

## Español 3 - Primavera 2018

### Plan de curso

**Course goal:** The goal of the First-year Spanish Program 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	Evaluación
1	L. 04/02	Revisión de los capítulos 1-9: la familia, las descripciones físicas y de la personalidad, los comparativos	
	M. 04/03	Revisión de los capítulos 1-9: usos de ser y estar, preposiciones (por y para y preposiciones de lugar) y vocabulario de la comida y del supermercado	
	X. 04/04	Revisión de los capítulos 1-9: gustar, pronombres de objeto directo e indirecto	
	J. 04/05	Revisión de los capítulos 1-9: presente de indicativo (verbos regulares, irregulares y reflexivos)	
	V. 04/06	Revisión de los capítulos 1-9: ir a + infinitivo, adjetivos posesivos y demostrativos, tener que + infinitivo	<b>Quiz 1:</b> <ul style="list-style-type: none"> <li>- Pronombres de objeto directo/indirecto</li> <li>- Conjugación en el presente de indicativo</li> <li>- Adverbios/preposiciones de lugar</li> <li>- Vocabulario del supermercado</li> <li>- ir a + infinitivo</li> <li>- ser vs. estar</li> </ul>
2	L. 04/09	<ul style="list-style-type: none"> <li>- <b>Taller de escritura 1: Me presento</b></li> <li>- Revisión: los verbos irregulares en el presente de indicativo</li> </ul>	
	M. 04/10	Los quehaceres y los mandatos formales e informales	
	X. 04/11	Las partes de la casa y preposiciones/adverbios de lugar	
	J. 04/12	<ul style="list-style-type: none"> <li>- Verbos de volición con infinitivo (quiero ir, necesito comprar, aconsejo leer, etc.)</li> <li>- Actividades de ocio y cine</li> </ul>	
	V. 04/13	<ul style="list-style-type: none"> <li>- Verbos de volición con subjuntivo (quiero que vayas, me gustaría que compraras, etc.)</li> <li>- Revisión de los quehaceres.</li> </ul>	<ul style="list-style-type: none"> <li>- Syllabus questions and acceptance Quiz</li> <li>- Autoevaluación y actividades en línea 1</li> </ul>
3	L. 04/16	<ul style="list-style-type: none"> <li>- <b>Taller de lectura 1: Cumplir nuestros sueños</b></li> <li>- Revisión: verbos de volición con infinitivo vs. subjuntivo</li> </ul>	
	M. 04/17	<ul style="list-style-type: none"> <li>- Revisión: el verbo gustar y verbos similares</li> <li>- Revisión: vocabulario del ocio y el cine</li> </ul>	

	X. 04/18	Subjuntivo de emoción	
	J. 04/19	Subjuntivo con expresiones impersonales	
	V. 04/20	Revisión del subjuntivo: <ul style="list-style-type: none"> <li>- Verbos de volición</li> <li>- Subjuntivo de emoción</li> <li>- Subjuntivo con expresiones impersonales</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Video 1: Mi película (video en parejas)</b></li> <li>- <b>Quiz 2:</b> <ul style="list-style-type: none"> <li>- El presente de indicativo</li> <li>- Los verbos de volición</li> <li>- El subjuntivo de emoción</li> <li>- El subjuntivo con expresiones impersonales</li> <li>- Las partes de la casa</li> <li>- Las expresiones afirmativas y negativas</li> <li>- El verbo gustar</li> <li>- Los quehaceres</li> <li>- El vocabulario del cine, la televisión y la cultura</li> </ul> </li> </ul>
4	L. 04/23	Expresiones de certeza con indicativo (e.g., estoy segura de que ese estudiante estudia mucho)	
	M. 04/24	Expresiones de duda e incertidumbre con subjuntivo (e.g., no estoy segura de que ese estudiante estudie mucho)	
	X. 04/25	Revisión: expresiones de certeza y duda	
	J. 04/26	Revisión para el examen	<b>Autoevaluación y actividades en línea 2</b>
	V. 04/27	<b>Examen 1</b>	Contenidos del examen: <ul style="list-style-type: none"> <li>- El presente de indicativo</li> <li>- Los verbos de volición</li> <li>- El subjuntivo de emoción</li> <li>- El subjuntivo con expresiones impersonales</li> <li>- Expresiones de certeza</li> <li>- Subjuntivo de duda e incertidumbre</li> <li>- Las partes de la casa</li> <li>- Los objetos y electrodomésticos de la casa</li> <li>- El verbo <i>gustar</i></li> <li>- Los quehaceres</li> <li>- El vocabulario del cine, la televisión y la cultura</li> <li>- Los pronombres de objeto directo e indirecto</li> </ul>
5	L. 04/30	<ul style="list-style-type: none"> <li>- <b>Taller de escritura 2: Describo mi casa y mis costumbres</b></li> <li>- Situación conocida vs. desconocida</li> </ul>	
	M. 05/01	Las partes del cuerpo	
	X. 05/02	<ul style="list-style-type: none"> <li>- Vocabulario de la salud</li> <li>- Conjunciones que rigen el subjuntivo o el indicativo</li> </ul>	
	J. 05/03	Revisión: mandatos formales e informales y consejos médicos	
	V. 05/04	<b>Composición 1</b>	<b>Quiz 3:</b> <ul style="list-style-type: none"> <li>- Los objetos de la casa</li> <li>- Las partes de la casa</li> </ul>

			<ul style="list-style-type: none"> <li>- Los objetos de la clase</li> <li>- El vocabulario del cine, la cultura y el ocio</li> <li>- Los verbos de volición</li> <li>- El subjuntivo de emoción</li> <li>- El subjuntivo con expresiones impersonales</li> <li>- Expresiones de certeza</li> <li>- Subjuntivo de duda e incertidumbre</li> <li>- Situación conocida vs. desconocida</li> <li>- Conjunciones que rigen el subjuntivo vs. indicativo</li> <li>- Mandatos formales</li> </ul>
6	L. 05/07	<ul style="list-style-type: none"> <li>- Revisión: el pretérito</li> <li>- Vocabulario de las vacaciones</li> </ul>	
	M. 05/08	<ul style="list-style-type: none"> <li>- Revisión: el imperfecto</li> <li>- Revisión: vocabulario de las vacaciones</li> </ul>	
	X. 05/09	Revisión: pretérito vs. imperfecto	
	J. 05/10	Verbos de volición con infinitivo en el pasado	
	V. 05/11	Verbos de volición con subjuntivo en el pasado	<ul style="list-style-type: none"> <li>- Autoevaluación y actividades en línea 3</li> <li>- Versión 2 Composición 1</li> <li>- Bosquejo de la presentación final</li> </ul>
7	L. 05/14	Subjuntivo de emoción en el pasado	
	M. 05/15	Certeza y duda en el pasado	
	X. 05/16	Revisión general del subjuntivo en el pasado: El imperfecto de subjuntivo	
	J. 05/17	<ul style="list-style-type: none"> <li>- <b>Taller de lectura 2: La diseñadora desplazada que llegará a las pasarelas de Milán</b></li> <li>- Revisión para el examen 2</li> </ul>	Actividades en línea 4
	V. 05/18	<b>Examen 2</b>	<b>Contenidos del examen:</b> <ul style="list-style-type: none"> <li>- El vocabulario de las vacaciones y del hotel</li> <li>- Los verbos de volición</li> <li>- El subjuntivo de emoción</li> <li>- El subjuntivo con expresiones impersonales</li> <li>- Expresiones de certeza</li> <li>- Subjuntivo de duda e incertidumbre</li> <li>- Pretérito e imperfecto</li> <li>- El vocabulario de las partes del cuerpo</li> <li>- El vocabulario de las enfermedades y del médico</li> <li>- Mandatos formales</li> <li>- Mandatos informales</li> </ul>
8	L. 05/21	El condicional regular	
	M. 05/22	El condicional irregular	
	X. 05/23	El futuro	
	J. 05/24	Revisión para la composición 2	
	V. 05/25	<b>Composición 2</b>	<ul style="list-style-type: none"> <li>- <b>Video 2: Mi próximo viaje</b></li> <li>- <b>Quiz 4:</b></li> </ul>

			<ul style="list-style-type: none"> <li>- Las preposiciones de lugar</li> <li>- El imperfecto</li> <li>- El pretérito</li> <li>- El vocabulario del cuerpo y del médico</li> <li>- Los verbos de volición en el presente y en el pasado</li> <li>- El subjuntivo de emoción en el presente y en el pasado</li> <li>- El subjuntivo de duda en el presente y en el pasado</li> <li>- La certeza en el presente y en el pasado</li> <li>- Las conjunciones que rigen subjuntivo o indicativo en el presente y en el pasado</li> <li>- Ser vs. Estar</li> <li>- Los artículos definidos e indefinidos</li> </ul>
9	L. 05/28	<b>MEMORIAL DAY - NO HAY CLASE</b>	
	M. 05/29	Campaña para mejorar Davis: preparación	
	X. 05/30	Campaña para mejorar Davis: presentaciones	
	J. 05/31	<ul style="list-style-type: none"> <li>- <b>Taller de lectura 3: Francisco Boix</b></li> <li>- Revisión: capítulos 1-3</li> </ul>	
	V. 06/01	Revisión capítulos 4-6	<ul style="list-style-type: none"> <li>- <b>Quiz de revisión final:</b> <ul style="list-style-type: none"> <li>- Las preposiciones de lugar</li> <li>- El imperfecto</li> <li>- El pretérito</li> <li>- El vocabulario del cuerpo y del médico</li> <li>- Los verbos de volición en el presente y en el pasado</li> <li>- El subjuntivo de emoción en el presente y en el pasado</li> <li>- El subjuntivo de duda en el presente y en el pasado</li> <li>- La certeza en el presente y en el pasado</li> <li>- Las conjunciones que rigen subjuntivo o indicativo en el presente y en el pasado</li> <li>- Ser vs. Estar</li> <li>- Los artículos definidos e indefinidos</li> <li>- El futuro</li> <li>- El condicional</li> <li>- El género y el número gramatical</li> </ul> </li> <li>- <b>Versión 2 Composición 2</b></li> </ul>
10	L. 06/04	<b>Taller de lectura 4: Jorge Drexler</b> Revisión capítulos 7-9	
	M. 06/05	Revisión capítulos 10-11 Presentaciones	
	X. 06/06	Revisión capítulos 12-13 Presentaciones	

J. 06/07	Revisión capítulo 14 Presentaciones	Autoevaluación final  <b>Contenidos del examen final:</b> <ul style="list-style-type: none"> <li>- El presente de subjuntivo (emoción, duda, expresiones impersonales, situaciones desconocidas)</li> <li>- Las partes de la casa</li> <li>- Los mandatos formales e informales</li> <li>- El género gramatical</li> <li>- Los artículos definidos e indefinidos</li> <li>- Los verbos <i>ser</i> y <i>estar</i></li> <li>- Las partes del cuerpo, consejos médicos, la salud</li> <li>- Preposiciones de lugar</li> <li>- Pronombres de objeto directo e indirecto</li> <li>- Vocabulario de viaje y la geografía</li> <li>- Toda la conjugación             <ul style="list-style-type: none"> <li>- el presente indicativo</li> <li>- el pretérito</li> <li>- el imperfecto</li> <li>- el presente de subjuntivo</li> <li>- el imperfecto de subjuntivo</li> <li>- el futuro</li> <li>- el condicional</li> </ul> </li> </ul>
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**EXAMEN FINAL: 14 de junio a las 10:30 de la mañana**

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

**EVALUACIÓN:**

<b>Exámenes parciales</b> (2 x 10%)	<b>20%</b>
<b>Examen final</b>	<b>15%</b>
<b>Participación</b>	<b>10%</b>
<b>Tareas, quizzes y autoevaluaciones</b>	<b>25%</b>
<b>Composiciones en clase</b> (2 x 10%)	<b>20%</b>
Primera versión: 60 puntos	
Segunda versión: 10 puntos	
<b>Proyecto oral: Vamos de Viaje</b>	<b>10%</b>
Bosquejo (outline) 10 ptos	
Presentación 60 ptos	

\* The *Tareas, quizzes y autoevaluaciones* section 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 quizzes 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.
3. **Quizzes:** The quizzes 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.
4. **Videos:** You will create two videos with a partner. For these videos, you will have plenty of time to prepare and it is expected that you don't read but rather engage in a conversation with your partner.

**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 and 3, there is a possibility to get 3% extra credit on the grade of your final exam 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 can participate in them, to a maximum of 5% of extra credit on your final grade (the 3% of the writing project and another 2% for participating in another project). The number of projects going on at a particular quarter will vary but the writing project will be ongoing until the summer 2022 and you will be able to sign up for it for as many quarters as you are enrolled in Spanish courses.

### **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. **Quizzes, verb charts, tareas, and autoevaluations** 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](mailto: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](mailto: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](mailto:chsanchez@ucdavis.edu)