



DEPARTMENT OF HISPANIC STUDIES  
TEXAS A & M UNIVERSITY  
*Beginning Spanish, I (SPA 101)*  
Fall 2016

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Instructor: Prof. Damián Robles García  
E-mail: drobles@tamu.edu  
Section: 503  
Class time: 3:00 P.M. – 3:50 P.M. MTWR  
Class Location: HELD, 121  
Office: ACAD, 208  
Office Hours: Wednesday, 12:30 P.M. – 2:30 P.M., and by appointment

**REQUIRED COURSE MATERIAL**

- **Textbook:** Hershberger, R., Navey-Davis, S., & Borrás Álvarez, G. (2016). *Plazas* (5<sup>th</sup> Edition). Text and technology package (good for four semesters—SPAN 101, 102, 201, and 202): ISBN: 9781337087414
- **Book key:** in textbook package.

**IMPORTANT DATES AND INFORMATION**

- **Last day to drop a class** **September 2, 2016**
- **Last day for all students to drop courses with no penalty** **November 18, 2016**

**Placement:** A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language **MUST** have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester. For placement test information contact: Measurement and Research Services (979) 845-0532 or visit <http://hispanicstudies.tamu.edu/undergraduate-program/placement-test/>.

**ADA:** 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 Disabilities Services, Division of Student Affairs (<http://disability.tamu.edu>) at (979) 845-1637 (v/tty).

**Aggie Honor Code**

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code (“An Aggie does not lie, cheat or steal, or tolerate those who do”). The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at <http://aggiehonor.tamu.edu/>.

**COURSE OBJECTIVES**

This is a course aimed at those students who wish to attain a working knowledge of Spanish, and the objective conditions will be created whereby all students can have a successful learning experience. Students will:

- develop some basic communicative skills.
- start to understand simple ideas expressed by other speakers.
- use Spanish to communicate simple ideas about self, family, study, work, daily routines, leisure activities, houses, furniture, and chores.
- interact with authentic Spanish texts on a variety of simple subjects.
- attain an increased awareness of and cultural sensitivity to the Spanish language.
- gain knowledge of some cultural, social, and historical aspects of the Spanish-speaking world.

The Spanish Language Program at Texas A&M teaches language communicatively which means that all courses are taught in Spanish, except for brief moments of English when absolutely necessary to facilitate the flow of the course. In a communicative language class, students are expected to be active co-participants in their own learning. **This requires that you come to class prepared to engage in the day's work by having read all required material and completed ALL assignments assigned by your instructor.**

The content of the Spanish classes and the way in which students' work is assessed are based on the theoretical and pedagogical guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL). These are summarized in the *World-Readiness Standards for Learning Languages* (NSFLEP, 2015), whose main goals of instruction are as follows:

**COMMUNICATION: Communicate effectively in order to function in a variety of situations and for multiple purposes.**

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

**CULTURES: Interact with cultural competence and understanding.**

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**COMPARISONS: Develop insight into the nature of language and culture in order to interact with cultural competence.**

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

The activities and homework assignments that you will complete in class and the assessment tools with which your work will be evaluated have been created to accomplish and reflect the instructional objectives described in the Standards. The content of your class has also been designed to develop your ability to communicate in three different modes—interpersonal, interpretive, and presentational (presented in the **Communication** standards).

**COURSE OUTCOMES**

By the end of the semester, you will be able to do the following in Spanish. We suggest that you check on these “can do” statements throughout the semester to monitor your progress.

Overall outcome: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

- I can exchange some personal information (for example, name, nationality, place where I live, what I do—where I study, what I study, what I am like—in terms of personality and physical appearance).
- I can ask and say a home address and e-mail address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.
- I can \_\_\_\_\_.
- I can exchange information using texts, graphs, or pictures.
- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on visuals that provide information containing numbers.
- I can tell someone where something is located, such as next to, across from, or in the middle of.
- I can \_\_\_\_\_.

- I can make plans with others.
- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go, such as to the movie theatre to see a movie, the lab, or when to meet (day and time).
- I can \_\_\_\_\_.
  
- I can interact with others in everyday situations.
- I can have a conversation about renting an apartment.
- I can make a purchase.
- I can \_\_\_\_\_.
  
- I can write short messages and notes on familiar topics related to everyday life.
- I can often understand words, phrases, and simple sentences related to everyday life.
- I can recognize pieces of information and sometimes understand the main topic of what is being said.
- I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
- I can sometimes understand the main idea of what I have read.

### **FINAL GRADING SCALE**

The final course grades will be assigned on the basis of the following scale:

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = below 60 %

### **SUMMARY OF DISTRIBUTION OF GRADES**

<b>EVALUATION PROCEDURES</b>	<b>%</b>
<b><u>Effort and Preparedness (22%)</u></b>	
Class preparedness (exercises you need to prepare <b>before</b> class everyday) and in-class participation	12 (4 grades: 3% each)
Online homework	10
<b><u>Summative Assessment: Interpersonal (28%)</u></b>	
<b>Two</b> short conversations with partner (2 minutes per student per conversation)	14 (7% each)
Final interview with instructor (5 minutes)	14
<b><u>Interpretive and Presentational (10%)</u></b>	
<b>Two</b> cultural blog entries (activities and reflection)	10 (5% each)
<b><u>Summative Assessment: Interpretive and Presentational (40%)</u></b>	
<b>Four</b> chapter exams	40 (10% each)
<b>TOTAL</b>	<b>100</b>

### **EXPLANATION OF EVALUATION PROCEDURES**

#### **1. Make Up Policy**

Be aware that the Spanish Language Program has a Make Up Policy, and that all course work responds to it. This means that in order to make up any work (specific assignments, exams, etc.) that you miss, you must present valid, original documentation to your instructor. Students who can verify that they were prevented from completing assignments due to illness or religious holidays are permitted to make up the work they missed. Students who miss class because of their performance in university-sponsored events, such as athletic competitions, fine-arts performances, ROTC activities, etc. are also allowed to make up the work they missed. The other valid reason for making up work is a death in the immediate family.

**Personal reasons for missing class cannot be excused.** These include personal trips to attend university-sponsored events as a spectator, to visit family, to attend weddings (and the like), to attend court (except for jury duty), and other personal reasons, even when plane tickets have been purchased. To make up missed class work, consult your instructor. Give your instructor the original of your excuse, who will verify it and attach it (or a copy of it) to the grade sheet.

## **2. Attendance Policy**

Language learning is an active enterprise, and the student's active participation in class is a must. For this reason, class attendance is an important factor. All instructors of Beginning Spanish will require written confirmation of absences that students seek to be considered as excused. Students should familiarize themselves with Texas A&M University attendance policies (see <http://student-rules.tamu.edu/rule07>). Excessive university-authorized absences (beyond four) will have an adverse effect on student performance and on the determination of the final course grade. **Each absence beyond four will result in a 2-point reduction per absence of the student's final grade.** Example: if you were to be absent for example 3 times beyond the allotted 4, you would lose 6 points of your final grade (e.g., if you got a final grade totaling 90 and you had 3 unexcused absences beyond the allotted 4, your final grade would be 84. Therefore, you would move from an A to a B).

**In order to assist you, we have summarized below the different components of the Spanish courses. If after reading these sections, you have questions about your course, please be sure to ask your instructor.**

## **3. Use of Spanish and Instructors' Feedback**

This is a Spanish course; therefore, it will be taught in Spanish. However, your instructor may occasionally use English if it is deemed pedagogically appropriate. For example, when providing feedback on the result of an exercise or assessment tool (e.g., an exam), he/she may resort to English to ensure full understanding of the reason why an error was made, and to provide practical suggestions for improvement. To benefit from this course and to acquire a greater understanding of the language, students are expected to speak Spanish as much as possible in class.

Throughout the semester, instructors will make constructive comments on students' errors with the objective of helping students to recognize weaknesses in their learning process, and, above all, to provide them with ways to improve. You should take advantage of your instructors' comments, following suggestions for improvement and continuing using Spanish actively. Your instructor's feedback should not be seen as a form of criticism, but as another facet of the learning process.

## **4. Preparedness and Participation**

Purpose:

- To provide multiple evaluations of participation (oral and written) and engagement.
- To help you prepare for your in-class work.

Participation consists of the assessment of the quality of the student's contributions to the class and language learning. Participation is not an attendance grade, but rather a measure of each student's language learning activity. If you appear not to be prepared (e.g., if you haven't completed the exercises assigned by your instructor), your grade will reflect this. If you are prepared and do not participate, your grade will suffer similarly. We expect that all students will engage in the course in ways that will advance language learning.

Participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Spanish as the language of communication in the classroom. You are expected to use Spanish to communicate with your fellow students and instructor at all times during your class (except when discussing your grades or any administrative matters related to your class). If you are absent and excused, you will earn the average of your performance for participation. You may consult with your instructor about your participation throughout the semester. **Your participation grades will be posted on eCampus in weeks 3, 7, 11, and 15.**

In-class Homework: Each day before class, students are expected to have the material assigned by the instructor on the previous class completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor). **Any incomplete work will receive a grade of zero and a loss of points for the "Participation" component of the course.**

## **5. Online Homework**

Purpose:

- To give you the opportunity to experiment with and use Spanish in a variety of activities/contexts.
- To help you prepare for your in-class work.

How it works:

- You will do your workbook exercises and practices outside of class in an electronic workbook.
- To prepare for the activities, read the lesson in the text before starting your homework exercises. Note that most activities will direct you to the appropriate pages in your text if you encounter difficulties.
- An assignment consists of every single activity for the lesson. All the activities for each lesson are machine-scored, and some will accept multiple correct answers. Pay attention to spelling, capitalization, punctuation, and accentuation as you complete your work.
- Students receive **four** attempts on each exercise before a final grade is established. You must, however, complete the activities **by the deadline stated in the schedule. You will not have access to the online exercises after the deadline.** You must complete all of the assignments for each of the lessons for your level unless otherwise instructed. No assignments will be dropped. **Activities that are not done or not submitted for scoring (work saved, but not submitted for scoring) are computed as a zero. At the end of each completed chapter, your instructor will record the average grade for the chapter assignments.**

## **6. Conversations with Partner**

### Purpose:

- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode

### How they work:

You will be required to participate in **two short oral conversations** with a partner. These conversations will be presented in front of your instructor. **The oral conversations will last 4 minutes (2 minutes per student).** The dates for the conversations are listed on the schedule. **The topics of the conversations will NOT be announced beforehand;** however, they will be based on the topics covered in class, for example in the ***A conversar and A comunicarnos sections of each chapter, and the extra interpersonal situations.***

## **7. Final Oral Interview**

### Purpose:

- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode

### How it works:

The final oral interview will consist of a one-on-one conversation with your instructor (including a role play). It will be conducted at the end of the semester, and you will be evaluated with regard to the expected proficiency level of students in your course. **The interview will last 5 minutes.**

## **8. Culture Blogs**

Purpose: To give you the opportunity to work on different oral and written texts, and to know more about the target culture.

### How they work:

You will have to complete **two comprehensive culture blog activities** related to the topics discussed in class. These tasks will require you to work with authentic materials, and to write reflections on your experience. The completed assignments will be submitted online (on eCampus) on the deadline established in the schedule. Further details about the blog entries will be provided by the instructor at a later date during the semester.

## **9. Chapter Exams**

Purpose: To validate comprehension of material in the chapter (interpretive and presentational modes), and to allow students to assess their knowledge of the material learned.

### How they work:

Each exam may cover any and all of the material related to a particular lesson, and it will consist of reading and listening comprehension exercises and a short composition. The exams are significant measurements of your comprehension of the material in the lesson. The number of items on an exam is variable.

## **INSTRUCTIONAL HELP**

Tutoring is available in the Language Support Office (ACAD 124). Students are encouraged to visit the LSO to receive help on assignments and practice speaking Spanish.

## **TEMARIO/SCHEDULE:**

- The **instructor** reserves the right to make changes to the schedule (excluding assessment dates) if he/she deems it pedagogically appropriate.

- The student is responsible for the notes/material from any classes missed.
- **Remember** to bring your textbook to class every day. You are responsible for all the material assigned that is listed on each day, and **you are required to complete ALL assigned activities** listed on the schedule or any assigned by the instructor **BEFORE** you come to class.
- **NOTE:** **Any incomplete or late assignments** will receive an automatic grade of **ZERO**.

WEEK/DATE	TO PREPARE <u>AT HOME</u> AND TO DISCUSS/CHECK IN CLASS	ONLINE WORKBOOK
<b>01</b> 8/29-9/2	<p><b>Monday 29:</b> Syllabus, Introductions</p> <p><b>Tuesday 30:</b> <i>Capítulo Preliminar: ¡Mucho gusto!</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulario (pp. 2-3); ¡A practicar! (p. 4): P-1, P-2 y P-3</li> <li><input type="checkbox"/> ¡A explorar! (pp. 6-7): Prepare all exercises on these pages</li> </ul> <p><b>Wednesday 31:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A conversar (p. 5): P-5 y P-6; Encuentro cultural (pp. 8-9)</li> <li><input type="checkbox"/> Estructura 1 (p. 10); ¡A practicar! (p. 11): P-8, P-9</li> </ul> <p><b>Thursday 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A conversar! (p. 11): P-11</li> <li><input type="checkbox"/> <b>Capítulo preliminar: Actividad extra #1 (en eCampus)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM<sup>1</sup>: P-W1, P-W2, P-W3, P-L1, P-L2 y P-L3</li> <li><input type="checkbox"/> SAM: P-W4, P-W5, P-L4, P-L5 y P-L6</li> </ul>
<b>02</b> 9/5-9/9	<p><b>Monday 5:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡Así se dice! (p. 12); ¡A practicar! (p. 13): P-12, P-13, P-14</li> <li><input type="checkbox"/> Estructura 2 (p. 14); ¡A practicar! (p. 15): P-17, P-18, P-19</li> </ul> <p><b>Tuesday 6:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo preliminar: Actividad extra #2 (en eCampus)</b></li> <li><input type="checkbox"/> ¡A pronunciar! (pp. 16-17): Prepare exercises on both pages</li> </ul> <p><b>Wednesday 7:</b> <i>Capítulo 1: En una clase de español</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A explorar! (pp. 20-21): Prepare exercises on both pages</li> <li><input type="checkbox"/> Vocabulario 1 (pp. 22-23); ¡A practicar! (p. 24); 1-1, 1-2, 1-3</li> </ul> <p><b>Thursday 8:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 1: Actividad extra #1 (en eCampus)</b></li> <li><input type="checkbox"/> Estructura 1 (p. 26); ¡A practicar! (p. 27): 1-8, 1-9, 1-10</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: P-W7, P-W8, P-W9, P-W10, P-W11, P-L7, P-L9, P-L10 y P-L11</li> <li><input type="checkbox"/> SAM: P-WE, P-W12, P-W13, P-W14 y P-W15</li> <li><input type="checkbox"/> SAM: P-W4, P-W5, P-L4, P-L5 y P-L6</li> <li><input type="checkbox"/> SAM: 1-W1, 1-W2, 1-W3 y 1-W4</li> <li><input type="checkbox"/> SAM: 1-W5, 1-W7, 1-L4 y 1-L5</li> <li><input type="checkbox"/> <b>Online Workbook Activities for Capítulo Preliminar due on Sunday, September 11 at 11:59 p.m.</b></li> </ul>
<b>03</b> 9/12-9/16	<p><b>Monday 12:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A conversar! (p. 27): 1-12</li> <li><input type="checkbox"/> Encuentro cultural (pp. 28-29)</li> <li><input type="checkbox"/> Vocabulario 2 (pp. 30-31); ¡A practicar! (p. 32): 1-13, 1-14, 1-15 y 1-16</li> </ul> <p><b>Tuesday 13:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A conversar! (p. 33): 1-19</li> <li><input type="checkbox"/> Estructura 2 (pp. 34-35); ¡A practicar! (p. 36): 1-21, 1-22, 1-23</li> </ul> <p><b>Wednesday 14:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A conversar! (p. 37): 1-26</li> <li><input type="checkbox"/> <b>Situaciones orales extra de práctica (en eCampus): Situaciones 2 y 4</b></li> </ul> <p><b>Thursday 15:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡Así se dice! (pp. 38-39); ¡A practicar! (p. 40): 1-27, 1-28; 1-29</li> <li><input type="checkbox"/> ¡A conversar! (p. 41): 1-30, 1-31</li> <li><input type="checkbox"/> <b>Nota de participación 1</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 1-W8, 1-W9, 1-W10, 1-L7, 1-L8 y 1-L9</li> <li><input type="checkbox"/> SAM: 1-W11, 1-W12, 1-L10 y 1-L11</li> <li><input type="checkbox"/> SAM: 1-W13, 1-W14, 1-L13 y 1-L14</li> </ul>

<sup>1</sup> Student Activities Manual (online)

<p><b>04</b> 9/19-9/23</p>	<p><b>Monday 19:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 1: Actividad extra #2 (en eCampus)</b></li> <li><input type="checkbox"/> ¡A ver! (pp. 42-43)</li> </ul> <p><b>Tuesday 20:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A leer! (pp. 44-45)</li> <li><input type="checkbox"/> ¡A escribir! (pp. 46-47): to write and hand in</li> </ul> <p><b>Wednesday 21:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 1: Actividad extra #3 (en eCampus)</b></li> </ul> <p><b>Thursday 22:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A repasar! (pp. 48-49)</li> <li><input type="checkbox"/> <b>Situaciones orales extra de práctica (en eCampus): Situaciones 1, 3 y 5</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 1-W15, 1-W16, y 1-W17</li> <li><input type="checkbox"/> SAM: 1-W18, 1-W19, y 1-W20</li> <li><input type="checkbox"/> SAM: 1-W21, 1-W22, y 1-W23</li> <li><input type="checkbox"/> <b>Online Workbook Activities for Capítulo 1 due on Sunday, September 25 at 11:59 p.m.</b></li> </ul>
<p><b>05</b> 9/26-9/30</p>	<p><b>Monday 26:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Examen 1 (contenidos de los Capítulos preliminar y 1)</b></li> </ul> <p><b>Tuesday 27:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conversation with Partner #1</b></li> </ul> <p><b>Wednesday 28:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conversation with Partner #1 (last 15 minutes of class)</b> <i>Capítulo 2: En una reunión familiar</i></li> <li><input type="checkbox"/> ¡A explorar! (pp. 52-53): Prepare exercises on both pages</li> </ul> <p><b>Thursday 29:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulario 1 (pp. 54-55); ¡A practicar! (p. 56); 2-1, 2-2, 2-3</li> <li><input type="checkbox"/> ¡A conversar! (p. 57): 2-5, 2-6</li> <li><input type="checkbox"/> <b>Presentation of Culture Blog project and entry #1</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 2-W1, 2-W2, 2-W3, 2-L1 y 2-L2</li> </ul>
<p><b>06</b> 10/3-10/7</p>	<p><b>Monday 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 1 (p. 58); ¡A practicar! (p. 59): 2-7, 2-8; ¡A conversar! (p. 59): 2-10</li> <li><input type="checkbox"/> Estructura 2 (p. 60); ¡A practicar! (p. 61): 2-12 and 2-13</li> </ul> <p><b>Tuesday 4:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 3 (pp. 62-63); ¡A practicar! (p. 62): 2-17, 2-20</li> <li><input type="checkbox"/> <b>Situaciones orales extra de práctica (en eCampus): Situación 1</b></li> </ul> <p><b>Wednesday 5:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encuentro cultural (pp. 64-65)</li> <li><input type="checkbox"/> <b>Capítulo 2: Actividad extra #1 (en eCampus)</b></li> </ul> <p><b>Thursday 6:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulario 2 (p. 68); ¡A practicar! (p. 67); 2-24, 2-25</li> <li><input type="checkbox"/> <b>Capítulo 2: Actividad extra #2 (en eCampus)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 2-W4, 2-W5, 2-W6, 2-W7, 2-W8, 2-L4, 2-L6, 2-L7, 2-L8 y 2-L9</li> <li><input type="checkbox"/> SAM: 2-W10, 2-L10, 2-L11 y 2-L12</li> <li><input type="checkbox"/> SAM: 2-W11, 2-W12, 2-L13, 2-L14 y 2-L15</li> </ul>
<p><b>07</b> 10/10-10/14</p>	<p><b>Monday 10:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 4 (p. 70); ¡A practicar! (p. 71): 2-28, 2-29</li> <li><input type="checkbox"/> ¡A conversar! (p. 71): 2-31, [2-32: to write and hand in]</li> </ul> <p><b>Tuesday 11:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 5 (p. 72); ¡A practicar! (p. 73): 2-33, 2-35;</li> <li><input type="checkbox"/> ¡A conversar! (p. 71): 2-36</li> </ul> <p><b>Wednesday 12:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡Así se dice! (p. 74); ¡A practicar! (p. 75): 2-39, 2-40;</li> <li><input type="checkbox"/> ¡A ver! (pp. 76-77)</li> </ul> <p><b>Thursday 13:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 2: Actividad extra #3 (en eCampus)</b></li> <li><input type="checkbox"/> <b>Nota de participación 2</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 2-W13, 2-W14, 2-W16, 2-L16 y 2-L17</li> <li><input type="checkbox"/> SAM: 2-W17, 2-W18, 2-W20, 2-W21 y 2-L18</li> <li><input type="checkbox"/> SAM: 2-W22, 2-W23, 2-W24, 2-L20, 2-L21 y 2-L22</li> <li><input type="checkbox"/> SAM: 2-W25, 2-W26 y 2-W27</li> </ul>

<p><b>08</b> 10/17-10/21</p>	<p><b>Monday 17:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 2: Actividad extra #3 (en eCampus) (cont.)</b></li> <li><input type="checkbox"/> ¡A repasar! (pp. 82-83)</li> </ul> <p><b>Tuesday 18:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Examen 2 (Capítulo 2)</b></li> </ul> <p><b>Wednesday 19:</b></p> <p><i>Capítulo 3: El tiempo libre</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A explorar! (pp. 86-87): Prepare exercises on both pages</li> <li><input type="checkbox"/> Vocabulario 1 (pp. 88-89); ¡A practicar! (p. 90); 3-2, 3-3</li> </ul> <p><b>Thursday 20:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Situaciones orales extra de práctica (en eCampus): Situación 2</b></li> <li><input type="checkbox"/> Estructura 1 (p. 92); ¡A practicar! (p. 93): 3-7, 3-8</li> <li><input type="checkbox"/> Encuentro cultural (pp. 94-95)</li> <li><input type="checkbox"/> <b>Remember that the first entry of the Culture Blog is due next week, on the first day of instruction.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 2-W28, 2-W29, 2-W31, 2-W32 y 2-W33</li> <li><input type="checkbox"/> <b>Online Workbook Activities for Capítulo 2 due on Monday, October 17 at 11:59 p.m.</b></li> <li><input type="checkbox"/> SAM: 3-W1, 3-W2, 3-W3, 3-L1 y 3-L2</li> <li><input type="checkbox"/> SAM: 3-W4, 3-W5, 3-W6, 3-L4, 3-L5 y 3-L6</li> </ul>
<p><b>09</b> 10/24-10/28</p>	<p><b>Monday 24:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>First entry of Culture Blog due</b></li> <li><input type="checkbox"/> <b>Capítulo 3: Actividad extra #1 (en eCampus)</b></li> </ul> <p><b>Tuesday 25:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulario 2 (p. 96); ¡A practicar! (p. 97): 3-12, 3-13, 3-14</li> <li><input type="checkbox"/> ¡A conversar! (p. 97): 3-15</li> <li><input type="checkbox"/> <b>Presentation of Culture Blog entry #2</b></li> </ul> <p><b>Wednesday 26:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 2 (p. 98); ¡A practicar! (p. 99): 3-18, 3-19, 3-20</li> <li><input type="checkbox"/> <b>Situaciones orales extra de práctica (en eCampus): Situación 3</b></li> </ul> <p><b>Thursday 27:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 3 (p. 100); ¡A practicar! (p. 101); 3-23, 3-24</li> <li><input type="checkbox"/> ¡A conversar! (p. 87): 3-26, [3-25: to write and hand in]</li> <li><input type="checkbox"/> <b>Remember that the second entry of the Culture Blog is due next week, on the first day of instruction.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 3-W7, 3-W8, 3-L7 y 3-L8</li> <li><input type="checkbox"/> SAM: 3-W9, 3-W10, 3-W11, 3-L9 y 3-L11</li> <li><input type="checkbox"/> SAM: 3-W12, 3-W13, 3-L12, 3-L13 y 3-L14</li> </ul>
<p><b>10</b> 10/31-11/4</p>	<p><b>Monday 31:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡Así se dice! (p. 104); ¡A practicar! (p. 105): 3-32, 3-33</li> <li><input type="checkbox"/> ¡A conversar! (p. 105): 3-34</li> <li><input type="checkbox"/> <b>Capítulo 3: Actividad extra #2 (en eCampus)</b></li> </ul> <p><b>Tuesday 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 3: Actividad extra #2 (en eCampus) (cont.)</b></li> <li><input type="checkbox"/> ¡A ver! (pp. 106-107)</li> <li><input type="checkbox"/> ¡A repasar! (pp. 112-113)</li> <li><input type="checkbox"/> <b>Capítulo 3: Actividad extra (composición) (en eCampus) (para entregar)</b></li> </ul> <p><b>Wednesday 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 3: Actividad extra #3 (en eCampus)</b></li> <li><input type="checkbox"/> <b>Repaso</b></li> </ul> <p><b>Thursday 3: Capítulo 4: En la casa</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡A explorar! (pp. 116-117): Prepare exercises on both pages</li> <li><input type="checkbox"/> Vocabulario 1 (pp. 118-119); ¡A practicar! (p. 120); 4-1, 4-3</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 3-W17, 3-W18, 3-L18 y 3-L19</li> <li><input type="checkbox"/> SAM: 3-W20, 3-W21 y 3-W22</li> <li><input type="checkbox"/> SAM: 3-W23, 3-W24, 3-W25, 3-W26, 3-W27 y 3-W29</li> <li><input type="checkbox"/> <b>Online Workbook Activities for Capítulo 3 due on Sunday, November 6 at 11:59 p.m.</b></li> </ul>
<p><b>11</b> 11/7-11/11</p>	<p><b>Monday 7:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Examen 3 (Capítulo 3)</b></li> </ul> <p><b>Tuesday 8:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conversation with Partner #2</b></li> </ul> <p><b>Wednesday 9:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conversation with Partner #2 (last 15 minutes of class)</b></li> <li><input type="checkbox"/> Vocabulario 1 (pp. 118-119); ¡A practicar! (p. 120); 4-1, 4-3 (Cont.)</li> <li><input type="checkbox"/> ¡A conversar! (p. 121): 4-4, 4-6;</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 4-W1, 4-W2, 4-W3, 4-W5, 4-L2, 4-L3 y 4-L4</li> </ul>

	<p><b>Thursday 10:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 1 (p. 122); ¡A practicar! (p. 123): 4-7, 4-8, 4-9</li> <li><input type="checkbox"/> ¡A conversar! (p. 125): 4-12, 4-13</li> <li><input type="checkbox"/> <b><u>Nota de participación 3</u></b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 4-W6, 4-W7, 4-W8, 4-L5, 4-L6 y 4-L7</li> </ul>
<p><b>12</b> 11/14-11/18</p>	<p><b>Monday 14:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encuentro cultural (pp. 126-127);</li> <li><input type="checkbox"/> Vocabulario 2 (p. 127); ¡A practicar! (p. 129): 4-14</li> <li><input type="checkbox"/> ¡A conversar! (p. 129): 4-17</li> </ul> <p><b>Tuesday 15 &amp; Wednesday 16:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 4: Actividad extra #1 (en eCampus)</b></li> </ul> <p><b>Thursday 17:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 2 (p. 130); ¡A practicar! (p. 131): 4-19, 4-20</li> <li><input type="checkbox"/> ¡A conversar! (p. 131): 4-22, 4-23</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 4-W10, 4-L8, 4-L9 y 4-L10</li> <li><input type="checkbox"/> SAM: 4-W12, 4-W13, 4-L11, 4-L12 y 4-L13</li> </ul>
<p><b>13</b> 11/21-11/25</p>	<p><b>Monday 21:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estructura 3 (pp. 132-133); ¡A practicar! (p. 134): 4-24, 4-25, 4-26</li> <li><input type="checkbox"/> ¡A conversar! (p. 135): 4-28</li> </ul> <p><b>Tuesday 22:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ¡Así se dice! (p. 136); ¡A practicar! (p. 137): 4-31, 4-32, 4-33</li> <li><input type="checkbox"/> ¡A ver! (pp. 138-139)</li> </ul> <p><b>Wednesday 23: Reading Day (no class)</b></p> <p><b>Thursday 24: Thanksgiving Holiday (no class)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Remember that the second (and last) entry of the Culture Blog is due next week, on the first day of instruction.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 4-W15, 4-W16, 4-W18, 4-L14 y 4-L16</li> <li><input type="checkbox"/> SAM: 4-W19, 4-W20, 4-W21 y 4-L17</li> </ul>
<p><b>14</b> 11/28-12/2</p>	<p><b>Monday 28:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Second entry of Culture Blog due</b></li> <li><input type="checkbox"/> ¡A leer! (pp. 140-141)</li> <li><input type="checkbox"/> ¡A repasar! (pp. 144-145)</li> </ul> <p><b>Tuesday 29:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Repaso</b></li> </ul> <p><b>Wednesday 30:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Examen 4 (Capítulo 4)</b></li> </ul> <p><b>Thursday 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Situaciones orales extra de práctica (en eCampus)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SAM: 4-W22, 4-W23, 4-W24 y 4-W25</li> <li><input type="checkbox"/> SAM: 4-W26, 4-W27, 4-W28, 4-W29, 4-W30, 4-W31 y 4-W32</li> <li><input type="checkbox"/> <b>Online Workbook Activities for Capítulo 4 due on Tuesday, November 29, at 11:59 p.m.</b></li> </ul>
<p><b>15</b> 12/5-12/7</p>	<p><b>Monday 5, Tuesday 6, and Wednesday 7:</b> Repaso para las entrevistas finales</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Capítulo 4: Actividad extra #2 (en eCampus)</b></li> <li><input type="checkbox"/> <b>Situaciones orales extra de práctica (en eCampus)</b></li> <li><input type="checkbox"/> <b><u>Nota de participación 4 (Due on Wednesday 7)</u></b></li> </ul> <p style="text-align: center;"><b>FINAL ORAL INTERVIEW:</b> Tuesday, December 13, 2016 10:30 A.M – 12:30 A.M</p> <hr style="width: 20%; margin: auto;"/>	

Your instructor, \_\_\_\_\_, invites you to enroll in the following course.

Course:	SPAN 101 Fall 2016
Code:	CRJTFE763
Book:	Plazas 5th Edition iLrn: Heinle Learning Center

### Creating a Heinle Learning Center Account

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to <http://ilrn.heinle.com> and click LOGIN.
2. Click **Create account button**.
3. Select a username and password and enter your information, then click **Submit**.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

### Entering the Book Key and Course Code

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 5 of *I already have a book key* below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

#### I already have a book key

1. Go to <http://ilrn.heinle.com> and click **LOGIN**.
2. Enter your username and password and click **Log in**.
3. At the top of the page, enter your book key and click **Go**.
4. Click **Confirm** to confirm your registration information. Your book will appear under the **My books** heading.
5. Beside the book listing, enter the course code **CRJTFE763** in the **Enter course code** field and click **Go**.
6. Select your section (e.g., Span 101-501) and click Submit.

#### I need to purchase a book key

1. Go to <http://ilrn.heinle.com> and click **LOGIN**.
2. Enter your username and password and click **Log in**.
3. Beside the book listing, enter the course code **CRJTFE763** in the **Enter course code** field and click **Go**.
4. Select your section (e.g., Span 101-501) and click Submit. The course and books will appear under the **My classes** heading.
5. Locate the book and click **buy**.
6. Proceed through the purchase process

**Note:** If the buy link does not appear in Step 5, contact your instructor for information about obtaining a book key.

### Using Heinle Learning Center

To access your Student Workstation in the future, go to <http://ilrn.heinle.com> and **log in**. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Heinle Learning Center Support at <http://hlc.quia.com/support>.

**TEXAS A&M UNIVERSITY**

Please **return this form** to your instructor, completed and signed, by the 2<sup>nd</sup> day of classes.

**DEPARTMENT OF HISPANIC STUDIES**  
**Placement/Prerequisites Information for Language Courses**

Date: \_\_\_\_\_ Class/Section: \_\_\_\_\_ Instructor: \_\_\_\_\_

Student's Name: \_\_\_\_\_ UIN: \_\_\_\_\_

All students of this course with previous experience in the target language, whether acquired through school **or cultural/family experience**, ***MUST*** take a *placement examination* or have *college-level credit* for the prerequisite courses. (To sign up for the placement test please go to *Marketplace.tamu.edu* and enter the Hispanic Studies store.)

Please check the response that applies to you and provide the information requested:

1. \_\_\_\_ I have never had any experience in the Spanish language. (For 101 enrollment only)
2. \_\_\_\_ I have taken the *Spanish Placement Test* and placed into the course level for which I am enrolled.
3. \_\_\_\_ I took Spanish \_\_\_\_\_ (the previous level required for this course), at A&M, in the \_\_\_\_\_ semester/term of \_\_\_\_\_ and passed with a grade of C or better.
4. \_\_\_\_ I have *college-level credit* (AP or similar) for the prerequisite course(s) for the course for which I am enrolled.
5. \_\_\_\_ I took the prerequisite for this course at another institution. I took it at \_\_\_\_\_, during the \_\_\_\_\_ semester/term of \_\_\_\_\_.

**If you do not fulfill the prerequisites for this class, or have not been placed into it by placement test or credit, *you must drop this class immediately* or the Spanish advisor *will drop you*.**

**I hereby acknowledge that I am fully aware of the prerequisites for this class. I understand that if I do not fulfill the necessary prerequisites, or if I have not been placed into it by placement exam or credit, I may be dropped from this class, and *that I may be dropped after the end of the regular Drop/Add period* (i.e., the drop may count as a Q-Drop).**

\_\_\_\_\_  
Student's Signature