

**MORAVIAN COLLEGE**  
**DEPARTMENT OF MODERN LANGUAGES AND LITERATURES**  
**Spanish 100D**  
**Fall 2015**

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**Office hours: Mondays and Wednesdays 11:35 a.m.-12:35 p.m., and by appointment – 15 minute appointments can be made via Google Calendar here: <http://bit.ly/1Vc1VwZ>**

**Class Schedule: MWF 8:55-10:05 a.m., Room: C105**

### **REQUIRED TEXTBOOK**

José Blanco and Philip Redwine Donley. *¡Viva! Primer curso de lengua española. Third Edition.* Boston, Massachusetts: Vista Higher Learning, 2015.  
ISBN: 978-1-61857-994-2

\*\*\*Please note that this course requires online access: only buy books that include the technology access either through the Moravian College bookstore or directly at <http://vistahigherlearning.com/students/store/>

### **OPTION 1**

This package includes a traditional copy of the *Viva* textbook. It can be purchased at the Moravian College Bookstore or directly from <http://vistahigherlearning.com/students/store/>

José Blanco and Philip Redwine Donley. *¡Viva! Primer curso de lengua española. Third Edition.* Boston, Massachusetts: Vista Higher Learning, 2015.  
Viva 3e SE+SSPlus(vTxt) + wSAM, ISBN 978-1-62680-028-1

### **OPTION 2**

This is an E-package for those students who prefer not to buy (or use) a copy/paperback textbook or for those students who prefer to rent or buy used textbooks.

Viva 3e SSPlus(vTxt) + wSAM Code (36M), ISBN 978-1-62680-008-3

This code can be purchased by clicking on the following link:

<http://vistahigherlearning.com/students/store/spanish-programs/viva-3rd-edition.html>

(Click on “Codes & other materials” tab and select ISBN 978-1-62680-008-3)

### **Online Practice Exercises and Homework: *Supersite Plus***

The workbook and audio exercises, as well as the video, vText and extra tutorials are available through the *¡VIVA! Supersite Plus: Workbook, Video Manual and Lab Manual* online site.

<https://www.vhlcentral.com/> This daily preparation is key to solid language learning as well as forming the basis for informed class preparation and understanding. You must register on *¡VIVA! Supersite Plus* and enroll in this course, in order to complete online assignments, view and read important announcements and instructions.

To set up your account, register, and enroll in this course, please click on the following link and read instructions for “New Students” and for “Returning Students.”

[https://www.vhlcentral.com/section/352977/student\\_instructions?instructor=1](https://www.vhlcentral.com/section/352977/student_instructions?instructor=1)

### **Useful Online Resources**

Diccionario de la Real Academia de la Lengua Española:

<http://www.rae.es/drae>

Diccionario español-inglés/inglés-español: <http://www.wordreference.com/>

### **COURSE DESCRIPTION**

Spanish 100 is designed for the student with little or no prior knowledge of Spanish. It is the first course in a three-course language sequence aimed at helping students achieve basic proficiency in Spanish by developing their skills in reading, writing, conversation, and comprehension, and by broadening their cultural understanding of the Spanish-speaking world. The course will be conducted entirely in the target language and will cover chapters 1-5 of *¡Viva!*

### **Course Objectives**

The aim of the Introductory Spanish level program is to establish the basis for a life-long learning experience in the Spanish language. Students will develop intermediate communicative skills and learn about the cultures of the Spanish-speaking world. The material of study is divided into three semesters (Spanish 100, 105 and 110). By the end of the program, students will have developed solid competencies in each of the five goal areas: communication, cultures, connections, comparisons, and communities. Main objectives include:

- Ability to comprehend and respond to basic conversational patterns
- Proficiency and knowledge of basic grammatical structures and terminologies
- Basic proficiency in reading and writing the language
- Knowledge of significant cultural practices and historical events from the Spanish-speaking world

### **SPECIFIC OUTCOMES FOR SPANISH 100:**

- Introducing yourself
- Greeting and saying goodbye to friends
- Learning courtesy expressions
- Discussing yourself and others
- Spelling your name
- Performing simple math problems
- Asking and telling time
- Describing your university and classroom
- Exchanging information about courses of study
- Discussing the calendar and dates
- Asking and responding to simple questions
- Discussing your family and friends

- Describing yourself, other people, and things
- Telling others how old you and others are
- Discussing things that belong to you and others
- Discussing pastimes, weekend activities, and sports
- Discussing the future
- Planning activities
- Extending invitations
- Apologizing
- Talking about your vacation plans
- Describing a hotel
- Speaking with hotel personnel
- Discussing how you and others feel
- Talking about the seasons and the weather

### **Time Commitment**

Students are expected to dedicate *at least* two hours of work outside of class per hour of class, for a *minimum* total of 7 hours/week. You may need to spend more time than that to adequately prepare for class and complete assignments. Practice makes perfect!

### **ATTENDANCE POLICY**

Regular attendance is expected and fundamental to your success in this course because sustained and repeated practice and immersion is necessary to learn a new language. Language learning is a cumulative process, and it is difficult to make up for several missed classes. The more hours you spend listening to, speaking, and working in Spanish, the more natural the language will become for you.

### **Attendance:**

- Language learning develops best through active participation. Being present is the first step.
- You must attend and arrive on time to class. 0-3 absences will not be penalized, but may affect class performance. If you will be absent in observance of a religious holiday, please let me know in advance so that we can make arrangements for missed work.
- Every absence over three (3), for any reason, will result in a lowering of the final grade by one point for every additional absence. Exceptions may be granted only in extraordinary circumstances such as prolonged illness or family emergencies; these situations may require additional documentation and are not necessarily guaranteed. Travel plans are not considered extraordinary circumstances. It is the student's responsibility to make arrangements to complete missed work.
- "The Academic and Disability Support Office is authorized to send e-mails informing instructors of students with valid reasons for not attending two or more consecutive days of

class. You may contact them by calling [610-861-1401](tel:610-861-1401) or by sending an email to [disabilitysupport@moravian.edu](mailto:disabilitysupport@moravian.edu). Only if the Academic & Disability Support Office justifies extended absences, will they be excused."

- Arriving late (10 mins. or more) to class more than three times will equal one absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take the exam.
- It is the student's responsibility to complete assignments for missed classes. "I didn't do the homework because I was not in class" is not an acceptable excuse. Please contact your instructor and/or a classmate to bring you up to speed on missed work.
- Students are responsible for keeping track of their own absences.

Please turn off your cell phones before coming to class. If you insist on using your phone (talking, texting, etc.) during class, you will be asked to leave the classroom. This will result in an absence and a grade of 0 (zero) for that day.

## **COURSE EVALUATION:**

### **Exams**

There will be a test after every chapter and a final oral exam. All chapter tests will be cumulative. Tests will include all or some of the following sections: vocabulary, contextualized grammar, listening, reading and comprehension, short answer/short essay questions, dialogues/short interviews, and cultural topics.

### **Mid-Term Oral Presentation**

All students must give a group oral presentation in class. Topics must be related to the Hispanic world. Students will work in groups of 4-5 students. Together they will select and notify their instructor of a topic at least two weeks prior to presenting it in class. All members of a group must participate in the research component of the project and be ready to present their topic in class on the assigned date. NOTE: You must work as a team! There will be one evaluation per group and one grade for all members of the group. The presentation will be graded as follows: content/information, organization, vocabulary, grammar and mechanics, pronunciation and fluency, completion of task, teamwork, and ability to motivate classmates to participate during question/answer sessions. Remember that at the end of each presentation, group members must test their classmates by asking them to answer at least 5 analytical questions about their topic.

At the end of the presentations, groups must turn in the—neatly typed—questions and answers prepared for class discussion, an outline of the presentation, and a list of works consulted and cited in their research (when preparing your "works cited" page, please use the Modern Language Writing Style (MLA Style): <https://owl.english.purdue.edu/owl/resource/747/01/>

Duration of presentations: 10-12 minutes, including the Q&A session at the end. The specific guidelines and evaluation criteria will be shared with students two weeks prior to their presentation. PowerPoint, Prezi, and any other use of technology are highly recommended. Please consult with your instructor about implementing technology and digital tools into your presentation if you are unsure of what to do.

## Compositions

Students will write three short papers. Topics, guidelines, and instructions are posted on the *¡VIVA! Supersite Plus*' Content, Activities, Grammar, Ampliación, Escribir section. The first draft will be written in class and revised by a writing workshop partner. Your instructor will provide feedback. All final versions must be typed, double-spaced and 1-2 pages long. Follow the format for written work below and refer to the Course Calendar for due dates. Please do not submit it via e-mail. Be aware that content, vocabulary, grammar, mechanics, organization and completeness of task will be graded. Your instructor will provide a grading rubric in advance.

## Homework

You must use *¡VIVA! Supersite Plus* to access your online homework assignment and view/read important instructions and announcements. Many of your homework assignments can only be completed online and your instructor will collect scores for these. Some online activities will be computer-graded and others will be instructor-graded. Homework from textbook (readings, exercises, practices, etc.) will also be assigned. Please review both your *Supersite Calendar* and Course Calendar. Read the instructions carefully and make note of deadlines.

### FORMAT FOR WRITTEN WORK

This format applies to graded and non-graded writing assignments (example: typed compositions, written homework assignments, and other in-class writing activities).

#### Handwritten:

- Use smooth-edged paper (no spiral notebook tear-outs)
- Write neatly and clearly on every other line
- Write questions and answers. Answer in complete sentences unless otherwise directed
- Clearly label each activity

#### Typed:

- Use **12 pt** Times New Roman or Arial.
- Use **double** space.
- Write questions and answers. Answer in complete sentences unless otherwise directed.
- Clearly label each activity.

## Final Oral Exam

The final will be comprehensive (including topics from lessons 1-5) and will be given during the last four sessions of the semester. Things to remember about your **Final Oral Exam**:

1. Students must have a partner (from class) and both students must select one of the dates indicated on the course calendar.
2. Oral exam will cover material from lessons 1-5. Basically, you and your partner will have to be prepared to talk about/discuss topics related to these lessons (format: dialogues, interviews, role-playing, etc.). You and your partner must be creative!

3. Instructor will provide a list of these topics for you and your partner to prepare outside of class.
4. Instructor will select 3-4 topics at random from the list, the date of your oral exam.
5. Instructor will provide specific guidelines and grading criteria in advance (listening and comprehension, vocabulary, grammar and mechanics, pronunciation and fluency, creativity and completion of task will be graded).
6. Exam will take about 8-10 minutes (per pair).

**Active participation** in class is crucial for increasing conversational competence in Spanish. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and having completed all assigned homework for that day. Simply being present and taking notes does not constitute active participation.

Active participation involves speaking and collaborating in paired and group activities, in-class writing assignments, short oral presentations, doing on-line preparatory work, and volunteering answers in class discussions. A positive attitude is also expected and will (positively!) affect your participation grade.

Participation should be in Spanish, even when speaking with another student. Chatting in English will be considered “negative participation,” is unacceptable in a Spanish class, and will result in a very low participation grade. Speaking in Spanish, even when you make mistakes, get frustrated, or have trouble communicating, helps your brain grasp the language. Practice is key. **Class participation grades will be assigned as follows:**

A = 95 or higher - Excellent participation. The student answers questions and offers interesting comments without need for the professor or debate leader to call on him/her. The student’s comments and answers demonstrate that the student has thoroughly prepared the readings and done the necessary background research and homework for class.

B = 85 - Good participation. The student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. His/her comments and answers demonstrate that the student has prepared and done the necessary research, readings, and homework to understand class material quite well.

C = 75 - Fair participation. The student answers questions and offers comments only when called on by the professor or debate leader. The student’s comments and answers demonstrate that the he/she has prepared readings and homework for class, but has not done much necessary background research and work to understand the material.

D = 65 - Poor participation. The student answers questions and offers very brief comments only called on by the professor or debate leader. The student’s comments and answers demonstrate that the student has poorly prepared her readings for class and has not done the necessary background research and homework to understand the material.

F = 55 - Lack of participation. The student does not answer questions and does not offer any comments in the class or group discussion. The student’s lack of comments and answers, as well as his/her consistently incorrect answers demonstrate that the student has not prepared for class or has done so in a careless or incomplete way.

**No attendance = No participation.** When not in class, the student will receive a 0 for participation that day regardless of their reason for being absent

**Extra credit** (to be added to total grade at the end of the semester):

Students will have the opportunity to earn up to 5 points by participating in events approved by instructor. These extra credit events and activities will be announced in class. Students must actively participate in some of the following events/activities to receive credit:

### **The Spanish Club**

I highly recommend that you attend the activities organized by the Spanish Club such as weekly meetings, movie screenings, restaurant visits and cultural trips. These are excellent ways to get involved in the language and the culture of the Spanish-speaking world.

### ***Babel***

Interested in poetry? I encourage you to write a poem in Spanish for *Babel*, the literary journal of the Department of Foreign Languages. For more information feel free to talk to me or send an email to Dr. Claudia Mesa at: [mesac@moravian.edu](mailto:mesac@moravian.edu)

Note: *You can earn up to 2 extra points, if you attend and/or participate in at least 2 of the activities listed above.*

**Hispanic Heritage Month Event:** From September 13-Oct. 8, Moravian College will be celebrating the National Hispanic Heritage Month **Hispanic Heritage Month Events (HHM)** – please see program on the last page of this syllabus. *In order to receive 3 extra credit points you must write a 1-page summary about the events you attended and/or participated in. Be ready to discuss topics in class.*

### **POLICY ON LATE ASSIGNMENTS**

As a general rule for this class late assignments will be penalized and make-up exams or other work will be given only in **extraordinary circumstances**. If accepted, all late work (including online homework) will lose 5% per day, starting the due date at the time of class.

#### **Spanish 100 Overall Grade Distribution:**

Exams (5 cumulative* chapter tests)	50%
Mid-Term	5%
Compositions (3)	10%
Final Oral Evaluation	10%
Participation	15%
Homework (includes online)	10%

\*meaning you will be tested on everything we have covered previously, for example: Test 2 will include material from chapter 1; test 3 will include material from chapters 1 and 2 and so on. You must keep reviewing old material for every test.

#### **Letter Grades**

<b>A</b>	93-100	<b>B</b>	83-86	<b>C</b>	73-76	<b>D</b>	63-66
<b>A-</b>	90-92	<b>B-</b>	80-82	<b>C-</b>	70-72	<b>D-</b>	60-62
<b>B+</b>	87-89	<b>C+</b>	77-79	<b>D+</b>	67-69	<b>F</b>	0-59

Note: Students are responsible for keeping track of their own progress. They can check their progress by accessing the *Supersite Plus Gradebook*. Grades are not curved!

## ACADEMIC INTEGRITY

Academic dishonesty is a serious offense and will not be tolerated. Cases of academic dishonesty will be handled according to the **Moravian policy on Academic Honesty**. Cheating will result in a grade of zero for that assignment or a failing grade in the course. Any violations of Moravian's policy on Academic Honesty will be reported to the Dean of Students and "a copy of the record [will remain] in the Division of Student Affairs until the student completes the degree or certification program." Also, please note that, "When writing creative or research papers in a foreign language, students *may not use electronic translation services*. Utilizing such tools without express permission of the instructor constitutes plagiarism (using another person's words and passing them off as your own). The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is permissible at the discretion of professors in the Department of Foreign Languages."

For detailed information please see the *Student Handbook*:

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

## DISABILITY STATEMENT

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

## ACADEMIC SUPPORT CENTER

The Academic Support Center houses Disability Support and Greyhound Tutoring on the first floor of Monocacy Hall and can be reached at [610-861-1401](tel:610-861-1401). Greyhound Tutoring provides course-specific tutors to Moravian students, free of charge. If you would like to work with a Greyhound Tutor to boost your academic success, please request a tutor through <http://bit.ly/NeedTutorMC> (case-sensitive). Plan ahead! It takes 2-3 business days to connect you with a tutor.

Please email Dana Wilson ([wilsond@moravian.edu](mailto:wilsond@moravian.edu)), Tutor Coordinator, for more information about tutoring. Please email Laurie Roth ([rothl@moravian.edu](mailto:rothl@moravian.edu)), Director of Academic and Disability Support, for more information about disability support.

## CLASSROOM CIVILITY

Each Moravian student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone. Common courtesy is practiced in the classroom.

### Classroom expectations

Students are expected to show respect for their instructor and classmates by:



- Arriving on time
- Not eating in class
- Turning off cell phones
- Not wearing hats that prevent eye contact
- Refraining from private conversations during class
- Using the bathroom before class so as not to the class and activities in session

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***All class activities and presentations must be done in Spanish***  
***The instructor reserves the right to modify this syllabus. You will be notified within a reasonable period of time.***

### COURSE CALENDAR

You must go to <http://www.vhlcentral.com/> to access your *¡VIVA! Supersite Plus* account. On this Supersite, you can view the Supersite calendar, online assignments and due dates. *¡VIVA! Supersite Plus* will give you access to vText, grades, Workbook, Lab Manual, audio and video exercises, as well as extra tutorials and other helpful online resources.

<b>Semana 1</b>	
31 de agosto	<p><b>Introducción al curso</b>  <b>Lección 1:</b> Hola, ¿Qué tal? pp. 2-3</p> <p><b>Homework for next class:</b> Textbook - Study vocabulary pp. 2-3, 22, and Expresiones útiles p. 6. <b>Go to Supersite</b> – vocabulary</p>
2 de septiembre	<p><b>Lección 1</b></p> <p><b>In class:</b> review homework. Práctica y conversación pp. 4-5  Video: Fotonovela and actividades p. 7</p> <p><b>Homework for next class:</b> Textbook – reading p. 8, actividades ¿cierto o falso? p. 9, <b>Nouns and articles</b> pp. 10-11, do prácticas 1 and 2 p. 11 (use Supersite tutorial). <b>Go to Supersite</b> – Flash cultura video and activities</p>
4 de septiembre	<p><b>Lección 1</b></p> <p><b>In class:</b> review grammar and homework, textbook – Actividades “Saludos/Hispanic culture” pp. 8-9. <b>Nouns and articles</b>, prácticas 3 and 4 p. 11.</p> <p><b>Homework for next class:</b> Textbook - Study <b>numbers 0-30</b> p. 12, do prácticas 1 and 2 p. 13; Present tense of <b>ser</b> pp. 14-15. <b>Go to Supersite</b> – (use tutorial to study textbook materials)</p>
<b>Semana 2</b>	

7 de septiembre	<p><b>Lección 1</b>  <b>In class:</b> review grammar and homework. Práctica y conversación: 3 and 4 p. 13; 1, 3 and 4 p. 15</p> <p><b>Homework for next class:</b> Textbook – <i>Telling time</i> p. 16 (use Supersite tutorial), do práctica 1 p. 17. <b>Go to Supersite</b> - do Ampliación: Escuchar A and B.  Prepare activity 4 “un paso más” textbook p. 19</p>
9 de septiembre	<p><b>Lección 1</b></p> <p><b>In class:</b> Prácticas 2, 3, 4 p. 17. Ampliación 2 “conversar” p. 18.  “Escribir” p. 19: <b>Composition 1 (rough draft)</b></p> <p><b>Supersite activities (Lesson 1) due</b></p> <p><b>Homework:</b> Study for Exam 1 (Lesson 1)</p>
11 de septiembre	<b>EXAM 1 (on Supersite)</b>
<b>Semana 3</b>	
14 de septiembre	<b>Homework for next class:</b> Textbook - Study vocabulary pp. 24-25, 44, and Expresiones útiles p. 28. <b>Go to Supersite</b> – vocabulary, pronunciation, and audio activities
16 de septiembre	<p>Lección 2: Las clases</p> <p><b>In class:</b> review homework. Práctica y conversación pp. 26-27,  Video: Fotonovela and actividades p. 29</p> <p><b>Homework for next class:</b> Textbook – reading p. 30, actividades ¿cierto o falso? p. 31, study the present tense of regular <i>-ar verbs</i> pp. 32-33, do práctica 1 p. 33 (use Supersite tutorial). <b>Go to Supersite</b> – Flash cultura video and activities</p>
18 de septiembre	<p><b>Lección 2</b></p> <p><b>In class:</b> review grammar and homework, textbook – Actividad 2 “Universidades” p. 31. The present tense of regular <i>-ar verbs</i>, práctica y conversación: 2, 3 and 4 p. 33</p> <p><b>Homework for next class:</b> Textbook – Forming questions in Spanish pp. 34, do práctica y conversación: 1 and 2 p. 35. Study the present tense of <i>estar</i> pp. 36-37, do práctica 1 p. 37 (use Supersite tutorial)</p>
<b>Semana 4</b>	

21 de septiembre	<p><b>Lección 2</b>  <b>In class:</b> review grammar and homework. Práctica y conversación 3, 4 p. 35 and 2, 3, 4 p. 37. <b>Composition 1 (final version due)</b></p> <p><b>Homework for next class:</b> Textbook – <i>Numbers 31-100</i> p. 38. Práctica 1 p. 39. <b>Go to Supersite</b> - Ampliación: Escuchar A and B  Prepare activity 4 “un paso más” textbook p. 41</p>
23 de septiembre	<p><b>Lección 2</b>  <b>In class:</b> review grammar and homework. Práctica y conversación 2, 3, 4 p. 39 Ampliación 2 “conversar” p. 40. “Escribir” p. 41: <b>Composition 2 (rough draft)</b></p> <p><b>Homework for next class:</b> Textbook - Reading ¡Vivan los países hispanos! pp. 45-47, do ¿Cierto y Falso? p. 48. (use Supersite interactive map)</p>
25 de septiembre	<p><b>Lección 2</b>  <b>In class:</b> Lectura and actividades pp. 42-43. Discuss reading ¡Vivan los países hispanos! Go over ¿Qué aprendiste? Actividad 1, answer preguntas p. 48</p> <p><b>Supersite activities (Lesson 2) due</b></p> <p><b>Homework:</b> Study for Exam 2 (<b>Lesson 2. Don't forget to review lesson 1</b>)</p>
<b>Semana 5</b>	
28 de septiembre	<p><b>EXAM 2</b></p> <p><b>Homework for next class:</b> Textbook - Study vocabulary pp. 50-51, 70, and Expresiones útiles p. 54. <b>Go to Supersite</b> – vocabulary, pronunciation, and audio activities</p>
30 de septiembre	<p><b>Lección 3: La familia</b>  <b>In class:</b> review homework, complete prácticas 2, 3, 4 pp. 52-53. Video: Fotonovela and actividades p. 55</p> <p><b>Homework for next class:</b> Textbook – reading p. 56, actividades ¿cierto o falso? p. 57, study <i>descriptive adjectives</i> pp. 58-59, do prácticas 1 and 2 p. 59 (use Supersite tutorial). <b>Go to Supersite</b> – Flash cultura video and activities</p>
2 de octubre	<p><b>Lección 3</b>  <b>In class:</b> review grammar and homework, do actividad 2 “una familia famosa” p.57. Prácticas 3 and 4 p. 59</p>

	<p><b>Homework for next class:</b> Textbook - study <i>possessive adjectives</i> p. 60 (use Supersite tutorial), do práctica 1 p. 61. Present tense of regular <i>-er and -ir verbs</i> pp. 62-63 (use Supersite tutorial), do práctica 1 and 2 p. 63</p> <p><b>Composition 2 (final version due)</b></p>
<b>Semana 6</b>	
5 de octubre	<p><b>Lección 3</b>  <b>In class:</b> review grammar and homework. Práctica y conversación: 2, 3, 4 p. 61 and 3, 4 p. 63</p> <p><b>Homework for next class:</b> Textbook - study present tense of <i>tener</i> and <i>venir</i> p. 64. Do práctica 1 p. 65. <b>Go to Supersite</b> – Ampliación: Escuchar A and B  Prepare activity 4 “un paso más” textbook p. 67</p>
7 de octubre	<b>MID-TERM ORAL EXAM</b>
9 de octubre	<b>MID-TERM ORAL EXAM</b>
<b>Semana 7</b>	
12 de octubre	<b>FALL RECESS</b>
14 de octubre	<p><b>Lección 3</b>  <b>In class:</b> review grammar and homework, compete prácticas 2, 3, 4 p. 65 Ampliación “conversar” p. 66. “Escribir” p. 67:  <b>Composition 3 (rough draft)</b></p> <p><b>Homework for next class:</b> reading “Las familias” pp. 68-69 (check Supersite for additional reading), do “Después de leer” p. 69</p>
16 de octubre	<p><b>Lección 3</b>  <b>In class:</b> group/pair work and class discussion on reading assignments.</p> <p><b>Supersite activities (Lesson 3) due</b></p> <p><b>Homework:</b> Study for Exam 3 (<b>Lesson 3. Don’t forget to review previous lessons</b>)</p>
<b>Semana 8</b>	
19 de octubre	<b>EXAM 3 (on Supersite)</b>

	<p><b>Homework for next class:</b> Textbook - Study vocabulary pp. 72 73, 92, and Expresiones útiles p. 76. <b>Go to Supersite</b> – vocabulary, pronunciation, and audio activities.</p>
21 de octubre	<p><b>Lección 4:</b> El fin de semana <b>In class:</b> review homework, complete prácticas 3 and 4 pp. 74-75. Video: Fotonovela and actividades p. 77.</p> <p><b>Composition 3 (final version due)</b></p> <p><b>Homework for next class:</b> Textbook – reading p. 78, actividades ¿cierto o falso? p. 79, study present tense of <b>-ir</b> p. 80, do práctica 1 p. 81 (use Supersite tutorial). <b>Go to Supersite</b> – Flash cultura video and activities</p>
23 de octubre	<p><b>Lección 4</b> <b>In class:</b> review grammar and homework. Actividad 2 “comparación” p. 79. Present tense of <b>-ir</b>. Práctica y conversación 2, 3, 4, 5 p. 81</p> <p><b>Homework for next class:</b> Textbook – Study <b>Stem-changing verbs: e to ie, o to ue</b> (use Supersite tutorial). Do práctica 1 p. 83</p>
<b>Semana 9</b>	
26 de octubre	<p><b>Lección 4</b> <b>In class:</b> review grammar and homework. Práctica y conversación 2, 3, 4 p. 83</p> <p><b>Homework for next class:</b> Textbook – Study <b>Stem-changing verbs: e to i</b> (use Supersite tutorial). Do práctica 1 p. 85. Readings pp. 90-91 (check Supersite for additional reading). Prepare “¿comprendiste?” and “preguntas” p. 91. ¡Vivan los países hispanos! pp. 93-95, do ¿Cierto y Falso? p. 96 (use Supersite interactive map). Be prepared to discuss reading in class</p>
28 de octubre	<p><b>Lección 4</b> <b>In class:</b> review grammar and homework. Práctica y conversación 2, 3, 4 p. 85; Group/pair work and class discussion on reading assignments</p> <p><b>Homework for next class:</b> Textbook – Study <b>Verbs with irregular yo forms</b> (use Supersite tutorial). Do práctica 1 p. 87; <b>Go to Supersite</b> - Ampliación: Escuchar A and B Prepare activities 3 “escribir” and 4 “un paso más” textbook p. 89</p>

30 de octubre	<p><b>Lección 4</b>  <b>In class:</b> Review grammar and homework. Práctica y conversación 2, 3, 4, 6, p. 87; Group/pair work and class discussions: Ampliación 2, 3 and 4 pp. 88-89</p> <p><b>Supersite activities (Lesson 4) due</b></p> <p><b>Homework for next class:</b> Study for Exam 4 (<b>Lesson 4. Don't forget to review previous lessons</b>)</p>
<b>Semana 10</b>	
2 de noviembre	<p><b>EXAM 4</b></p> <p><b>Homework for next class:</b> Textbook - Study vocabulary pp. 98, 99, and 118. Expresiones útiles p. 102. <b>Go to Supersite</b> – vocabulary, pronunciation, and audio activities</p>
4 de noviembre	
6 de noviembre	<p><b>Lección 5:</b> Las vacaciones  <b>In class:</b> review homework. Práctica y conversación 3, 4 pp. 100-101. Video: Fotonovela, actividades p. 103</p> <p><b>Homework for next class:</b> Textbook – reading p. 104, actividades ¿cierto o falso? p. 105, <i>estar</i> with conditions and emotions p. 106, do prácticas 1 and 2 p. 107 (use Supersite tutorial). <b>Go to Supersite</b> – Flash cultura video and activities</p>
<b>Semana 11</b>	
9 de noviembre	
11 de noviembre	<p><b>Lección 5</b>  <b>In class:</b> review grammar and homework. Actividad 2 “De vacaciones” p. 105. Práctica y conversación: 3, 4, 5 p. 107</p> <p><b>Homework for next class:</b> Textbook – study <i>present progressive</i> pp. 108-109, do prácticas 1 and 2 p. 109 (use Supersite tutorial)</p>
13 de noviembre	<p><b>Lección 5</b>  <b>In class:</b> review grammar and homework. Práctica y conversación 3, 4 p. 109</p> <p><b>Homework for next class:</b> Textbook – study comparing <i>ser</i> and <i>estar</i> p. 110, do prácticas 1 p. 111 (use Supersite tutorial)</p>
<b>Semana 12</b>	

16 de noviembre	<p><b>Lección 5</b>  <b>In class:</b> review grammar and homework. Práctica y conversación 2, 3, 4 p. 111.</p> <p><b>Homework for next class:</b> Textbook – study <i>direct object nouns and pronouns</i> p. 112, do prácticas 1 p. 113 (use Supersite tutorial)</p>
18 de noviembre	<p><b>Lección 5</b>  <b>In class:</b> review grammar and homework. Práctica y conversación 2, 3, 4, 5 p. 113</p> <p><b>Homework for next class:</b>  <b>Go to Supersite</b> - Ampliación: Escuchar A and B  Prepare activities 3 “escribir” and 4 “un paso más” textbook p. 115</p>
20 de noviembre	<p><b>Lección 5</b>  <b>In class:</b> review homework, group/pair work and class discussions: activities 2, 3, 4 pp. 114-115</p> <p><b>Homework for next class:</b> Textbook - reading pp. 116-117 (check Supersite for additional reading). Do ¿comprendiste? and “preguntas” p. 117. Be prepared to discuss reading</p>
<b>Semana 13</b>	<p>Lección 5  <b>In class:</b> group/pair work and class discussion on reading assignments</p> <p><b>Supersite activities (Lesson 5) due</b></p> <p><b>Homework:</b> Study for exam 5 (<b>Lesson 5. Don’t forget to review previous lessons</b>)</p>
23 de noviembre	<b>EXAM 5 (on Supersite)</b>
25 de noviembre	<b>THANKSGIVING RECESS</b>
27 de noviembre	<b>THANKSGIVING RECESS</b>
<b>Semana 14</b>	
30 de noviembre	Repaso y preparación para examen final
2 de diciembre	Repaso y preparación para examen final
4 de diciembre	Final Oral Exams

<b>Semana 15</b>	
7 de diciembre	Final Oral Exams
9 de diciembre	Final Oral Exams
11 de diciembre	Final Oral Exams / Activity for Extra Credit

### **Hispanic Heritage Month Program 2015**

**Mexican Independence Day Festival in Philadelphia on Sunday, September 13<sup>th</sup> at 11am:** *Take a road trip to the Mexican Independence Day Festival in Philadelphia to celebrate Mexican independence with music, food, dancing, and more. Discover traditional arts and crafts, dance with Mexican rock bands and enjoy face painting and giveaways during the popular event at Penn's Landing. Advanced sign-up at HUB desk is required.*

**The Latino Student Union presents "Code Switching: English + Spanish = Spanglish" on Thursday, September 17<sup>th</sup> at 4pm in the Laros Room.** *What is it like to live in two cultural worlds and when would one know it is time to switch? Join us for a thought-provoking discussion about the cultural and linguistic phenomenon known as "code-switching."*

**Hispanic Heritage Month Community Dinner on Sunday, September 20<sup>th</sup> at 5pm:** *Celebrate the month with food, music, and fellowship in the Saal Bahnsen Center. Registration for the dinner is required; a registration link will be sent by email on September 7<sup>th</sup>.*

**Sonia Nazario, HHM Keynote Speaker on Monday, September 28<sup>th</sup> at 7pm in Prosser Auditorium:** *Sonia Nazario, author of "Enrique's Journey," will be our keynote speaker. Ms. Nazario's national bestselling book recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States.*

**The Spanish Club presents "Hungry for Heritage" on Monday, October 5<sup>th</sup> at 3pm** at Dean Hunt's house (1132 Main Street - directly across from the Hall of Science). *Sign-up in advance at any Spanish Club meeting on Mondays at 3pm in the HUB. Bring a dish to "Hungry for Heritage" and share and discuss the cultural heritage of the cuisine.*

**"Moving Beyond Borders" by Sarah White '11 on Thursday, October 8<sup>th</sup> at 7pm in the UBC Room** - *Sarah will join us for an intimate dinner in which she will analyze and combat stereotypes on immigration based on her research and time spent on the border between the United States and Mexico. Registration for the dinner is required; a registration link will be sent by email on September 21<sup>st</sup>.*

*Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access*



*provided, please contact Intercultural Advancement at [hunt@moravian.edu](mailto:hunt@moravian.edu) prior to the event.*