Spanish 1312- Section 002
Professor: M. Hernández
Office Hours = By Appointment
361-825-5783 = Department of Humanities
TR - 5:30 - 6:45
Office Location = IH - 158
mherandez@tmisd.esc2.net
manuel.hernandez@tamucc.edu

Textbook:
• A Spanish/English Dictionary = recommended

Course Description
This is the second part of the First Year Spanish course. It is designed specifically for students with little knowledge of the language. This second semester concentrates on the study of past and future tenses, verb usage, prepositions, the subjunctive mood, sentence structure, and vocabulary. This course is aimed at developing listening, speaking, reading and writing skills, from the most basic notions to more elaborate ones, within a Spanish cultural framework.

Spanish Student Learning Outcomes:
At the end of this course students will demonstrate ability to:
• Communicate in a range of situations at the basic level.
• Understand and use a variety of vocabulary in common usage in different situations at the basic level.
• Understand and respond to oral and written material at the basic level.
• Show and awareness of elements of the culture and their role in communication at the basic level.

Attendance. Regular attendance and active participation are vital in learning a foreign language. To understand linguistic concepts and practice them in a supportive environment, you must be in class. Therefore, you're expected to attend all of your classes. Absences will not only set you back, but will affect your final grade (after the third absence, you will lose 3 points of your final average grade for every class you miss thereafter.) Remember: you are responsible for the material covered, assigned or due in class during your absence. If you must be absent, it is your responsibility to provide written documentation (medical note, field trip itinerary, police report, or other) to be excused. Also, beware of tardiness; they constitute a class interruption and after the second, it counts as an absence. Please, keep track of your absences and tardiness... I will.

Participation. Class participation is essential to the language learning experience. To maximize your understanding of the language concepts and their role in language proficiency, prepare carefully for class by completing all assignments in advance and be ready to participate. In this course participation is evaluated by the level of engagement students' display in class, their general knowledge of the material discussed, and the accuracy of their linguistic performance. Remember: errors are intrinsic to the learning process; therefore, take a chance and participate.

Weekly Lab assignments. These assignments will be completed at the Foreign Language Laboratory (CCH #224) or from your personal computer. The exercises (listening comprehension, pronunciation, etc.) are related to the grammar concepts taught in class during the previous week. Their completion increases the understanding of grammar and its application to the overall learning process. You may complete them in one visit or return as many times as you'd like during the week. However, they must be finished by Sunday at midnight. For more information about the operation of the Foreign Language Laboratory, read addendum # 1.
Composition. You will be asked to write a one-page composition in Spanish twice. Draft #1 should represent your best effort in this exercise. Draft #2 must contain all the corrections and necessary additions highlighted on Draft #1. Your instructor will provide a correction key to help you in the successful completion of Draft #2. No late work will be accepted without previous arrangements with your instructor. For a more detailed description of the composition guidelines, read addendum # 2.

Interview/Presentation. Interview. During the semester, you will have a very brief interview (in Spanish, of course) with the professor. This will constitute the oral section of your final exam and 10 points of your final average. You will come to class early for a 10 minute meeting in which both of you will answer questions and play out a little dialogue using the material you have learned in class during the semester. Use of the grammar and vocabulary learned during the semester will be expected. As you get closer to your interview, your professor will give you more information so you can prepare in advance. A roster will be printed and handed out showing “who” will go on a given date and the “time” of the interview. See Addendum # 3 - “Interview Guidelines”

Quizzes. There will be a total of 10 quizzes during the semester. Your weekly assignment at the language lab should help you prepare for them. They will be brief and administered the LAST 10 minutes of class on Monday or Tuesday depending on your class schedule (please see addendum #4 for more details). If you come to class regularly, complete your weekly assignments carefully, and maintain continuous study habits throughout the semester, you should not have any problem with this exercise. If you’re absent at any time, it is your responsibility to consult the syllabus and catch up with the help of a tutor or by visiting your professor during office hours.

Exams. Exams are an important part of your learning experience and progress in class. These examinations give you an opportunity to assess your understanding of language concepts and to identify areas of difficulty. You will have two major exams during the semester (see attached "Programa del curso" for exam dates). No make-ups will be given under any circumstance, unless previously arranged with the instructor.

Miscellaneous. Please reduce unnecessary distractions to the minimum. Cell phones must be set on vibration mode...no eating or drinking in class...and...there will be absolutely NO texting in class...at ANY time...for ANY reason. If you insist on doing so...you WILL be asked to leave the classroom and you WILL be counted absent. NO eating...NO drinking is allowed in class. Visitors...children...friends...personal pets are not allowed in class, unless explicitly permitted by the instructor beforehand. Students are expected to follow the Student Code of Conduct as described by the University Student Handbook and to have an amicable and respectful attitude towards their instructor, language lab staff, and fellow students. A Spanish tutor is available at the TLC. Do not wait for this class to become unmanageable. Meet with your professor and seek the tutor’s help as soon as possible.

Grade Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>10 pts</td>
</tr>
<tr>
<td>Weekly assignments</td>
<td>10 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10 pts</td>
</tr>
<tr>
<td>Comp - I</td>
<td>5 pts</td>
</tr>
<tr>
<td>Comp - II</td>
<td>5 pts</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 pts</td>
</tr>
<tr>
<td>Oral interview/Presentation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Total</td>
<td>100 pts</td>
</tr>
</tbody>
</table>
Helpful Websites: The following websites have been provided to assist you in finding additional information and practice.

- 123teachme.com
- Colby.edu/~bknelson/SLC/index.php
- spanishspanish.com
- donquiote.org
- Drlemon.net/grammar
- Trinity.edu/mstroud/grammar
- dummies.com
- Lingolex.com
- studyspanish.com
- musicalspanish.com
- Spalcon.com
- verbix.com

---

**IMPORTANT INFORMATION**

**FALL 2010**

**Dates to remember:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>24...........</td>
<td>Wednesday.........</td>
<td>Classes begin</td>
</tr>
<tr>
<td>August</td>
<td>31...........</td>
<td>Wednesday.........</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>September</td>
<td>05..........</td>
<td>Monday............</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>November</td>
<td>04..........</td>
<td>Friday............</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>November</td>
<td>24/25......</td>
<td>Thursday/Friday...</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>December</td>
<td>05...........</td>
<td>Monday............</td>
<td>Last day to withdraw from university</td>
</tr>
<tr>
<td>December</td>
<td>06..........</td>
<td>Tuesday...........</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December</td>
<td>07..........</td>
<td>Wednesday.........</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December</td>
<td>08-14......</td>
<td>Saturday..........</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December</td>
<td>17..........</td>
<td></td>
<td>Fall Commencement</td>
</tr>
</tbody>
</table>

**Academic Advising:**

Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college the undergraduate advisor is Natasha Crawford (825-3466, Natasha.crawford@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

**Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.

**Grade Appeal Process:**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
ADDENDUM 1

WEEKLY ASSIGNMENTS AT THE FOREIGN LANGUAGE LABORATORY

1. Language Lab Assignments. Weekly assignments are to be completed at the Foreign Language Laboratory (Corpus Christi Hall #224) or on your personal computer and will be available every Monday morning. These assignments are an important part of your coursework, not only because they represent 10% of your grade, but also because they reinforce language structures, help you carry out tasks in different linguistic and cultural contexts, and give you the necessary practice to understand the class material. Remember to bring your textbook to the lab, for reference.

2. Language Lab Registration. There is no registration at the Language Lab. The lab exercises assigned are posted on Blackboard and will be completed online under the instructor: Gloria Davila. To enhance your classroom experience, we encourage you to visit the Language Lab (CCH #224) and familiarize yourself with all the resources available.

3. Language Lab Reports: Every Monday morning the Lab generates a report outlining the lab activities completed the week before. The report includes your name, time spent, and results of your overall effort with the assignments. To inform you instructor, the results are classified as follows:
   A. **Complete:** all lessons done with a clear understanding of the concepts.
   B. **Incomplete:** Some lessons complete; others not attempted; and failure to demonstrate understanding.
   C. **Blank:** lessons not attempted.

* To strengthen the knowledge in some areas, students are encouraged to do exercises multiple times.

NOTE: *If for some reason your personal computer fails to read the lab exercises format, it is your responsibility to complete assignments at the Language Lab.*

4. Completion Dates. The completion dates for each assignment are provided on your syllabus. You have a full week to complete an assignment. Your weekly lab assignment MUST be completed by Sunday at 12:00 AM. Although the language lab assignments will be available for two weeks, each assignment has a completion date. If you are not able to complete an assignment on time, it will be at the discretion of the instructor to allow you to make it up for credit.

5. Material Covered by Assignments. Weekly assignments are based on material covered in class the week before. So, you should be familiar with the language concepts and related exercises. If you have problems understanding the material (and consequently the exercises), discuss it with your instructor immediately. S/he may need to refer you to the tutor for extra help.

6. Individual Work. Group work is not allowed at the Foreign Language Laboratory. Weekly assignments are meant to be an individual activity. However, you are urged to study in groups outside of class, to help each other with new concepts and to put them into practice. No textbook copies are available at the lab. Remember: BYOB (bring your own book).

7. You and the Staff at the Foreign Language Laboratory. The Labbies have been instructed to help you with the technical part of lab work only. They can help you identify resources available to develop specific language skills, but will not help you with your exercises, nor provide answers regarding your assignments. The use of lab resources for purposes other than language development will be at the discretion of our staff. *Do your best to complete the lab assignments on your own.*
ADDENDUM 2

COMPOSITION GUIDELINES

Description: During the semester you will be asked to write a 200-word composition in Spanish. Your professor will discuss the topic with the class in advance and provide additional information as needed. NOTE: Draft #1 (5 points) should represent your best effort in this exercise. Your instructor will highlight and code the mistakes on your composition (draft #1) without making any corrections. For draft #2 (5 points) you will be asked to make all the corrections and necessary additions highlighted on draft #1. To help you in the successful completion of your final draft, your instructor will provide a correction key. This exercise is meant to help you learn from your own mistakes while developing your writing skills in Spanish. No late work will be accepted without previous arrangements with your instructor.

Objective: Compositions are designed to provide opportunities to practice the concepts taught in the classroom. You are expected to use only the concepts covered in the class up to the time of the composition. Please be sure to follow the guidelines accordingly to avoid any confusion.

Format:
- Compositions must be written entirely in Spanish.
- Length of the composition itself should be N.L.T. 200 words.
- Compositions must be typed and double spaced.
- Compositions WILL have a cover-sheet with...
  a) your name
  b) name and number of he course
  c) name of he professor
  d) date and title of the composition
- Margins must be 1” on each side.
- Use structures, tenses and vocabulary learned up to that point only.
- Avoid using online translators and or friends.

NOTE: THE SECOND PAGE IS DEDICATED ENTIRELY O THE COMPOSITION ITSELF !
Failure to comply with these departmental requisites = “0”

Guidelines: Your work should be evidence of your performance in the class. Please write it by yourself and only at your level of proficiency. No more will be expected of you. Should your work not coincide with your overall performance in class, the professor will suspect outside help, such as Internet online translators or Spanish-speaking proofreaders, and he/she will ask you to rewrite your composition. To avoid complicating the writing process, do not write your composition in English and translate it into Spanish; your English structures will be far more advanced than you can handle in Spanish. There are many concepts and expressions that do not translate literally between the two languages. Once again, stick to simplicity. Use grammar and vocabulary covered in class in short basic sentences.

Composition Topic: SPAN1312: “Este verano pasado...yo...” (“This last Summer...I...”)
Begin your short story/personal experience by introducing your characters and setting up the background information. This is usually done in the imperfect because you describe ongoing “states” and “actions.” Likewise, the preterit is used to describe a series of separate actions that occurred in sequence and then were completed. See pp. 282-287 for a review on the difference between the tenses. Keep it simple, at your level, and write it yourself.

Available Resources:
The Language Lab provides word processors with Spanish spell check available, as well as dictionary and verb conjugation software. Also, don’t forget about internet resources.
Objective.
This interview will provide the opportunity for you to demonstrate the ability to carry on a simple conversation in Spanish; something all students should be able to do by the end of the semester.

What to expect.
The total length of the meeting will be 10 minutes. The first half of the interview consists of an oral 15 - question and answer session with your professor. I have provided a list of possible questions for you. in the second half of addendum – 3. This should take 5 minutes of your 10. For the second half of the interview and for the second 5 minutes of your time, you and a classmate will perform a dialogue that you will have prepared in advance using your creativity and imagination. Make sure to memorize it. You will not be allowed to use any notes during the performance.

Topic for the dialogue: “The two of you pick one of the following and present it.

1) You are having problems with one of your courses and you are telling one of your friends about it. You cite N.L.T. 5 problems you are experiencing (one-at-a-time) and your partner will give you N.L.T. 5 appropriate responses (one-at-a-time) as possible solutions to your predicament.
2) Some has asked you to go to a movie or some other function on a given night. You agreed and all plans have been made. Then...someone else asks you to go to a concert that you would NOT miss for the world...one that you may never get to see again in this lifetime. You must explain yourself to the first party...who...in turn...asks YOU some pretty blunt questions...given that he / she has already made plans of his / her own for the two of you. (N.L.T. 5 questions and 5 answers)

Guidelines.
Your work should be evidence of your performance in the class. Your interview should consist of grammatically correct sentences and pertinent vocabulary.
As with the compositions, it is suggested that you do not translate your interview from English directly to Spanish to avoid complication the process. There are many concepts and expressions that do not translate correctly between the two languages. Use vocabulary from the chapters we have covered.

Available resources.
The language Lab provides word processors with Spanish spell check available, as well as dictionary and verb conjugation software, which you can use to prepare your dialogue.

Remember:
Your interview must be entirely in Spanish.
Your interview will last about 5 minutes.
Your interview must contain usage of the structures, tenses and vocabulary covered in class.

You have a “one week” window to make it up if...for any reason...you cannot comply with the scheduled time (as per the roster). Interview will NOT be accepted “AFTER” one week !

NOTE: You will be given the opportunity to volunteer for a date and time of YOUR choosing...along with the partner of YOUR choice. Failure to do so means that it is “i” who shall choose your partner (randomly)...and the date / time of your “interview”. Rosters will be handed out in class.

NOTE: THE INTERVIEW QUESTIONS YOU WILL BE ASKED INDIVIDUALLY WILL COME FROM THE 30 QUESTIONS ATTACHED. “SEE FOLLOWING PAGE”
INTERVIEW QUESTIONS: EACH OF YOU WILL BE ASKED 15 QUESTIONS FROM THE GIVEN LIST... (MY CHOICE)... FOLLOWING THIS... THE TWO OF YOU WILL DO THE SECOND PART OF THE INTERVIEW... AS
PER THE SYLLABUS:

1. ¿Cómo te llamas?
2. ¿A qué hora te levantas?
3. ¿Te desayunas o no?
4. ¿Cómo te preparas para el trabajo?
5. ¿A qué hora te vas para el trabajo?
6. Tú y tus amigos... ¿se diviertes?
7. En clase... ¿dónde te sientas?
8. ¿Te enfermas a menudo?
9. ¿A qué hora se van Uds. a casa?
10. ¿A qué hora te acuestas?
11. ¿Quién oye las respuestas de los alumnos?
12. ¿Qué haces tú mañana?
13. ¿Cuándo vienen las vacaciones?
14. ¿A qué hora sales tú de la casa por la mañana?
15. ¿En qué mes cae tu cumpleaños?
16. En qué parte de la casa tienen Uds. el teléfono?
17. ¿Qué traes tú a clase?
18. En casa... ¿dónde pones tus libros?
19. ¿Qué hacen los alumnos en clase?
20. ¿Qué dice tu profesor cuando tú contestas bien?
21. ¿Tienes familia?
22. ¿Cuántos tienes?
23. ¿Quiénes son?
24. Tus abuelos... ¿viven todavía?
25. ¿Cómo se llaman?... ¿Cómo se llamaban? (if deceased)
26. Tus hermanos / hermanas... ¿cómo se llaman?
27. Tu familia... ¿vive en Corpus Christi?
28. La mayoría de tu familia... ¿de dónde es?
29. ¿Tienes primos / primas... ¿Cuántos?
30. Tus padres... ¿cómo se llaman?
<table>
<thead>
<tr>
<th>Quiz Schedule</th>
<th>Quiz Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Septiembre 19/20</td>
<td>Quiz #1</td>
</tr>
<tr>
<td></td>
<td>El pretérito de verbos regulares, ser/ir/dar, stem-changing verbs, por/para, adverbios, vocabulario lección 8.</td>
</tr>
<tr>
<td>Septiembre 26/27</td>
<td>Quiz #2</td>
</tr>
<tr>
<td></td>
<td>El pretérito de verbos reflexivos, los pronombres posesivos, vocabulario lección 9.</td>
</tr>
<tr>
<td>Octubre 3/4</td>
<td>Quiz #3</td>
</tr>
<tr>
<td></td>
<td>El pretérito de verbos irregulares, Hace... meaning ago, vocabulario lección 9.</td>
</tr>
<tr>
<td>Octubre 10/11</td>
<td>Quiz #4</td>
</tr>
<tr>
<td></td>
<td>El imperfecto, el pretérito vs. imperfecto, vocabulario lección 10.</td>
</tr>
<tr>
<td>Octubre 17/18</td>
<td>Quiz #5</td>
</tr>
<tr>
<td></td>
<td>El cambio de significado en el pretérito, los pronombres relativos, vocabulario 10.</td>
</tr>
<tr>
<td>Oct. 31/Nov. 1°</td>
<td>Quiz #6</td>
</tr>
<tr>
<td></td>
<td>El modo subjuntivo, formas verbales, uso con verbos de deseo, vocabulario lección 10.</td>
</tr>
<tr>
<td>Noviembre 7/8</td>
<td>Quiz #7</td>
</tr>
<tr>
<td></td>
<td>El subjuntivo de emoción, mandatos formales Ud./Uds., vocabulario lección 11</td>
</tr>
<tr>
<td>Noviembre 14/15</td>
<td>Quiz #8</td>
</tr>
<tr>
<td></td>
<td>El subjuntivo de duda y negación, construcciones con “se”, vocabulario 12</td>
</tr>
<tr>
<td>Noviembre 21/22</td>
<td>Quiz #9</td>
</tr>
<tr>
<td></td>
<td>Mandatos informales Tú, Qué and Cuál, vocabulario lección 13.</td>
</tr>
<tr>
<td>Diciembre 5/6</td>
<td>Quiz #10</td>
</tr>
<tr>
<td></td>
<td>El futuro, el condicional, vocabulario lección 14.</td>
</tr>
<tr>
<td>Semana</td>
<td>En clase</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Semana #1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Agosto 24-25</strong></td>
<td>Introducción general</td>
</tr>
<tr>
<td></td>
<td>Repaso del sílabo</td>
</tr>
<tr>
<td><strong>Semana #2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Agosto 29-sep 1°</strong></td>
<td>Introducción y saludos</td>
</tr>
<tr>
<td></td>
<td>Actividades de repaso (SPAN #1311)</td>
</tr>
<tr>
<td><strong>Semana #3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Septiembre 5-8</strong></td>
<td>No hay clases el lunes (Labor Day)</td>
</tr>
<tr>
<td></td>
<td>Lección 7: En un hotel</td>
</tr>
<tr>
<td></td>
<td>• Vocabulario</td>
</tr>
<tr>
<td></td>
<td>• Preterit of regular verbs</td>
</tr>
<tr>
<td></td>
<td><em>Sí hay tiempo: Panorama hispánico (Costa Rica)</em></td>
</tr>
<tr>
<td><strong>Semana #4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Septiembre 12-15</strong></td>
<td>Lección 8: Haciendo diligencias</td>
</tr>
<tr>
<td></td>
<td>• Vocabulario</td>
</tr>
<tr>
<td></td>
<td>• 24. Irregular preterit</td>
</tr>
<tr>
<td></td>
<td>• Stem-changing verbs</td>
</tr>
<tr>
<td></td>
<td>• Formation of adverbs</td>
</tr>
<tr>
<td></td>
<td>• Para conocernos mejor, pp. 232</td>
</tr>
<tr>
<td></td>
<td><em>Sí hay tiempo: Panorama hispánico (Puerto Rico)</em></td>
</tr>
<tr>
<td><strong>Semana #5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>septiembre 19-22</strong></td>
<td>Quiz #1</td>
</tr>
<tr>
<td></td>
<td>Lección 8: Haciendo diligencias</td>
</tr>
<tr>
<td></td>
<td>• Preterit of stem-change verbs</td>
</tr>
<tr>
<td></td>
<td>• Uses of Por and Para</td>
</tr>
<tr>
<td></td>
<td>Lección 9: Una cena de cumpleaños</td>
</tr>
<tr>
<td></td>
<td>• Reflexive constructions</td>
</tr>
<tr>
<td></td>
<td>• Possessive pronouns</td>
</tr>
<tr>
<td></td>
<td><em>Sí hay tiempo: Panorama hispánico (Cuba)</em></td>
</tr>
<tr>
<td><strong>Semana #6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sep 26 –29</strong></td>
<td>Quiz #2</td>
</tr>
<tr>
<td></td>
<td>Lección 9: Una cena de cumpleaños</td>
</tr>
<tr>
<td></td>
<td>• Irregular preterits</td>
</tr>
<tr>
<td></td>
<td>• Hace...meaning ago</td>
</tr>
<tr>
<td></td>
<td>• Para conocernos mejor, pp. 260</td>
</tr>
<tr>
<td></td>
<td><em>Sí hay tiempo: Panorama hispánico (La República Dominicana)</em></td>
</tr>
</tbody>
</table>
Semana #7
Octubre 3-6 Quiz #3  Laboratorio #4
Lección 10: Buscando un apartamento
• Vocabulario
• The imperfect
• The preterit vs. imperfect
• Para conocernos mejor, pp. 291
*Si hay tiempo: Panorama hispánico (Venezuela)

Semana #8
Octubre 10-13 Quiz #4  Laboratorio #5
Lección 10: Buscando un apartamento
• Verbs that change meaning in the preterit
• The relative pronouns que and quien
• Panorama hispánico (Venezuela)

Semana #9
Octubre 17-20 Quiz #5  No hay laboratorio
• Repaso general
• Composición- Draft 1
• Midterm Exam

Semana #10
Octubre 24-27 Lección 11: En una agencia de viajes  Laboratorio #6
• Vocabulario
• The subjunctive mood
• Subjunctive forms of stem-changing verbs
• Verbs that are irregular in the subjunctive
• The subjunctive with verbs of volition
• Para conocernos mejor, pp. 313
*Si hay tiempo: Panorama hispánico (Colombia)

Semana #11
Oct. 31 / Nov. 3 Quiz #6  Laboratorio #7
Lección 11: En una agencia de viajes
• The subjunctive with verbs of emotion

Lección 12: El automóvil
• Vocabulario
• The Ud. And Uds. Commands
• Panorama hispánico (Perú)

Semana #12
Noviembre 7-10 Quiz #7  Laboratorio #8
Lección 12: El automóvil
• Vocabulario
• The subjunctive to express doubt, disbelief and denial
• Para conocernos mejor, pp. 337
*Si hay tiempo: Panorama hispánico (Ecuador)
• Composition – Final Draft
Semana #13
Noviembre 14-17
Quiz #8
Lección 13: En un centro comercial
• Vocabulario
• The familiar commands (tú)
• ¿Qué and cual used with ser

COMENZAN LAS ENTREVISTAS ORALES

Semana #14
Noviembre 21-23
Quiz #9
Lección 14: Las carreras universitarias
• Vocabulario
• The past participle
• The presente perfecto and the past perfect (emphasis on the present perfect)

Thanksgiving Week

Semana #15
Nov. 28-Dic. 1º
No hay quiz this week
Lección 15:
• Vocabulario
• The future tense
• The conditional tense

Semana #16
Diciembre 5-7
Quiz #10
Subjunctive vs. Indicative (Summary)
Future and Conditional Review
Final Review

DICIEMBRE 8-14
Exámenes finales
ADDENDUM 5  

ORAL PRESENTATIONS

You will be asked to do an Oral Presentation in front of the class at the very beginning of the semester.

THIS IS YOUR ORAL PRESENTATION:  DUE DATE = TU - 31 Aug '11

Tell us:

1. Who you are... your age
2. Where you are from
3. Where you went to high school
4. What courses you are taking presently
5. What schools you have attended...other than TAMUCC...if applicable
6. What your field of specialization is
7. Your reason for taking Spanish
8. If you work....what you do
9. Where your future is taking you
10. How comfortable you are with your language acquisition thusfar