

**NORTH LAKE COLLEGE**  
**5001 N. MacArthur Blvd.**  
**Irving, Texas 75038-3899**  
**DALLAS COUNTY COMMUNITY COLLEGE DISTRICT**



**COURSE SYLLABUS**  
**SPANISH 1411 – ALL SECTIONS**  
**FALL, 2017**

**Liberal Arts Teaching and Learning Center: A-310**  
**Phone: (972) 273-3480**  
**Hours: Please call for hours of operation**

This course syllabus is intended as a set of guidelines for Spanish 1411. Both North Lake 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.

**Professor Information:**

Professor's Name: Ana Snider \_\_\_\_\_  
[asnider@irvingisd.net](mailto:asnider@irvingisd.net)

Email: [asnider@dcccd.edu](mailto:asnider@dcccd.edu);

Office Location/Hours: TBA \_\_\_\_\_

Office Phone: 972-600-6553

**Course Information**

**SPAN 1411 Beginning Spanish I (4 Credit Hours) TCCNS: SPAN 1411: Beginning Spanish I 2014 Core Curriculum Foundational Component Area: 090 Component Area Option Coordinating Board Academic Approval Number 16.0905.51 13**

**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.

**Course ID Number:** 1411-7-1502

### **Student Learning Outcomes:**

Upon successful completion of this course, students will:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.
2. Demonstrate understanding of level-appropriate spoken Spanish.
3. Write simple sentences and organize them into short paragraphs.
4. Read and comprehend level-appropriate texts.
5. Identify and discuss traditions, customs and values of the Hispanic world.
6. Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.

### **Core Objectives:**

SPAN 1411 develops the following Core Objectives:

**Critical Thinking** -to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

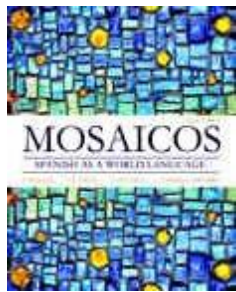
**Communication** -to include effective development, interpretation and expression of ideas through written, oral and visual communication.

**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.

**Core Objective Development Statements:** SPAN 1411 develops **Critical Thinking**, **Communication**, **Teamwork** and **Personal Responsibility** by composing a brief written assignment and participating in a formal presentation (speech or skit) on a central idea with pertinent support while demonstrating language skills and an awareness of cultural differences.

### **Required Textbooks and Materials**



## NOTES CONCERNING THE TEMPORARY ACCESS CODE:

Mosaicos-- HSPTAM-FLAIL-DEARY-PINNA-HAMZA-LOOSE

The publisher, Pearson, is giving you a temporary access code which lasts 14 days. This is to give you time to buy your own access code without falling behind. Each time you log in to the My Language Lab web site, you will see how many days you have left. You will not lose your work when you switch from the temporary code to your own permanent code.

### NOTE:

**You MUST use the same username and password for your permanent access code that you used for your temporary code in order to retain your work, otherwise, you will lose it and have to do it over.**

**If your computer does not have a built-in microphone, you will need to purchase a headset that will allow you to listen and record.**

Before the end of the 14 days, you must purchase only one of the following:

**1. *Mosaicos*, by Castells, 6th edition**

My Spanish Lab multi-semester access code only (contains an electronic text)

ISBN: 9780205997244

This is all you need for this online course.

### NOTE:

If you want to have a hard copy of the textbook, you may purchase the loose-leaf text & access code (ISBN: 9780133906769) package instead of My Spanish Lab multi-semester access code in our NLC bookstore. If you do not like the loose-leaf text, you may want to purchase a hard cover textbook, but this will add to the cost.

Also, if you are planning to take more than one semester of Spanish, I encourage you to purchase the multi-semester access code. However; if you only need to take one Spanish course you may just purchase only one semester code (ISBN: 9780205849703); please check with the four-year institution where you are transferring.

**2. You need to purchase an inexpensive microphone to use with your computer to record your oral assignments if your computer does not have a built in microphone.**

### **Course Objectives:**

In addition to the above stated student learning outcomes, students should be able to use Spanish to do the following both in writing and in speaking upon completing SPAN 1411:

- Answer interview questions about themselves (personal data) in complete sentences.
- Describe their routine in one or two organized and coherent paragraphs.
- Describe a person in two or three organized and coherent paragraphs.
- Describe a residence in two or three organized and coherent paragraphs.
- Describe a meal using comparisons and superlatives.
- Create and participate in dialogues in these situations:
  - A professor and a student meeting on campus
  - Two potential roommates meeting
  - A doctor and a patient
  - As a customer at a restaurant
- Work with a group to create a menu and a dialogue for a restaurant.
- Narrate past events in two or three organized and coherent paragraphs.
- Write a paper in three or four paragraphs (Minimum of 200 words).

### **Specific Course Learning Outcomes**

Spanish 1411 Course Objectives describe the content covered during the semester. During the semester, the students will demonstrate knowledge in the following areas:

- 1) The alphabet
- 2) Numbers
- 3) Nouns & articles
- 4) Colors
- 5) Days of the week
- 6) Months & seasons of the year
- 7) Subject pronouns
- 8) Present tense of the irregular verbs *tener, venir, ir, saber, conocer, gustar, hacer, poner, salir, traer, ver, estar and ser*
- 9) Gender & number of nouns
- 10) Definite & indefinite articles
- 11) Telling time
- 12) Present tense of regular –ar, -er & -ir verbs
- 13) Stem-changing verbs
- 14) Verb with irregular “yo” forms
- 15) Negative & interrogative sentences
- 16) Possessive with “de”
- 17) Possessive adjectives
- 18) Descriptive adjectives
- 19) The personal “a”
- 20) Contractions
- 21) Weather expressions
- 22) Future using the “ir a” construction
- 23) Present progressive

**Evaluation Procedures:**

**Students will submit ALL work online.** Your grades are divided into the following categories:

The lowest grade in each section will be dropped. The lowest grade is calculated whenever you submit an assignment and changes daily to show you exactly what your averages are in each section.

**Your overall grade average is in a separate column.**

**Tests - 50%**

**Quizzes – 10%**

**Lab – 20% (audio & video activities)**

**Homework – 20%**

Your grade book is contained in the online My Spanish Lab where you access and submit all your assignments. All grades will appear as an average, not in points.

**Grading scale :**

**The final course grade is based on percentages.**

**100-90% = A**

**89-80% = B**

**79-70% = C**

**69-60% = D**

**59% and below = F**

**[DCCCD OIE Faculty Syllabi Statement- FALL 2017](#)**

The **Office of Institutional Equity**, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

**Students with Disabilities:**

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you

are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: [dccc.edu/DSO](http://dccc.edu/DSO) Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices

Brookhaven	972-860-4673
Cedar Valley	972-860-8119
Eastfield	972-860-8348
El Centro	214-860-2411
Mountain View	214-860-8677
North Lake	972-273-3165
Richland	972-238-6180

A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit [www.dccc.edu/titleIX](http://www.dccc.edu/titleIX).

College Title IX Coordinators

Brookhaven	Terri Edrich	<a href="mailto:TitleIX-BHC@dccc.edu">TitleIX-BHC@dccc.edu</a>	972-860-4825
Cedar Valley	Grenna Rollings	<a href="mailto:TitleIX-CVC@dccc.edu">TitleIX-CVC@dccc.edu</a>	972-860-8181
Eastfield	Rachel Wolf	<a href="mailto:TitleIX-EFC@dccc.edu">TitleIX-EFC@dccc.edu</a>	972-860-7358
El Centro	Shanee' Moore	<a href="mailto:TitleIX-ECC@dccc.edu">TitleIX-ECC@dccc.edu</a>	214-860-2138
Mountain View	Regina Garner	<a href="mailto:TitleIX-MVC@dccc.edu">TitleIX-MVC@dccc.edu</a>	214-860-8561
North Lake	Rosemary Meredith(acting)	<a href="mailto:TitleIX-NLC@dccc.edu">TitleIX-NLC@dccc.edu</a>	972-860-3992
Richland	Bill Dial	<a href="mailto:TitleIX-RLC@dccc.edu">TitleIX-RLC@dccc.edu</a>	972-238-6386
Dallas Colleges Online	Le'Kendra Higgs	<a href="mailto:TitleIX-LEC@dccc.edu">TitleIX-LEC@dccc.edu</a>	972-669-6672

District Title IX Coordinator

Office of Institutional Equity 214-378-1633	LaShawn Grant	<a href="mailto:TitleIX-District@dccc.edu">TitleIX-District@dccc.edu</a>
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## **INSTITUTIONAL POLICIES**

### **Institutional Policies for Student Success**

#### **TESTING CENTER**



The North Lake College Testing Center administers assessment tests, instructional exams and national program exams. The center is equipped with separate stations for both computerized and paper-and-pencil tests. Private rooms are available for special accommodations by appointment only. The Testing Center is located in Building A, 4th floor, Suite A425.

#### **Testing Schedule**

*Monday – Thursday:* 8:30 a.m. – 8:00 p.m.

No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor's direction. All exams collected at 8:00 p.m.

*Friday - Saturday:* 8:30 a.m. – 3:30 p.m.

Other cut-off times may be in effect for specific exams by the instructor's direction.

No tests will be issued after 2:30 p.m. All exams collected at 3:30 p.m.

[General Testing Information for Students](#)

[Classroom and Make-up Testing](#)

[Credit By Examination](#)

[Taking the CLEP](#)

[Taking the DANTES Exam](#)

[Testing information for faculty and students](#)

[Practice Tests](#)

**Questions? Please visit the Testing Center (A425) or call 972-273-3160.**

**Office Hours:**

Monday – Thursday: 8:30 a.m. – 8:00 p.m. (*all exams collected at 8:00 p.m.*)

Friday - Saturday: 8:30 a.m. – 3:30 p.m. (*all exams collected at 3:30 p.m.*)

Sunday: CLOSED

**Academic Dishonesty**

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, and collusion."

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

**Notification of Absence because of Religious Holy Days**

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

**Requirements of the Americans with Disabilities Act**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the ADA/Disability Services Office at (972) 273-3165 or visit Room A-430 at North Lake College. It is the policy of NLC to provide reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ADA/Disability Services Office.

**Stop before You Drop**

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate



career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at <https://www1.dcccd.edu/6drop>.

### **Drop Policy**

If you are unable to complete this course, you must officially withdraw **by Thursday, November 9<sup>th</sup>, 2017. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.**

All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: <http://www.DCCCD.edu/thirdcourseattempt> .

### **Financial Aid Statement**

If you receive 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 require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

**Note: September 2<sup>nd</sup> is the certification date.**

**You must have participated in the class/turned in assignments by this date in order to be certified as having attended.**

### **Counseling Services**

Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by or supervised by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills.

To make an appointment call 972-273-3333 or go to A 311.

For additional information go to:

<http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx>

Avni Vyas, Ph.D.  
Counseling Psychologist  
North Lake College, A 311A  
972-273-3085

### **THE ACADEMIC SUCCESS CENTER (ASC)**

The ASC (A-322) provides a variety of services designed to help students develop and improve their writing and language skills:

- I. The Writing Center provides tutoring for any writing assignment for any class as well as personal writing projects, including college application essays, resumes, and letters. The tutors can help students clarify writing tasks, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- II. The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their skills for reading, studying, and test taking.
- III. The ESOL Lab, with 20 computer workstations, is for ESOL students to work on assignments, homework, lab activities, and any other related tasks. An experienced lab attendant is on duty during business hours to assist students. The lab also offers ESOL tutoring and a weekly conversation group to help students improve English listening and speaking skills.
- IV. Foreign Language tutoring is available to students enrolled in foreign languages courses (i.e. Spanish and French). Students can receive assistance with homework, labs, and other foreign language related assignments.
- V. The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-48 hours. The OWL can be accessed through eCampus.
  - After logging on to eCampus, click on the Community Tab at the top.
  - Type “OWL” in the search field and click “Go.”
  - Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  - Once enrolled, click “Submit Paper Here” to upload assignment.
  - Students in the NLC-OWL2 eCampus Community has access to all OWL related services.

- VI. The Blazer Internet Lounge, with 12 computers, additional open seating, and WiFi Internet access, is available to students who are working on academic or personal projects individually or in groups. The Lounge also has books and DVDs available for student use.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

### Spanish 1411 Course Schedule of Activities

#### NOTES:

All assignments are available on 8/21.

You may work ahead. You may finish the course work early.

Follow the electronic calendar in My Spanish Lab and be aware of all due dates. No work is accepted late. The due dates may change to accommodate the pace and needs of the class.

You will take 4 exams, one over each chapter.

There is not a separate final exam.

Note: September 2<sup>nd</sup> is the certification date.

You must have participated in the class/turned in assignments by this date in order to be certified as having attended.

Assignments are from MOSAICOS:

Please follow the electronic assignment calendar in your Pearson Language Lab system, MY SPANISH LAB.

If I need to change a due date, it will be listed in the electronic calendar.

You may work ahead of the schedule...just do not get behind!

8/21 Get your computer ready!!! Go through the 4 steps in the "Getting Started" section at the top of your web page. Click on the icons below & follow the on-screen instructions for the best course experience! -Tune up your browser -Disable pop-up blockers -Set your time zone -Take a tour

The publisher recommends that you use the Mozilla Firefox browser.

So if you cannot access audio in any of your assignments, check to see what browser you are using.

Internet Explorer and Safari will not show audio sections.

I keep all our course documents on eCampus: <http://ecampus.dcccd.edu>  
Please read through each the information contained under each menu button.

Menu buttons on eCampus:

#### GET STARTED HANDOUT –

This takes you through the registration process to set up your Pearson My Spanish Lab account.

#### ANNOUNCEMENTS –

I have our course set to open here at the announcements. If you lose an email, you will find the information here in the announcements.

#### COURSE SYLLABUS –

This contains all the information concerning this course, your grades, and resources here at NLC, and assignments. It is very important that you read this at the beginning of the semester.

#### PROFESSOR INFO –

This tells you how to contact me. Please put your class (Spanish 1411 and section) in the subject line of each email and put your full name.

#### HELP –

This contains some common FAQ's.

#### TOOLS – MY GRADES -

This will not be filled in until the end of the semester.

Your full gradebook, containing all of your grades for your homework, lab work, quizzes tests will be in the My Spanish Lab. It is a tab at the top.

#### OUTLINES FOR EXAMS –

I have outlined each test by putting the directions that you will see on each section.

#### HOW TO TAKE A TEST –

This tells you where to start and what the procedure is.

#### STUDENT TECH SUPPORT –

This contains the phone number for the 24/7 student tech support.

If you have any technical issues at all, please contact the Pearson Student Tech Support as quickly as possible.

The Pearson Student Tech Support is available 24/7 by phone or live chat.

The information is located on your green sign in page under STUDENT.

Here is the phone number: **1-877-896-8691**

For live chat, following the steps listed under "Student"...Support.

### CAPÍTULO PRELIMINAR

#### **Read the documents on eCampus ([ecampus.dcccd.edu](http://ecampus.dcccd.edu))**

- 8/28 Flashcards 0P ⌵ Due 11:59 PM (Review the chapter vocabulary, p.28-29 before doing the flashcards.)
- 8/30 TXT 0P-01 Presentaciones: Preparación. (pg. 5) ⌵ Due 11:59 PM
- TXT 0P-02 Escucha. (pg. 6) 🗨️ ⌵ Due 11:59 PM
- TXT 0P-03 Para confirmar. (pg. 8) ⌵ Due 11:59 PM
- TXT 0P-05 ¿Perdón o con permiso? (pg. 9) ⌵ Due 11:59 PM

TXT 0P-10 ¿Qué hay en el salón de clase? (pg. 10) ⌵ Due 11:59 PM

\*Please note that I have added a tutorial in front of each separate grammar section. Please view this tutorial before doing the homework assignment(s).

9/02 TXT 0P-16 Las expresiones útiles. (pg. 17) ⌵ Due 11:59 PM  
 Spanish Grammar Tutorial: Days of the Week, Months, and Seasons ⌵ Due 11:59 PM  
 TXT 0P-21 Escucha. (pg. 22) 🗣️ ⌵ Due 11:59 PM  
 SAM 0P-21 Los días de la semana. [Vocabulario en contexto] ⌵ Due 11:59 PM  
 SAM 0P-22 Los meses. [Vocabulario en contexto] ⌵ Due 11:59 PM  
 SAM 0P-23 Fechas y días. [Vocabulario en contexto] Voice Recording. 🗣️✍️ ⌵ Due 11:59 PM

9/05 Spanish Grammar Tutorial: Ser ⌵ Due 11:59 PM  
 SAM 0P-36 ¿Cómo son? [Singular forms of ser] ⌵ Due 11:59 PM  
 SAM 0P-37 ¿Cierto o falso? [Singular forms of ser] 🗣️ ⌵ Due 11:59 PM  
 SAM 0P-38 ¿De qué habla? [Singular forms of ser] ⌵ Due 11:59 PM  
 SAM 0P-40 ¿Cómo son? [Singular forms of ser] ⌵ Due 11:59 PM

9/07 Spanish Grammar Tutorial: Estar ⌵ Due 11:59 PM  
 SAM 0P-45 ¿Dónde está? [Estar + location] ⌵ Due 11:59 PM  
 SAM 0P-46 ¿Dónde está? [Estar + location] 🗣️ ⌵ Due 11:59 PM  
 SAM 0P-47 El salón de clase. [Estar + location] ✍️ ⌵ Due 11:59 PM  
 Spanish Grammar Tutorial: Numbers 0-99 ⌵ Due 11:59 PM  
 SAM 0P-49 Números de teléfono. [Numbers 0 to 99] ⌵ Due 11:59 PM  
 SAM 0P-51 Problemas. [Numbers 0 to 99] ⌵ Due 11:59 PM

9/09 Spanish Grammar Tutorial: Telling time ⌵ Due 11:59 PM  
 SAM 0P-52 ¿A qué hora sale el autobús? [Telling time] 🗣️ ⌵ Due 11:59 PM  
 SAM 0P-53 ¿Qué hora es? [Telling time] 🗣️ ⌵ Due 11:59 PM  
 SAM 0P-54 La hora del tren. [Telling time] 🗣️ ⌵ Due 11:59 PM  
 SAM 0P-55 Las clases. [Telling time] ⌵ Due 11:59 PM

9/12 QUIZ 1 – CH P

9/14 TEST 1 – CH. P

Do not open this test until you are ready to take it. You may take this test only once.

## CAPÍTULO 1

\*Please note that I have added a tutorial in front of each separate grammar section. Please view this tutorial before doing the homework assignment(s).

- 9/16 Readiness Check Ch 01 ⌵ Due 11:59 PM  
Flashcards 01 ⌵ Due 11:59 PM (Review the chapter vocabulary, p.63 before doing the flashcards.)
- TXT 01-01 Escucha y confirma. (pg. 34) 🗣️ ⌵ Due 11:59 PM  
SAM 01-01 España. [Enfoque cultural] ⌵ Due 11:59 PM  
TXT 01-02 ¿Qué sabes de los estudiantes? (pg. 34) ⌵ Due 11:59 PM  
TXT 01-06 Para confirmar. (pg. 36) ⌵ Due 11:59 PM  
TXT 01-07 ¿Qué clases toman? (pg. 36) ⌵ Due 11:59 PM  
SAM 01-06 El horario de clases. [Vocabulario en contexto] ⌵ Due 11:59 PM
- 9/19 Spanish Grammar Tutorial: Subject Pronouns ⌵ Due 11:59 PM  
Spanish Grammar Tutorial: Formal/Informal ⌵ Due 11:59 PM  
Spanish Grammar Tutorials: Regular Verbs ⌵ Due 11:59 PM  
Spanish Grammar Tutorial: -ar Verbs ⌵ Due 11:59 PM  
SAM 01-19 Un día típico. [Present tense of regular -ar verbs] 🗣️ ⌵ Due 11:59 PM SAM  
01-17 Las actividades. [Present tense of regular -ar verbs] 🗣️ ⌵ Due 11:59 PM SAM 01-  
18 ¿Qué actividad? [Present tense of regular -ar verbs] ⌵ Due 11:59 PM SAM 01-21  
Andrea. [Present tense of regular -ar verbs] ⌵ Due 11:59 PM  
SAM 01-22 La vida de los estudiantes. [Present tense of regular -ar verbs] ⌵ Due 11:59  
PM
- 9/21 Spanish Grammar Tutorial: -er Verbs ⌵ Due 11:59 PM  
Spanish Grammar Tutorial: -ir Verbs ⌵ Due 11:59 PM  
SAM 01-24 ¿Qué hacen? [Present tense of regular -er and -ir verbs] ⌵ Due 11:59 PM  
SAM 01-25 ¿Estudiante o profesor? [Present tense of regular -er and -ir verbs] 🗣️ ⌵ Due  
11:59 PM  
SAM 01-26 Mis amigos. [Present tense of regular -er and -ir verbs] 🗣️ ⌵ Due 11:59 PM  
SAM 01-28 Sugerencias. [Present tense of regular -er and -ir verbs] 🗣️ ⌵ Due 11:59
- 9/23 Spanish Grammar Tutorial: Gender ⌵ Due 11:59 PM  
Spanish Grammar Tutorial: Definite and Indefinite Articles ⌵ Due 11:59 PM  
Spanish Grammar Tutorial: Singular and Plural Formation ⌵ Due 11:59 PM  
SAM 01-30 En la universidad. [Articles and nouns] ⌵ Due 11:59 PM  
SAM 01-31 Horas de oficina. [Articles and nouns] ⌵ Due 11:59 PM  
SAM 01-32 ¡Yo tengo dos! [Articles and nouns] 🗣️ ⌵ Due 11:59 PM  
SAM 01-33 ¿Qué necesita? [Articles and nouns] ⌵ Due 11:59 PM  
SAM 01-34 De compras. [Articles and nouns] ⌵ Due 11:59 PM
- 9/26 Spanish Grammar Tutorial: Estar ⌵ Due 11:59 PM  
SAM 01-37 Dos conversaciones. [Present tense of estar] ⌵ Due 11:59 PM

SAM 01-38 Una cita. [Present tense of estar] ⌵ Due 11:59 PM  
 SAM 01-39 ¿Dónde están? [Present tense of estar] ⌵ Due 11:59 PM  
 SAM 01-40 Algunas preguntas. [Present tense of estar] ⌵ Due 11:59 PM  
 SAM 01-42 ¿Dónde está la biblioteca? [Present tense of estar] 📖 ⌵ Due 11:59 PM

9/28 Spanish Grammar Tutorial: Questions with Interrogative Words ⌵ Due 11:59  
 SAM 01-43 La universidad. [Interrogative words] ⌵ Due 11:59 PM  
 SAM 01-44 En orden. [Interrogative words] 📖 ⌵ Due 11:59 PM  
 SAM 01-45 Interferencias. [Interrogative words] 📖 ⌵ Due 11:59 PM

9/30 QUIZ 2 – CH. 1

## 10/03 TEST 2 - CH.1

## CAPÍTULO 2

\*Please note that I have added a tutorial in front of each separate grammar section. Please view this tutorial before doing the homework assignment(s).

10/05 Readiness Check Ch 02 ⌵ Due 11:59 PM  
 Flashcards 02 ⌵ Due 11:59 PM (Review the chapter vocabulary, p.99 before doing the flashcards.)

10/07 TXT 02-01 Escucha y confirma. (pg. 68) 📖 ⌵ Due 11:59 PM  
 TXT 02-02 Asociaciones. (pg. 68) ⌵ Due 11:59 PM  
 SAM 02-01 Estados Unidos. [Enfoque cultural] ⌵ Due 11:59 PM  
 SAM 02-02 ¿Quién es? [Vocabulario en contexto] 📖 ⌵ Due 11:59 PM  
 SAM 02-03 Las descripciones. [Vocabulario en contexto] ⌵ Due 11:59 PM  
 SAM 02-04 El origen. [Vocabulario en contexto] 📖 ⌵ Due 11:59 PM

10/10 TXT 02-07 ¿De qué color son estas banderas (flags)? Preparación. (pg. 71) ⌵ Due 11:59 PM  
 SAM 02-08 Opuestos. [Vocabulario en contexto] ⌵ Due 11:59 PM  
 SAM 02-11 Los colores. [Vocabulario en contexto] ⌵ Due 11:59 PM  
 Spanish Grammar Tutorial: Adjectives of Nationality ⌵ Due 11:59 PM  
 SAM 02-12 Nacionalidades. [Vocabulario en contexto] ⌵ Due 11:59 PM

10/12 Spanish Grammar Tutorial: Noun-Adjective Agreement ⌵ Due 11:59 PM  
 Spanish Grammar Tutorial: Position of Adjectives ⌵ Due 11:59 PM  
 TXT 02 Funciones y formas 1: ¿Comprendes? (pg. 77) ⌵ Due 11:59 PM  
 TXT 02-14 ¿Cómo son estas personas? (pg. 77) ⌵ Due 11:59 PM  
 Spanish Grammar Tutorial: Ser ⌵ Due 11:59 PM  
 SAM 02-23 ¡Tantas preguntas! [Present tense of ser] 📖 ⌵ Due 11:59 PM  
 SAM 02-24 El concierto de Marc Anthony. [Present tense of ser] 📖 ⌵ Due 11:59 PM



- SAM 02-25 Las personas en la universidad. [Present tense of ser] ⌵ Due 11:59 PM
- 10/14 Spanish Grammar Tutorial: Estar + Adjectives ⌵ Due 11:59 PM  
 SAM 02-29 Preguntas. [Ser and estar with adjectives] ⌵ Due 11:59 PM  
 SAM 02-30 Una conversación telefónica. [Ser and estar with adjectives] ⌵ Due 11:59 PM  
 SAM 02-31 ¿Qué pasa? [Ser and estar with adjectives] ⌵ Due 11:59 PM  
 SAM 02-32 Mi vida en la universidad. [Ser and estar with adjectives] ⌵ Due 11:59 PM  
 SAM 02-34 Una entrevista. [Ser and estar with adjectives] ⌵ Due 11:59 PM  
 SAM 02-35 Ahora tú. [Ser and estar with adjectives] Voice Recording. 🗣️⌵ Due 11:59 PM
- 10/17 Spanish Grammar Tutorial: Possessive Adjectives ⌵ Due 11:59 PM  
 Spanish Grammar Tutorial: Possessive with de + pronoun ⌵ Due 11:59 PM  
 SAM 02-36 Posesión. [Possessive adjectives] ⌵ Due 11:59 PM  
 SAM 02-37 El examen de español. [Possessive adjectives] ⌵ Due 11:59 PM  
 SAM 02-38 ¡A la playa! [Possessive adjectives] ⌵ Due 11:59 PM  
 SAM 02-41 Los planes del verano. [Possessive adjectives] ⌵ Due 11:59 PM
- 10/19 Spanish Grammar Tutorial: Gustar and Similar Verbs ⌵ Due 11:59 PM  
 SAM 02-42 Los planes de Amanda y Miguel. [Gustar] ⌵ Due 11:59 PM  
 SAM 02-43 ¿Qué les gusta? [Gustar] ⌵ Due 11:59 PM  
 SAM 02-44 ¿Te gusta? [Gustar] ⌵ Due 11:59 PM  
 SAM 02-45 ¿Les gusta? [Gustar] ⌵ Due 11:59 PM

10/21 QUIZ 3 – CH.2

10/24 TEST 3 - CH 2

### CAPÍTULO 3

\*Please note that I have added a tutorial in front of each separate grammar section. Please view this tutorial before doing the homework assignment(s).

- 10/26 Readiness Check Ch 03 ⌵ Due 11:59 PM
- 10/28 Flashcards 03 ⌵ Due 11:59 PM (Review the chapter vocabulary, p. 135 before doing the flashcards.)
- 10/31 SAM 03-01 Perú. [Enfoque cultural] 🗣️⌵ Due 11:59 PM  
 TXT 03-01 Escucha y confirma. (pg. 103) 🗣️⌵ Due 11:59 PM  
 TXT 03-08 Para confirmar. Preparación. (pg. 108) ⌵ Due 11:59 PM  
 TXT 03-15 Escucha. (pg. 109) 🗣️⌵ Due 11:59 PM  
 SAM 03-04 El menú. [Vocabulario en contexto] ⌵ Due 11:59 PM  
 SAM 03-05 Diversiones. [Vocabulario en contexto] 🗣️⌵ Due 11:59 PM



- 11/02 SAM 03-10 Una invitación. [Vocabulario en contexto] ⌵ Due 11:59 PM  
 SAM 03-11 En el supermercado. [Vocabulario en contexto] 🗂️⌵ Due 11:59 PM  
 SAM 03-12 ¿Qué comida? [Vocabulario en contexto] ⌵ Due 11:59 PM  
 SAM 03-15 La vida social. [Mosaico cultural] ⌵ Due 11:59 PM
- 11/04 Spanish Grammar Tutorial: Hacer ⌵ Due 11:59 PM  
 Spanish Grammar Tutorial: Irregular First Person Verbs ⌵ Due 11:59 PM  
 SAM 03-17 ¿Qué hacen? [Present tense of hacer, poner, salir, traer, and oír] 🗂️⌵ Due 11:59 PM  
 SAM 03-18 Elena y su familia. [Present tense of hacer, poner, salir, traer, and oír] ⌵ Due 11:59 PM
- 11/07 SAM 03-20 ¿Qué hacemos? [Present tense of hacer, poner, salir, traer, and oír] ⌵ Due 11:59 PM  
 SAM 03-21 Un día difícil. [Present tense of hacer, poner, salir, traer, and oír] 🗂️⌵ Due 11:59 PM  
 SAM 03-22 Carlos también. [Present tense of hacer, poner, salir, traer, and oír] 🗂️⌵ Due 11:59 PM
- 11/09 Spanish Grammar Tutorial: Future with ir + a + infinitive ⌵ Due 11:59 PM  
 SAM 03-23 ¿Adónde va de vacaciones? [Present tense of ir and ir a + infinitive] 🗂️⌵ Due 11:59 PM  
 SAM 03-24 ¿Adónde van de vacaciones? [Present tense of ir and ir a + infinitive] 🗂️⌵ Due 11:59 PM  
 SAM 03-25 Los planes. [Present tense of ir and ir a + infinitive] ⌵ Due 11:59 PM  
 SAM 03-26 ¿Adónde van? [Present tense of ir and ir a + infinitive] ⌵ Due 11:59 PM  
 SAM 03-27 ¿Qué van a hacer? [Present tense of ir and ir a + infinitive] ⌵ Due 11:59 PM  
 SAM 03-28 ¿Qué van a hacer ahora? [Present tense of ir and ir a + infinitive] ⌵ Due 11:59 PM  
 SAM 03-29 Actividades y lugares. [Present tense of ir and ir a + infinitive] 🗂️⌵ Due 11:59 PM
- 11/11 Spanish Grammar Tutorial: Numbers 100 to 2,000,000 ⌵ Due 11:59 PM  
 SAM 03-32 El inventario. [Numbers 100 to 2,000,000] 🗂️⌵ Due 11:59 PM  
 SAM 03-33 Lotería. [Numbers 100 to 2,000,000] ⌵ Due 11:59 PM  
 SAM 03-34 Identificación. [Numbers 100 to 2,000,000] 🗂️⌵ Due 11:59 PM  
 SAM 03-35 ¿Adónde voy? [Numbers 100 to 2,000,000] 🗂️⌵ Due 11:59 PM
- 11/14 Spanish Grammar Tutorial: Saber and Conocer ⌵ Due 11:59 PM  
 TXT 03 Funciones y formas 4: Piénsalo (pg. 123) ⌵ Due 11:59 PM  
 TXT 03 Funciones y formas 4: ¿Comprendes? (pg. 123) ⌵ Due 11:59 PM  
 TXT 03-32 Saber y conocer. (pg. 126) ⌵ Due 11:59 PM

- 11/16 SAM 03-36 Saber and conocer. [Saber and conocer] ⌵ Due 11:59 PM  
 SAM 03-37 Un trabajo nuevo. [Saber and conocer] 📄⌵ Due 11:59 PM  
 SAM 03-38 La familia de su novio (boyfriend). [Saber and conocer] ⌵ Due 11:59 PM  
 SAM 03-39 El nuevo chico. [Saber and conocer] ⌵ Due 11:59 PM
- 11/18 Spanish Grammar Tutorial: Por and Para ⌵ Due 11:59 PM  
 TXT 03 Funciones y formas 5: ¿Comprendes? (pg. 128) ⌵ Due 11:59 PM  
 TXT 03-33 ¿Por o para? (pg. 128) ⌵ Due 11:59 PM  
 SAM 03-41 Por versus para. [Some uses of por and para] ⌵ Due 11:59 PM  
 SAM 03-42 Un viaje a Lima. [Some uses of por and para] 📄⌵ Due 11:59 PM  
 SAM 03-43 Para viajar a Perú. [Some uses of por and para] ⌵ Due 11:59 PM  
 SAM 03-44 Conversación. [Some uses of por and para] ⌵ Due 11:59 PM  
 SAM 03-45 La carta. [Some uses of por and para] ⌵ Due 11:59 PM
- 11/21 SAM 03-46 Orden en el restaurant. (En acción) Due 11:59 PM  
 SAM 03-47 Por que . (En acción) Due 11:59 PM  
 SAM 03-53 De vacaciones. (Mosaicos: Lee) Due 11:59 PM  
 SAM 03-54 Que hacemos en Lima? (Mosaicos: Lee) Due 11:59 PM
- 11/28 SAM 03-59 Una fiesta de cumpleaños. (Repaso) Due 11:59 PM  
 SAM 03-60 Que deben comer? (Repaso) Due 11:59 PM
- 11/30 Entrevistas Video Activity 03-01 Asociaciones. Due 11:59 PM  
 Entrevistas Video Activity 03-02 La comida. Due 11:59 PM  
 Entrevistas Video Activity 03-03 Las actividades y los planes. Due 11:59 PM

12/02 QUIZ 4 – CH.3

12/05 TEST 4 - CH.3

Your final grade will be in your gradebook. It is the 4<sup>th</sup> tab at the top of the page. This will give your course average in all sections and include your overall course average. The system recalculates all your grades each time you submit an assignment.

I will record a letter grade for you in eConnect at the end of the semester.

