COURSE SYLLABUS SPANISH 1411- BEGINNING SPANISH
WORLD LANGUAGES DIVISION

Office Location: Room L420
Office Number: 972-860-4828
Instructor: Silvia Graham
Email: sgraham@dcccd.edu
Location: virtual
Office Hours: By appointment

SPECIAL NOTE: This course syllabus is intended as a set of guidelines for Spanish 1411. Both Brookhaven College and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

HOW TO CONTACT YOUR INSTRUCTOR: ONLINE

The instructor will be available by appointment only. Whenever you send an email message to your instructor, please include the following information in the subject line: a) your name, b) course and section number. When you are replying to your instructor, make sure you include your instructor’s previous response. Please see that you have the correct email address on eCampus. If needed, update your personal information under the DCCCD tab, Tools, and Personal Information.

COMMUNICATION WITH YOUR INSTRUCTOR
You can expect me to respond to your e-mails normally within 24 hours. Be aware that while this is my general and intended practice, it is subject to the changes and chances of life. If you do not receive a response in 24 hours, feel free to text me (903-456-6194) during business hours. Graded assignments should be returned within five business days of the assignment’s due date.
TECHNICAL REQUIREMENTS AND SUPPORT

SPAN 1411 requires the following:
- your computer be equipped with high speed internet access
- audio/video, speakers
- microphone
- your computer be equipped with sound and videocard

Minimum Technical Skills of Students:
In order to be successful in this class, you need to have at least basic knowledge of Microsoft Word and Microsoft Power Point, as well as the ability to use Blackboard and ILRN.

Tech Support Websites:
- eCampus (Blackboard) - Go to eCampus Technical Support and Help Desk or call (1-866-374-7169) for help with Blackboard
- MindTap- Customers should submit their issue at: http://support.cengage.com Phone Support: 1-800-354-9706

CATALOG DESCRIPTION:

SPAN 1411 Beginning Spanish I (5 Credit Hours) TCCNS: SPAN 1411: Beginning Spanish I 2014 Core Curriculum Foundational Component Area: 090 Component Area Option

Course Description: This is the first semester of academic transfer Spanish. It is an introductory course intended for students with little or no knowledge of the language. Its aim is to present essential vocabulary and grammar, and to develop the pronunciation, listening, reading, and writing skills necessary for basic communication and comprehension. Customs and cultural insights are also presented. (4 Lec., 1 Lab.)

Prerequisites: None

COURSE MATERIALS:

REQUIRED COURSE MATERIALS:

Cengage Unlimited: This course requires a Cengage product. Rather than purchase your course material like you do for most classes, I highly recommend that you purchase Cengage Unlimited subscription. With a Cengage Unlimited subscription, you will access to ALL Cengage eBooks and digital learning products- over 22,000 in total- for only $119.99 (extended subscriptions also available). One Cengage Unlimited subscription can be accessed across all courses this semester where Cengage products are assigned. If you are taking another course this semester that is using a Cengage product, you will be able to access those course materials for no additional cost. You can purchase your Cengage Unlimited subscription in the Brookhaven Bookstore and at Cengage.com


COURSE COMPETENCIES: OUTCOMES AND ASSESSMENT

Student Learning Outcomes (SLOs) (i.e. course-specific intended learning outcomes)

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>LEARNING OUTCOME DESCRIPTION</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>demonstrate comprehension of level-appropriate target-language speech;</td>
<td>Conversation, Project Exams, MindTap Assignments</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>converse in the target language, using level-appropriate grammatical structures to narrate present events and produce questions and responses on a variety of topics dealing with everyday life;</td>
<td>Conversation, Project Oral, Presentation</td>
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<tr>
<td>READING</td>
<td>demonstrate comprehension of level-appropriate target-language texts;</td>
<td>Exams, MindTap Assignments</td>
</tr>
<tr>
<td>WRITING</td>
<td>write, in the target language, short paragraphs consisting of simple sentences;</td>
<td>Conversation, Project Exams, MindTap Assignments, Conversation Project, Oral Presentation</td>
</tr>
<tr>
<td>CULTURE</td>
<td>identify and discuss traditions, customs and values of the target culture;</td>
<td>Conversation, Project Oral, Presentation</td>
</tr>
</tbody>
</table>

EDUCATIONAL OBJECTIVES

Core Objectives (COs) (i.e. general-education intended learning outcomes)

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills - to include effective written, oral, and visual communication

Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

ASSIGNMENTS USED TO ASSESS ATTAINMENT OF INTENDED LEARNING OUTCOMES

Abbreviations Key: Course Objectives (CO) and Student Learning Outcomes (SLO)

Course Objectives (CO):
- Critical Thinking (CO): Assignments are Oral Presentation, Spanish Journal (in English or target language)
- Written Communication (CO): Assignments are Oral Presentation, Spanish Journal (in English or target language)
- Oral Communication (CO): composition + presentation (in target language, with simple sentences / short paragraphs)
- Teamwork (CO): peer chats (target-language conversations involving narration of present events and questions and responses on a variety of topics dealing with everyday life)
- Personal Responsibility (CO): active learning blog (about the target language and culture, independent discoveries, connections, reflections on learning)

Student Learning Outcomes (SLO):
- Culture (SLO): Assignments are Oral Presentation, Spanish Journal (in English or target language)
- Target-Language Writing (SLO): composition + presentation (in target language, with simple sentences / short paragraphs)
- Target-Language Reading (SLO): reading test
- Target-Language Listening (SLO): listening test

ATTENDANCE

You are expected to follow the online class by reading the class syllabus that explains the online assignments, online exams, presentations and essay. As an online student, you are responsible for keeping-up with the due dates for assignments, exams, presentations and essays that are sent as announcements. These announcements are posted on Blackboard and are sent as an email to all students on a weekly basis. Instructors are responsible for describing attendance policies and procedures to you.

Online Attendance:
This is not a self-paced course. There are specific due dates for assignments and late work will not be accepted. If you have an emergency or unexpected issue that needs my consideration, please contact me to discuss your options.

Late Work Policy:
In order to achieve the whole educational experience in a fast-paced course, you need to submit your work by the due date. Late work is not accepted, except under extenuating circumstances. Valid excuses for submitting late work are documented medical emergencies, hospitalizations, family emergencies, military deployments, e-campus server outages reported by the College, or
natural disasters. Personal computer or internet problems are not valid excuses. You are required to call or email your instructor as soon as you are able to do so with the complete information about your valid excuse. Also, you are required to provide documentation at the time of this request. If you receive approval for an extension, you are required to complete the work according to the time line set by you and your instructor. Plan for things to go wrong, start early in the week, and get your work done early.

**DCCCD and Brookhaven College Institutional Policies for Students**

Additional [DCCCD Institutional Policies](#) for the Code of Student Conduct.

**ONLINE ETIQUETTE:**

When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors.

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. **Read first, write later.** It is important to read all posts or comments of students and instructors within the course discussion before asking questions that have already been answered.
3. **Review, review, then send.** There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
4. **An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors is important.
5. **The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, as it will consider as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.
6. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.
7. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors.
8. **Maintain honesty in all assignments and exams.** You must not communicate in any way with another student or look at any books, papers or notes during exams or quizzes. Any of these activities constitute cheating. If your instructor suspects cheating, you will receive a grade of zero for the exam or quiz.

**ACADEMIC INTEGRITY:**

[The Student Code of Conduct](#) prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog: "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, collusion and using a Translation Website."

Academic dishonesty may result in the following sanctions, including, but not limited to:
9. A grade of zero or a lowered grade on the assignment or course.
10. A reprimand.
11. Suspension from the college.

WITHDRAWAL (Stop before you drop!)

If you enrolled in college level courses for the first time in the fall of 2007 or later, Texas Education Code 51.907 limits the number of courses you may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception.

Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, read DCCCD catalog information about dropping a course or withdrawing from college.

If you are receiving any form of financial aid, you should check with the financial aid office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. If you fail to attend or participate after the withdrawal date (see below), you will also be subject to this policy.

If you are an international student on an F-1 visa, you cannot withdraw from classes without jeopardizing their official status. If you are on an F-1 visa, you MUST NOT withdraw from ANY class without the permission of an International Student Advisor in the Multicultural Center, S136 (telephone 972-860-4192).

If you do decide to drop this course, you must do so by 7 p.m. on April 16th. Withdrawing from a course is a formal procedure, which you must initiate in Admissions; your instructor cannot do it for you. You are encouraged to discuss withdrawal plans with your instructor. If you stop attending and do not withdraw, you will receive a performance grade, usually a grade of “F”.

COURSE ASSIGNMENTS

Changes to Course Requirements: The instructor reserves the right to make changes in the course requirements as needed throughout the semester. Students will be notified via email of any changes that are to be made. If an adjustment occurs in the number of points that can be generated, the course grade grid will be altered accordingly.
Exams

Six major exams are to be taken on the dates for which they are scheduled. Exams are hosted on Blackboard.

Exams cannot be made up.

Make-up Exams, Quizzes or Dictations:
Your instructor will not give any makeup exams, quizzes or dictations except for the reasons listed below.

- **Class Attendance Exceptions:** You will not be counted absent for the observance of a religious holiday, jury duty, doctor-certified illness, or attendance at a funeral.
- **Excused Absence:** You are required to complete any assignments and take any exams (within a reasonable amount of time), which may have been missed as the result of an excused absence.
- **Religious Observance:** Students who plan to be absent from class for the observance of a religious holiday must notify the instructor in writing no later than the 15th calendar day after the first class day of the semester. {Refer to the Brookhaven College Catalog “Student Obligations” section.}
- **Jury Duty, Illness, Bereavement:** Jury duty, Illness, Bereavement: In order to receive an excused absence for jury duty, illness, or bereavement, students must submit official, written verification from a judge, doctor, or funeral director. Doctor’s appointments scheduled during class time will be counted as absences.

Homework
The homework assignments are found in Blackboard in the Mindtap link accessible from the left navigation menu.

Attendance
Students will need to complete the Module 1-5: Participation discussion forums and the Presentations: Introductions discussion forum for attendance credit.

Oral Presentation
Work in Progress within the semester

1. **Oral Presentation - PowerPoint Slide Oral Presentation**

**Instructions:**
In week 1, you will select a Spanish speaking country for instructor approval. Assignment link in Module 1 in Blackboard. Email submissions are not accepted (no points assigned for this part).

Students will create a PowerPoint presentation of the selected Spanish speaking country, using a minimum of 10 slides (including the title page and Works Cited page), and a script in Spanish as a guide. This project will be divided in three parts:

**PART 1:** 25 PTS (Assignment link in Module 1)
- Answer questions 1-4 on the Spanish-speaking country that are found on the Spanish-Speaking Guidelines Form.
- Please refer to the course calendar found on Blackboard.
• Translate the Oral Presentation questions from Spanish to English for your own benefit.
• Students do NOT have to submit translated questions to professor.

PART 2: 25 PTS (Assignment link in Module 2)
• A PowerPoint slide format will be used to create slides with graphics and answers to questions # 5-8

PART 3: 100 PTS (Assignment link in Module 5)
• Submit to Blackboard PPT oral presentation with Spanish script, graphics and references using MLA format.
• In a PowerPoint presentation, students will have included the answers to the questions in Spanish and included graphics and/or pictures and transition devices when applicable.
• Refer to the sample PPT found on Blackboard to check for the components of the oral PPT presentation.

The components for the PPT oral presentation are the following:
• A title page that includes a graphic/picture of the Spanish-speaking country, name of the country, student, course and section, instructor and semester.
• A slide with answers for each question and graphic and/or picture.
• Audio files with narration of each content slide (Works Cited slide excluded)
• A Spanish script (in the note section of the ppt) is used for the student to follow, but minimum reliance on notes is expected when delivering the presentation (no script needed for the title or Works Cited slides)
• Cited source page for graphics and or pictures and websites used to find information.

Conversation Projects- 75 PTS
• Description: As a beginning Spanish class, you are expected to practice your oral language skills in Spanish. You will be given an opportunity to select your group to participate in, and your instructor will assign partners to complete the oral conversation project.

Instructions:
PART 1: Conversation #1 - 25 PTS (Assignment link in Module 1)
Located in Chapter 1 on Page 47
• Complete conversation with your partner using the “¡A comunicarnos!” instructions that have a rubric and a sequence of steps of how to write the conversation found in chapter 1 on page 47 of the Plazas eBook. This conversation will focus on introducing yourselves to each other.

PART 2: Conversation #2 - 25 PTS (Assignment link in Module 3)
Located in Chapter 3 on Page 111
• Complete conversation with your partner using the “¡A comunicarnos!” instructions that have a rubric and a sequence of steps of how to write the conversation found in chapter 3 on page 109 of the Plazas eBook. This conversation will focus on finding out what each of you like and dislike doing during your free time.
• Practice your conversation in front of the class.

PART 3: Conversation #3 - 25 PTS (Assignment link in Module 6)
Located in Chapter 6 on Page 211

- Complete conversation with your partner using the “¡A comunicarnos!” instructions that have a rubric and a sequence of steps of how to write the conversation found in chapter 6 on page 209 of the Plazas eBook. This conversation will focus on ordering food at a restaurant.

Spanish Learning Journal
Work in Progress – 15 PTS

You are to enter your three entries on Blackboard in a quiz format, the first one in Module 1, the second in Module 3, and the second in Module 6. You are to make three different entries (5 points each) throughout the semester, and you will be given a specified due date for each entry by your instructor.

Beginning of the semester (Entry 1)- Start out the semester by doing the following:
- What are your expectations for SPAN 1411?
- What is your desired grade?
- What are you planning to do to achieve the desired grade?

Midterm 2 (Entry 2)
Answer the following questions:
- How are you doing in the class?
- Do you need to adjust your learning to accomplish your desired grade?
- Are you meeting your goals?

Final Entry (After chapter 6) (Entry 3)

Answer the following questions:
- Do you feel you have achieved your goals? Elaborate
- How have you changed as a result of this course?
- What do you still want/need to learn about Spanish? How will this information help you in the future?
- If you were to change something that you have done during this course, what would that be?

Oral Exam – 75PTS
In an individual video conference with your instructor, you will be answering a total of 10 questions in complete grammatical sentences and applying clear pronunciation.

Mindtap Homework Assignments - Using the Mindtap Link in Blackboard

The Mindtap link is in the left navigation menu in Blackboard. For assistance follow the instructions in the video. https://play.vidyard.com/yUAP2eFUunPkCeXniVjqcY

Additional Extra credit:

Completion of assigned exercises in (Capítulo Preliminar).
<table>
<thead>
<tr>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATES</th>
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<tbody>
<tr>
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<td>Navigation Quiz</td>
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<td>Student Information Sheet</td>
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<td>1/26/2020</td>
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<td>Exam 1</td>
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<td>Presentations: Introductions</td>
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<td>Module 1: Participation (Attendance)</td>
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<td>MindTap Assignments- Chapter 1</td>
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<td>Spanish Journal- Entry 1</td>
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<td>Oral Presentation (Final) - Part 3</td>
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**TOTAL POINTS AVAILABLE IN THE COURSE = 1000 PTS**
TENTATIVE COURSE OUTLINE:

Course Outline Legend Key:
- Spanish word “Capítulo” = English word “Chapter”
- Spanish word “Preliminar” = English word “Preliminary”
- Spanish word “Encuentro” = English word “Meeting”
- Spanish word “Comunicarnos” = English word “communicate

Course Outline with Textbook Chapters

CAPÍTULO Preliminar - “¡MUCHO GUSTO!”
- Communicative Goals - Greet others, introduce yourself, farewells, exchange personal information such as name, origin, address, identify quantities of objects, greeting and meeting people, numbers 0 to 30, subject pronouns and the present tense of the verb “ser”, the verb form “hay”, question words and the alphabet.
- ¡A COMUNICARNO S! - Components of Conversation on page 211

CAPÍTULO 1 - “EN UNA CLASE DE ESPAÑOL”
- Communicative Goals - Identify people, places, and things in an educational setting, specify colors, communicate about everyday activities, tell time and indicate days of the week, in the classroom, the colors, the university campus, academic courses and foreign languages, the time and the days of the week, definite and indefinite articles, the gender of nouns, how to make nouns plural and present tense of regular “-ar” verbs.
- ¡A COMUNICARNO S! - Components of Conversation on page 47

CAPÍTULO 2 - “EN UNA REUNIÓN FAMILIAR”
- Communicative Goals - Identify and discuss family relationships, indicate ownership and possession, describe people and things and indicate nationality, communicate about daily activities at home or at school, express obligation or desire to do something, the family, physical features and personality, nationalities, numbers 30 to 100, possession with “de(l)” and possessive adjectives, common uses of the verb “ser”, agreement with descriptive adjectives, present tense of “-er” and “-ir” verbs and common uses of the verb “tener”.
- ENCUESTRO CULTURAL - Lugares mágicos: Eco- reserva Mbatoví Oficios y profesiones: los
Kallawayas Artes plásticas: Adrian Villagra Ritmos y música: los instrumentos andinos y el arpa paraguaya

- ¡A COMUNICARNO S! - Components of Conversation on page 81

CAPÍTULO 3 - “EL TIEMPO LIBRE”

- **Communicative Goals** - Communicate about leisure activities, express likes and dislikes, indicate plans and intentions, share information about when and where common activities are done, leisure-time activities and sports, places in and around town, months and seasons, “gustar” + infinitive and “gustar” + nouns, “ir” and “ir a”, verbs and irregular “yo” forms, “saber”, “conocer”, and the personal “a”, expressing weather with “hacer” and “estar”.


- ¡A COMUNICARNO S! - Components of Conversation on page 111

CAPÍTULO 4 - “EN LA CASA”

- **Communicative Goals** - Describe features and contents of homes and other residences, give instructions to friends and family members, state locations, indicate feelings, communicate about actions in progress, home, furniture, and appliances, household chores, numbers 100 to 1,000,000, present tense of stem-changing verbs (e>ie, o>ue, u>ue, e>i), affirmative “tú” commands, the verb “estar” and the present progressive.

- **ENCUENTRO CULTURAL** - Personas notables: Antonio Gaudí y Cornet Lugares mágicos: Palacio de la Zarzuela Artes plásticas: Museo Guggenheim Bilbao Ritmos y música: el flamenco, Niña Pastori

- ¡A COMUNICARNO S! - Components of Conversation on page 143

CAPÍTULO 5 – “LA SALUD”

- **Communicative Goals** - Identify parts of the body and communicate about health conditions, describe daily activities, express what you and others have just finished doing, communicate about characteristics and conditions of people and things, reflexive pronouns and present tense of reflexive verbs, “acabar de” + infinitive, “ser” vs. “estar” and demonstrative adjectives and pronouns.

- **ENCUENTRO CULTURAL** - Lugares mágicos: el Salta Angel Creencias y costumbres: las hallacas Artes plásticas: Manuel Cabré

- ¡A COMUNICARNO S! - Components of Conversation on page 177

CAPÍTULO 6 - “¿QUIERES COMER CONMIGO”

- **Communicative Goals** - Communicate about foods, beverages, and dining, make comparisons and express superlatives, order food and beverages in a restaurant, communicate about past events and actions, food, beverages, table utensils, dining out, weights and measures, comparatives and superlatives, regular verbs and verbs with spelling changes in the preterite, and verbs with stem changes in the preterite.

- **ENCUENTRO CULTURAL** - Lugares mágicos: el Salta Angel Creencias y costumbres: las hallacas Artes plásticas: Manuel Cabré
Tutoring

LANGUAGE LABORATORY: TUTORING AVAILABLE IN J 122

Check the [language lab tutoring schedule](#) on our website for exact location and times.

- A Spanish tutor is available to help you with Spanish course assignments and to help explain a lesson that you may need help with.
- Students can work on their oral presentations and ask for assistance from the Spanish tutor.
- If you decide to do other homework, talk with other students or use a cell phone, you will be asked to leave the lab and resume your session at a time when you can focus on working with the assignments exclusively.
- Since accidents do happen, you will be asked not to eat or drink in the lab.
- Any malfunctioning equipment should be reported to lab personnel.

GENERAL STATEMENT:

The instructor has the right to add, delete, or revise segments of this course or syllabus.