

Tentative Calendar

Spanish 1A Winter Quarter, 2010

SQ = *¿Sabías que ...?* (textbook available at the Stanford Bookstore)

Online Manual = online exercise manual to accompany *¿Sabías que ...?* available at <http://books.quia.com>. Instructions on how to access the manual come with your textbook. (Additional copies of the audio materials that accompany *¿Sabías que...?* are available at <https://www.stanford.edu/group/ll/data2/ll/sabias/index.html> and <http://mhhe.com/sabiasque5>.)

Using Your Online Manual: Doing regular practice exercises in your manual may seem tedious, but such consistent reinforcement helps solidify your Spanish and enable you to produce it with increasing automaticity. As such, you should plan to spend one or more hours daily on language exercises, activities, and/or home study. You will be required to complete several of the exercises in your online manual, as indicated in the calendar below. Specifically, for the first lesson of each quarter, you will be expected to complete all the exercises in your online manual in order to become acquainted with its various exercise formats and to decide which are best suited to your learning styles. After that, you will be expected to complete 8 exercises of your choosing from each lesson of your online manual.

A Note on Diagnostic Assessments (quizzes): There will be six diagnostic assessments administered throughout the quarter. They will be based on weekly themes (as noted in the calendar), and will emphasize the most recent chapter under study but will also be cumulative. **No make-up diagnostics can or will be offered.** Instead, the lowest grade will be dropped from your overall diagnostic assessment grade, allowing you to miss a diagnostic in an emergency.

Oral Diagnostic Assessments (ODAs): In addition to written diagnostics administered in class, you will also take a 15-minute oral diagnostic in the Digital Language Laboratory, on the second floor of Meyer Library, three times during the quarter. (See the ODA schedule to find out when your section is to do its oral diagnostics.) The diagnostic assessments are designed to track your improvement in oral proficiency as the quarter progresses. They will be graded on a pass/no credit basis. In order to pass, you will simply need to complete the assessment by responding to questions completely and spontaneously, without the use of reading or written notes. **Reading (instead of speaking) responses will result in a loss of credit for that diagnostic.** You will have a two-day window in which to complete your diagnostic, but we encourage you to do it as early as possible, as the Language Lab may become crowded with last-minute test-takers.

Portfolio Assignments and Composition Assignments: These enrichment activities are noted in the calendar below. For the specifics on these assignments, see the separate handouts available on-line at <http://spanlang.stanford.edu>.

WEEK ONE
Week's theme: ¡VAMOS A CONOCERNOS! (Let's get to know each other)
EN LA UNIVERSIDAD

Objectives for Week One:

- Interpersonal: [] Meet and greet others; introduce yourself
 [] Express politeness
 [] Express place of origin
 [] Express personal interests
 [] Talk about people
 [] Talk about academic fields and majors
 [] Name classroom items and places at the university
- Presentational: [] Write a one-page essay describing yourself, your personality and interests

Date	Class Activities	Preparation for the next class (at home/in lab)
1/4 Lección preliminar	Introduction to Course Greetings and Introductions (2-3) Stating/asking about personal information (2, 4-6) Talking about academic fields and courses of study (7-10)	Study: SQ pp. 1-12. Study: Course Syllabus (overview, format, grading attendance) at http://spanlang.stanford.edu . Online Manual: Lección Preliminar pp. 1-12.
1/5	The alphabet (Online Manual p. 33) Discussing likes and dislikes (10-12)	Study: SQ pp. 13-17. Online Manual: Lección Preliminar pp. 13-20 and Pronunciación pp. 33-37. Study supplementary vocabulary lists: El salón de clase (The Classroom), La universidad (The University), Stating my major.
1/6	Describing people and things (13-17) Naming things in the classroom and places at the university Stating my major and asking someone what his or her major is	Study: SQ pp. 17-20. Portfolio 1: Begin this assignment this evening. Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish1A.html
1/7	Expressing existence using the verb <i>hay</i> (19-20) Using numbers (17-19)	Study: SQ pp. 25-27. Online Manual: Lección Preliminar pp. 21-27 and Pronunciación pp. 38-42. Progress Card: Bring to class tomorrow a printed copy of the Progress Card, available at http://spanlang.stanford.edu/first_year/spanish1A.html .
1/8	Intercambio conversacional Vistazos culturales: El español como lengua mundial (21-27) Pre-writing for Composition 1.1 Introduce Progress Card	Study: SQ pp. 30-38. Online Manual: Lección Preliminar pp. 28-32. Online Manual Lección 1: Choose any 8 exercises and complete them before the start of Lección 2 (Thursday). Portfolio 1: Continue to work this assignment. Composition 1.1 «¿Quién soy yo?»: See composition guidelines at http://spanlang.stanford.edu/first_year/spanish1A.html . Bring completed draft to class on Tuesday.

WEEK TWO
Week's theme: LAS ACTIVIDADES DIARIAS

Objectives for Week Two:

- Interpersonal: [] Meet and greet others; introduce oneself and others
 (cont. from [] Express appropriate politeness in context
 first week) [] Exchange personal information such as origin, interests and activities
 [] Describe daily routines and schedules
 [] Describe people and things
 [] Ask and answer simple questions on the above topics
 [] Extend, accept, and decline invitations
- Interpretive: [] Become familiar with the socio-geography of the Spanish-speaking world
 [] Identify genres and patterns of radio programs
- Presentational: [] Revise your composition for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
1/11 Unidad uno: Lección 1	Composition 1.1: Peer revision of the first draft Talking about daily routines and frequency of activities (30-39) Days of the week (38)	Study: SQ pp. 39-45. Portfolio 1: Continue to work on this assignment tonight. Due Wednesday.
1/12	Describing and comparing my daily activities (39-42) Expressing the time of day at which things happen (42-5)	Study: SQ pp. 45-54. Portfolio 1: Compile and complete your work. Due in class tomorrow. Online Manual: Complete 8 exercises from Lección 1.
1/13	Addressing others; Expressing obligation, capability, and preference (45-9) Vistazos culturales: La vida en el mundo hispano (50-4) Portfolio 1	Study: SQ pp. 56-9. Portfolio 2: Begin this assignment this evening. Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish_1A.html . Due next Wednesday. Review for Reading Diagnostic /Theme: Las actividades en la universidad
1/14 Lección 2	Talking about weekend activities (56-8) Talking about when we do and don't do things using negation and negative words (58-9) Reading Diagnostic/Theme: Las actividades en la universidad	Study: SQ pp. 60-66. Online Manual Lección 2: Choose any 8 exercises and complete them before the start of Lección 3 (Thursday). Portfolio 2: Continue to work this assignment this evening.
1/15	More about likes and dislikes (60-1) Talking about the activities of two or more people (61-3) Talking about activities that you and others do (64-6)	Study: SQ pp. 66-75. Portfolio 2: Continue to work this assignment over the weekend. Composition 1.2 «¿Quién soy yo?»: Bring revised draft to class on Tuesday. Study: Supplementary phrase list: Extending, accepting or declining invitations.

WEEK THREE
Week's theme: LAS DIVERSIONES

Objectives for Week Three:

- Interpersonal: [] Describe daily activities of self and others
 [] Describe your immediate world: leisure activities, personal interests, weather
 [] Give and request information
 [] Talk about recent events and activities
- Interpretive: [] Understand simple questions
 [] Become familiar with the socio-geography of the Spanish-speaking world
 [] Glean biographical information from written materials
 [] Understand connected discourse in an expository text
- Presentational: [] Edit your composition with extra attention to correcting frequent errors, such as number and gender agreement, subject-verb agreement, and spelling

Date	Class Activities	Preparation for the next class (at home/in lab)
1/18	Día festivo: Martin Luther King	Portfolio 2: Continue to work this assignment this evening.
1/19	Composition 1.2: Editing the second draft Extending, accepting or declining invitations Talking about the weather, seasons of the year and climate (66-72) Talking about future activities and events (73-75)	Study: SQ pp. 76-84. Online Manual: Complete 8 exercises from Lección 2. Portfolio 2: Compile and complete your work this evening. Due in class tomorrow.
1/20	Vistazos culturales: La música y la danza en el mundo hispano (76-79) Talking about activities in the past (81-84) Portfolio 2	Study: SQ pp. 84-88. Online Manual Lección 3: Choose any 8 exercises and complete them before the start of Lección 4 (Monday). Portfolio 3: Begin this assignment this evening. Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish1A.html . Due next Wednesday. Suggestion: Plan ahead! ☺ As you read for this assignment, be thinking about a topic for your final, oral presentation in March. Review for Listening Diagnostic/Theme: Las diversiones del fin de semana
1/21 Lección 3	Talking about what someone else did recently (84-88) Listening Diagnostic /Theme: Las diversiones del fin de semana	Study: SQ pp. 89-95. Portfolio 3: Continue to work on this assignment this evening.
1/22	Talking about what you did recently (89-91) In-class activity: scanning a text (92-95)	Study: SQ pp. 96-101 Online Manual: Complete 8 exercises from Lección 3. Composition 1.3: Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday.

WEEK FOUR
Week's theme: ¿QUÉ PASÓ?

Objectives for Week Four:

- Interpersonal: [] Talk about recent activities and events (cont.)
 [] Describe people, family members and their homes
 [] Ask and answer simple questions about the above topics
 [] Participate in a simple telephone conversation
 [] Make comparisons
- Interpretive: [] Become familiar with the socio-geography of the Spanish-speaking world
 [] Become familiar with issues surrounding bilingualism and Latinos in the U.S.
 [] Identify genre and main details of a one-page written text
- Presentational: [] Write a 1.5-page description of a memorable experience

Date	Class Activities	Preparation for the next class (at home/in lab)
1/25	Composition 1.3 Talking to a friend about what he or she did recently (96-97) Talking about what two or more people did recently (97-99) Talking about what you and someone else did recently (99-101)	Study: SQ pp. 102-114. Online Manual Lección 4: Choose any 8 exercises and complete them before the start of Lección 5 (Friday). Portfolio 3: Continue to work on this assignment this evening.
1/26 Unidad dos Lección 4	Vistazos culturales: El folclor en el mundo hispano (102-109) Talking about the immediate family (112-114)	Study: SQ pp. 116-120. Study: Supplementary vocabulary: Talking on the telephone Portfolio 3: Compile and complete your work to turn in tomorrow.
1/27	Portfolio 3 (discussion of reading) Asking questions using interrogative words (119, summary) Talking about the extended family (116-120) Talking on the telephone (supplementary handout)	Study: SQ pp. 120-133. Review: Begin to review SQ pp. 1-141 for Midterm next Wednesday. Review for Writing Diagnostic /Theme: La familia
1/28	Additional vocabulary related to the family (120-123) Expressing on whom an action is performed (123-133) Writing Diagnostic /Theme: La familia	Study: SQ pp. 134-7. Online Manual: Complete 8 exercises from Lección 4. Study: Supplementary vocabulary: La casa (The Home)
1/29	Talking about the home (supplementary handout) Pre-writing for Composition 2.1 Vistazos culturales: el bilingüismo en el mundo hispano (134-137)	Study: SQ pp. 139-45 (through Actividad C) Study: Supplementary reading on bilingualism in the U.S. Composition 2.1 «Una experiencia inolvidable»: See composition guidelines at http://spanlang.stanford.edu/first_year/spanish1A.html . Bring completed draft to class on Monday. Review: SQ pp. 1-141 and supplementary vocabulary and phrases for Midterm Wednesday.

WEEK FIVE

Week's theme: LA FAMILIA / LA SALUD MENTAL Y FÍSICA

Objectives for Week Five:

- Interpersonal: [] Describe people, relationships, and surroundings in greater detail
 [] Ask and answer simple questions pertaining to the above categories
 [] Participate in a simulated service encounter, such as a medical consultation
- Interpretive: [] Understand one-page readings on a familiar topic
 [] List ideas in brief oral texts about which you have some knowledge
 [] Become familiar with the socio-geography of the Spanish-speaking world
- Presentational: [] Revise your composition for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
2/1 Lección 5	Composition 2.1: Peer revision of the first draft Supplementary reading on bilingualism in the U.S. Describing and comparing people's physical characteristics (139-142) Talking about family resemblances (142-5)	Study: SQ pp. 145-147. Online Manual Lección 5: Choose any 8 exercises and complete them before the start of Lección 6 (Wednesday 2/13). Progress Card: Review your progress card and check off those items you feel you can do so far. Bring it to class tomorrow.
2/2	Repaso Progress Card Check	Review: SQ Lección Preliminar through Lección 4, pp. 1-145 and supplementary handouts for midterm tomorrow.
2/3	Midterm	Portfolio 4: Begin work on this assignment. Carefully review the explanation provided at http://spanlang.stanford.edu/first_year/spanish1A.html before you begin. But don't delay: this is a "time sensitive" project!
2/4	Describing people's physical or mental state (145-146) Talking about the body and health Service Encounter: Calling a health hotline, describing your symptoms and seeking medical advice	Study: SQ pp. 147-151. Portfolio 4: Continue to work on this assignment as needed. Review: Supplementary vocabulary lists on using the telephone and talking about health.
2/5	Talking about knowing people (147-148) More about relationships and daily routines (148-151)	Study: SQ pp. 152-155 Composition 2.2 «Una experiencia inolvidable»: Bring revised draft to class on Monday. Portfolio 4: Continue to work on this assignment as needed.

WEEK SIX
Week's theme: ¿CÓMO ERA LA VIDA?

Objectives for Week Six:

- Interpersonal: [] Describe your immediate world: situations and events, past and present
 [] Describe your immediate world: the family (cont.)
 [] Ask and answer simple questions (cont.)
 [] Describe people (cont.)
 [] Interact in Spanish with a native speaker
- Interpretive: [] Understand connected discourse in an expository text
 [] List ideas in brief oral presentations about which you have some knowledge
 [] Become familiar with the socio-geography of the Spanish-speaking world
 [] Become familiar with health issues relating to Latinos in the U.S.
- Presentational: [] Edit your composition with extra attention to correcting frequent errors

Date	Class Activities	Preparation for the next class (at home/in lab)
2/8	Composition 2.2: Editing the second draft Expressing reciprocity (152-155)	Study: SQ pp. 156-159. Online Manual: Complete 8 exercises from Lección 5. Supplementary reading on health issues relating to Latinos in the U.S. Portfolio 4: Continue to work on this assignment as needed.
2/9	Intercambio conversacional Vistazos culturales: el mestizaje en el mundo hispano (156-159)	Study: SQ pp. 161-169. Online Manual Lección 6: Choose any 8 exercises and complete them before the start of Lección 7 (Friday). Portfolio 4: Complete and submit it tomorrow.
2/10 Lección 6	Portfolio 4 Using numbers 30-99 and talking about people's age (161-162) Using numbers 200-1999 and expressing years (163-164) Describing continuous actions in the present (165-169)	Study: SQ pp. 170-172. Portfolio 5: Begin this assignment this evening. Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish1A.html . Due next Wednesday. Review for Reading Diagnostic /Theme: La salud mental y física
2/11	Describing and narrating continuous actions in the past (170-172) Reading Diagnostic /Theme: La salud mental y física	Study: SQ pp. 173-179. Online Manual: Complete 8 exercises from Lección 6. Portfolio 5: Continue to work on this assignment.
2/12	Describing and narrating continuous actions in the past (173-176) Describing similarities and equalities (176-179)	Study: SQ pp. 180-185, 188-196 Composition 2.3: Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Tuesday. Portfolio 5: Continue to work on this assignment.

WEEK SEVEN
Week's theme: LA COMIDA

Objectives for Week Seven:

- Interpersonal: [] Make comparisons of equality and inequality
 [] Describe foods and eating habits
 [] Express opinions about foods
 [] Ask and answer questions relating to the above categories
- Interpretive: [] Understand connected discourse in an expository text
 [] List ideas in brief oral and written texts of which you have some knowledge
 [] Become familiar with the socio-geography of the Spanish-speaking world
 [] Become familiar with issues pertaining to Spanish-speaking (im)migrants in the U.S.
- Presentational: [] Write a two-page composition comparing your generation's lifestyle to that of your grandparents when they were your age

Date	Class Activities	Preparation for the next class (at home/in lab)
2/15	Día festivo: Día de los Presidentes	Online Manual Lección 7: Choose any 8 exercises and complete them before the start of Lección 8 (Tuesday 2/27). Portfolio 5: Continue to work on this assignment.
2/16 Lección 7	Composition 2.3 Vistazos culturales: La inmigración y emigración en el mundo hispano (180-185) Naming and describing foods, snacks and eating preferences (188-194) Expressing to or for whom an action is performed (194-196)	Study: SQ pp. 196-201. Supplementary reading on Latino (im)migration and the U.S. Portfolio 5: Compile and complete this assignment to turn in tomorrow.
2/17	Portfolio 5 Discussion of Supplementary reading on Latino (im)migration and the U.S. Talking about meals and mealtimes (196-201) Video: Los hispanos hablan	Portfolio 6: Review the options for this assignment and decide what you'd like to do. Due March 8. Review for Listening Diagnostic /Theme: La comida
2/18	Pre-writing for Composition 3.1 (due next Monday) Listening Diagnostic /Theme: La comida Time in-class to work on Portfolio 6	Study: SQ pp. 201-210. Study: Supplementary handout on describing food
2/19	Talking about snacks (201-203) Talking about eating habits using indirect object pronouns (204-207) More on describing and reacting to food (207-210)	Study: SQ p. 210-211. Composition 3.1: «Dos generaciones»: See composition guidelines at http://spanlang.stanford.edu/first_year/spanish1A.html . Bring completed draft to class on Monday.

WEEK EIGHT
Week's theme: LA COCINA Y LOS MODALES

Objectives for Week Eight:	
Interpersonal:	<input type="checkbox"/> Describe differences in eating customs <input type="checkbox"/> Ask and answer questions in context <input type="checkbox"/> Participate in a simulated service encounter, such as in a restaurant
Interpretive:	<input type="checkbox"/> Understand connected discourse in an expository text (cont.) <input type="checkbox"/> Become familiar with the socio-geography of the Spanish-speaking world
Presentational:	<input type="checkbox"/> Present information to classmates on topics researched electronically <input type="checkbox"/> Answer questions about prepared topics <input type="checkbox"/> Revise your composition for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
2/22	Composition 3.1: Revising the first draft Time in-class to work on Portfolio 6 Intercambio conversacional: Preferencias alimenticias (210-211)	Study: SQ pp. 212-216. Online Manual: Complete 8 exercises from Lección 7. Web Activity: SQ p. 214 Activity (1), (2) OR (3) «Navegando la red». For links to informative websites, try http://www.mhhe.com/sabiasque4 or http://spanlang.stanford.edu/resources/index.html .
2/23	Vistazos culturales: La cocina en el mundo hispano (212-13) Discussion of Web activity (218) Review guidelines for oral presentation	Study: SQ pp. 218-221. Online Manual Lección 8: Choose any 8 exercises and complete them before the start of Lección 9 (Tuesday). Have you chosen a topic for your oral presentation? (See your instructor's guidelines.) Bring items to "sell" in tomorrow's "open air" market.
2/24 Lección 8	Talking about eating habits and table etiquette (218-221) Mercado al aire libre	Study: SQ pp. 222-226. Portfolio 7: Although you're still working on Portfolio 6, this is a good time to start compiling Portfolio 7. Go to http://spanlang.stanford.edu/first_year/spanish1A.html for details. Review for Writing Diagnostic /Theme: Los buenos modales
2/25	Making recommendations using impersonal expressions (222-6) Writing Diagnostic/Theme: Los buenos modales	Study: SQ pp. 227-31. Study: Supplementary handout (En el restaurante) and expressing reactions to foods. Portfolios 6 and 7: work on these as necessary.
2/26	Talking about eating in restaurants (227-8) Service encounter: En el restaurante (Expressing reactions to food) Expressing cause and purpose using por and para (229-31)	Study: SQ pp. 235. Online Manual: Complete 8 exercises from Lección 8. Composition 3.2 «Dos generaciones »: Bring revised draft to class on Monday (3/4). Portfolio 6: Due next Thursday. Final Presentation: Write and submit a brief outline in Spanish of your final presentation.

WEEK NINE
Week's theme: LAS BEBIDAS Y LOS HÁBITOS

Objectives for Week Nine:

- Interpersonal: Describe and narrate events (cont.)
 Describe people and daily activities (cont.)
 Ask and answer simple questions (cont.)
- Interpretive: Understand connected discourse in an expository text (cont.)
 Identify genre and main details of a written text
 Understand simple questions (cont.)
 Understand information requested (cont.)
- Presentational: Edit your composition with extra attention to correcting frequent errors

Date	Class Activities	Preparation for the next class (at home/in lab)
3/1	Composition 3.2: Editing the second draft Final Presentation Outline in Spanish Vistazos culturales (232-235) Intercambio (235)	Study: SQ pp. 237-240 Online Manual Lección 9: Choose any 8 exercises and complete by Sunday.
3/2 Lección 9	Naming and describing beverages (237-238) Narrating sequences of events (238-240)	Study: SQ pp. 245-249.
3/3	Reading strategies: Vamos a ver (in-class activity, 241-244, 48) Video: La viticultura chilena Expressing prohibitions and responsibility (245-8)	Portfolio 6: due TOMORROW.
3/4	Portfolio 6: Bring your video or audio tape to share with the class.	Study: SQ pp. 249-251 Portfolio 7: due Monday. Study: SQ pp. 252-255
3/5	Video: Los hispanos hablan Comparing habits and cultures (249-251) Vistazos culturales: El arte y la literatura en el mundo hispano (252-255)	Composition 3.3: Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday. Portfolio 7: Complete this assignment to turn in on Monday. Online Manual: Complete 8 exercises from Lección 9.

WEEK TEN
Week's theme: REPASO

Objectives for End-Quarter Period:

- Interpretive: List ideas in brief oral presentations
- Presentational: Present a rehearsed report on a topic pertaining to the Spanish-speaking world, such as important cultural figures, places, or customs
 Answer questions about your prepared presentation topics
 Ask questions of others following their presentations

END-QUARTER PERIOD

Date	Class Activities	Preparation for the next class (at home/in lab)
3/8	Composition 3.3 Portfolio 7 Presentations and review	Study/Review: SQ “Lección preliminar” through “Lección 9” pp. 1-257.
3/9	Presentations and review	Study/Review: SQ “Lección preliminar” through “Lección 9” pp. 1-257.
3/10	Presentations and review	Study/Review: SQ “Lección preliminar” through “Lección 9” pp. 1-257.
3/11	Presentations and review	Study/Review: SQ “Lección preliminar” through “Lección 9” pp. 1-257.
3/12	Presentations and review	Study/Review: SQ “Lección preliminar” through “Lección 9” pp. 1-257.

Final Exam: Tuesday, March 16, 12:15-3:15