determined by the Course supervisor. Good cause may include illness, serious personal problems, an accident, a death in the immediate family, a large and necessary increase in working hours or other situation of equal gravity.

For any administrative question about the course, please contact Laura Barrera: ljbarrera@ucdavis.edu

Any problems or grievances concerning the course should be referred to the course coordinator: Dr. Claudia H. Sanchez Gutierrez, chsanchez@ucdavis.edu