

Tentative Calendar

Spanish 1 Spring Quarter, 2009

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)

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
 Express personal interests
 Express likes and dislikes

- Presentational: Write a one-page essay describing yourself, your personality and interests

Date	Class Activities	Preparation for the next class (at home/in lab)
3/31 Lección preliminar	Introduction to Course Introducing yourself (2) Stating/asking place of origin (2) Greetings (3) Stating/asking one's name (4-6)	Study: SQ pp. 1-10. Study: Course Syllabus (overview, format, grading, attendance) at http://spanlang.stanford.edu . Online Manual: pp. 1-7.
4/1	The alphabet (Print Manual: p. 14) Talking about academic fields and courses of study (7-10)	Study supplementary vocabulary: El salón de clase (The Classroom), La universidad (The University). Online Manual: pp. 8-12
4/2	Naming things in the classroom and places at the university Stating my major and asking someone what his/her major is	Study: SQ pp. 10-13. Study supplementary vocabulary lists: La universidad (The University) and Stating my major and asking someone what her/his major is. Online Manual: pp. 13-15, 33-37. Portfolio 1: Begin this assignment this evening. Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish1.html . Due next Thursday.
4/3	Discussing likes and dislikes (10-12) Pre-writing for Composition 1.1 Introduce Progress Card	Study: SQ pp. 10-17. Online Manual: pp. 16-20, 23. Portfolio 1: Continue to work this assignment this evening. Progress Card: Bring to class tomorrow a printed copy of the Progress Card, available at http://spanlang.stanford.edu/first_year/spanish1.html . Composition 1 «Yo»: See composition guidelines at http://spanlang.stanford.edu/first_year/spanish1.html . Bring completed draft to class on Monday.



WEEK TWO
Week's theme: LA UNIVERSIDAD

Objectives for Week Two:

- Interpersonal: [] Describe people and their daily routines
 [] Ask and answer simple questions
 [] Describe aspects of your immediate world: activities and personal interests
 [] Give and request information
- Interpretive: [] Understand simple questions
 [] Become familiar with the socio-geography of the Spanish-speaking world
 [] Understand information in a transportation schedule
- Presentational: [] Write and present information from an interview of a classmate
 [] Revise your composition for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
4/6	Composition 1.1: Peer revision of the first draft Describing people and things (13-17) Using numbers (17-18) Expressing existence using the verb <i>hay</i> (19-20)	Study: SQ pp. 13-21. Online Manual: pp. 21-22, 24-32. Portfolio 1: Continue to work on this assignment tonight. Portfolio 3 advance preparation: Have you found a native conversation partner yet? Be sure to ask politely rather than assume that someone is a Spanish speaker. Also be willing to extend a favor for one given. Go to http://spanlang.stanford.edu/first_year/format.html#requirements for more information.
4/7	Intercambio (21) Vistazos culturales: El español como lengua mundial (22-4)	Study: SQ pp. 29-35. Online Manual: pp. 39-42. Review for Reading Diagnostic/Theme: La universidad: SQ pp. 1-21, readings and vocabulary handouts.
4/8 Unidad uno Lección 1	Talking about daily routines (29-35) Reading Diagnostic/Theme: La universidad	Study: SQ pp. 35-9. Online Manual Lección 1: Choose any 8 exercises and complete them before the start of Lesson 2 (Tuesday). Portfolio 1: Compile and complete your work. Due in class tomorrow.
4/9	Talking about how often people do things (35-9) Days of the week (38) Portfolio 1	Study: SQ pp. 39-42. Portfolio 2: Begin this assignment this evening. Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish_1.html . Due next Thursday.
4/10	Describing and comparing my daily activities (39-42)	Study: SQ pp. 42-45. Portfolio 2: Continue to work this assignment over the weekend. Composition 1.2 «Yo»: Bring revised draft to class on Monday.

WEEK THREE
Week's theme: LAS ACTIVIDADES DIARIAS

Objectives for Week Three:	
Interpersonal:	<input type="checkbox"/> Describe your immediate world: leisure activities, personal interests, and the weather <input type="checkbox"/> Express likes and dislikes (cont.) <input type="checkbox"/> Describe people and daily activities (cont.) <input type="checkbox"/> Ask and answer simple questions (cont.) <input type="checkbox"/> Give and request information (cont.) <input type="checkbox"/> Extend, accept, and decline invitations
Interpretive:	<input type="checkbox"/> Become familiar with the socio-geography of the Spanish-speaking world <input type="checkbox"/> List ideas in brief oral presentations of which you have some knowledge
Presentational:	<input type="checkbox"/> 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)
4/13	Composition 1.2: Editing the second draft Expressing the time of day at which things happen (42-5)	Study: SQ pp. 45-8. Portfolio 2: Continue to work this assignment this evening. Portfolio 3 advance preparation: Have you found a native conversation partner yet? Be sure to ask politely rather than assume that someone is a Spanish speaker. Also be willing to extend a favor for one given. Go to http://spanlang.stanford.edu/first_year/format.html#requirements for more information.
4/14	Addressing others; Expressing obligation, capability, and preference (45-8) Intercambio (49) Vistazos culturales: La vida en el mundo hispano (50-2)	Study: SQ pp. 49-54. Online Manual: Complete 8 exercises from Lección 1. Review for Listening Diagnostic/Theme: Las actividades diarias. Portfolio 2: Continue to work this assignment this evening.
4/ 15 Lección 2	Listening Diagnostic/Theme: Las actividades diarias Talking about weekend activities (55-8) Talking about when we do and don't do things using negation and negative words (58-9)	Study: SQ pp. 55-61. Online Manual Lección 2: Choose any 8 exercises and complete them before the start of Lesson 3 (Tuesday). Portfolio 2: Compile and complete your work this evening. Due in class tomorrow.
4/16	Portfolio 2 More about likes and dislikes (60-1)	Study: SQ pp. 61-3. Portfolio 3: Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish_1.html and schedule an interview with your conversation partner. Due next Thursday.
4/17	Talking about the activities of two or more people (61-3)	Study: SQ pp. 64-6. Study: Supplementary Phrase List: Extending, accepting or declining invitations 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: LAS DIVERSIONES DEL FIN DE SEMANA

Objectives for Week Four:

- Interpersonal: [] Describe your immediate world: past events
 [] Ask and answer simple questions (cont.)
- Interpretive: [] Glean biographical information from written materials
 [] Understand connected discourse in an expository text
 [] Become familiar with the socio-geography of the Spanish-speaking world
- Presentational: [] Write a one-page description of a recent trip you made

Date	Class Activities	Preparation for the next class (at home/in lab)
4/20	Composition 1.3 Talking about activities that you or others do (64-6) Extending, accepting or declining invitations	Study: SQ pp. 66-74. Portfolio 3: Schedule an interview with your conversation partner if you haven't done so already. Due Thursday.
4/21	Talking about the weather and the seasons of the year (66-72) Talking about future activities and events (73-4) Lluvia de ideas: Mi presentación final	Study: SQ pp. 73-9. Online Manual: Complete 8 exercises from Lección 2. Review for Writing Diagnostic /Theme: Las diversiones del fin de semana, emphasis on Lección 2 and supplementary phrase list on extending, accepting or declining invitations. Final presentation advance preparation: Have you thought of a topic for your final presentation? Consult with your instructor for ideas and guidelines.
4/22	Intercambio (75) Vistazos culturales: La música y la danza en el mundo hispano (76-8) Writing Diagnostic/Theme: Las diversiones del fin de semana	Study: SQ pp. 80-4. Online Manual Lección 3: Choose any 8 exercises and complete them before the start of Lesson 4 (Sunday). Web activity: SQ p. 78 «Navegando la red» Activity (1) OR (2) Portfolio 3: Compile and complete your work this evening. Due in class tomorrow.
4/23 Lección 3	Talking about activities in the past (80-4) Discussion of web activity Portfolio 3	Study: SQ pp. 84-8. Review SQ and supplementary handouts for Wednesday's midterm.
4/24	Talking about what someone else did recently (84-8) Pre-writing for Composition 2.1	Study: SQ pp. 88-95. Composition 2.1 «Mi viaje a...» : See composition guidelines at http://spanlang.stanford.edu/first_year/spanish_1.html . Bring completed draft to class on Monday Review SQ and supplementary handouts for Wednesday's midterm.



WEEK FIVE
Week's theme: ¿QUÉ PASÓ?

Objectives for Week Five:

- Interpersonal: [] Describe your immediate world: past events (cont.)
 [] Ask and answer simple questions (cont.)
 [] Describe people (cont.)
- Interpretive: [] Understand connected discourse in an expository text
 [] List ideas in brief oral presentations of 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)
4/27	Composition 2.1: Peer revision of the first draft Talking about what you did recently (88-91) Vamos a ver: scanning a text (92-5)	Study: SQ pp. 96-7. Online Manual: Complete 8 exercises from Lección 3. Review SQ and supplementary handouts for Wednesday's midterm. Progress Card: Review your progress card and check off those items you feel you can do so far. Bring it to class tomorrow.
4/28	Review activities Progress Card Check	Review: SQ "Lección Preliminar" through "Lección 3" pp. 1-95 and supplementary handouts.
4/29	Midterm	Study: SQ pp. 96-9.
4/30	Talking to a friend about what he or she did recently (96-7) Talking about what two or more people did recently (97-9)	Portfolio 4: Begin this assignment this evening. Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish_1.html . Due next Thursday. Suggestion: Plan ahead! ☺ As you read for this assignment, be thinking about a topic for your final, oral presentation in June.
5/1	Talking about what you and someone else did recently (99-100) Intercambio (101) Vistazos culturales: El folclor en el mundo hispano (102-4) Outline in Spanish of your final presentation	Study: SQ pp. 111-114. Online Manual Lección 4: Choose any 8 exercises and complete them before the start of Lesson 5 (Monday 5/12). Composition 2.2: Bring revised draft to class on Monday. Portfolio 4: Continue to work on this assignment over the weekend.

WEEK SIX
Week's theme: ¿QUÉ PASÓ?

Objectives for Week Six:

- Interpersonal: Describe your immediate world: the family
 Give and request information
 Describe the home
- Interpretive: Understand connected discourse in an expository text
 List ideas in brief oral presentations of which you have some knowledge
 Become familiar with the socio-geography of the Spanish-speaking world
- Presentational: Write descriptions of people, including family members
 Edit your composition with extra attention to correcting frequent errors

Date	Class Activities	Preparation for the next class (at home/in lab)
5/4 Unidad dos Lección 4	Composition 2.2: Editing the second draft Talking about the immediate family (111-4)	Study: SQ pp. 115-120. Portfolio 4: Continue to work on this assignment as needed.
5/5	Asking questions using interrogative words (summary) Talking about the extended family (115-120)	Study: SQ pp. 121-7. Portfolio 4: Continue to work on this assignment as needed.
5/6	Additional vocabulary related to the family (121-3) Expressing to or for whom an action is performed (123-7)	Study: SQ pp. 127-132. Portfolio 4: Complete and compile this assignment. Due in class tomorrow.
5/7	Indicate the object of an action using direct object pronouns (128-132) Portfolio 4	Study: Supplementary vocabulary: La casa (The Home). Portfolio 6: Another time sensitive project! Begin working on this assignment this evening. Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish_1.html . Due next Thursday.
5/8	Talking about the home Time in class to work on Portfolio 5	Study: Supplementary vocabulary: Talking on the telephone. Composition 2.3: Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday. Portfolio 5: Get together with your group as necessary over the weekend or during next week.



WEEK SEVEN
Week's theme: LA FAMILIA

Objectives for Week Seven:

- Interpersonal: Talk on the telephone
 Describe your mental state and that of others
- Interpretive: Understand connected discourse in an expository text
 List ideas in brief oral presentations of which you have some knowledge
 Become familiar with the socio-geography of the Spanish-speaking world
- Presentational: Write descriptions of people, including family members

Date	Class Activities	Preparation for the next class (at home/in lab)
5/11	Composition 2.3 Talking on the telephone Intercambio (133) Vistazos culturales: el bilingüismo en el mundo hispano (134-6)	Study: SQ pp. 133-141. Online Manual: Complete 8 exercises from Lección 4. Read: Supplementary reading on bilingualism in the U.S.
5/12 Lección 5	Discussion of reading on bilingualism Describing people's physical characteristics (138-141)	Study: SQ pp. 141-2. Online Manual Lección 5: Choose any 8 exercises and complete them before the start of Lesson 6 (Monday). Review for Reading Diagnostic /Theme: La familia. Review Lesson 4 and supplementary handouts.
5/13	Making comparisons (141-2) Reading Diagnostic/Theme: La familia	Study: SQ pp. 142-6. Portfolio 6
5/14	Talking about family resemblances (142-5) Describing people's physical or mental state (145-6) Pre-writing for Composition 3.1 Portfolio 6	Study: SQ pp. 146-8. Study: Supplementary vocabulary: Hablando del cuerpo y de la salud (Talking about the body and health)
5/15	Talking about knowing someone (147-8) Time in class to work on Portfolio 5 More Pre-writing for Composition 3.1	Study: SQ pp. 148-151. Study: Supplementary vocabulary: Calling a health hot-line, describing your symptoms and seeking medical advice. Composition 3.1 «El bilingüismo en mi vida y en la vida de mi compañero/a hispano-hablante» See composition guidelines at http://spanlang.stanford.edu/first_year/spanish_1.html . Bring completed draft to class on Monday. Portfolio 5: Get together with your group as necessary over the weekend or during next week. Due Thursday.

WEEK EIGHT
Week's theme: LA SALUD MENTAL Y FÍSICA

Objectives for Week Eight:

- Interpersonal: [] Describe people and daily activities
 [] Describe your mental state and that of others (cont.)
 [] Ask and answer simple questions (cont.)
 [] Give and request information (cont.)
 [] Describe the immediate world: expressing numbers, ages, and dates
- Interpretive: [] Understand connected discourse in an expository text (cont.)
 [] Become familiar with the socio-geography of the Spanish-speaking world
- Presentational: [] Present rehearsed reports on such topics as the family
 [] Answer questions about prepared presentation topics
 [] Write descriptions of people and daily activities
 [] Write a one-page composition comparing bilingualism in your life and in the life of your conversation partner

Date	Class Activities	Preparation for the next class (at home/in lab)
5/18	Composition 3.1: Revising the first draft Talking about the body and health Service Encounter: Calling a health hot-line, describing your symptoms and seeking medical advice More about daily routines (148-151)	Study: SQ pp. 151-5. Online Manual: Complete 8 exercises from Lección 5. Portfolio 5: Get together with your group as necessary this week. Due Thursday.
5/19	Expressing reciprocity (152-5) Intercambio (155) Vistazos culturales: el mestizaje en el mundo hispano (156-8) Final Presentation Preparation: Lluvia de ideas	Study: SQ pp. 156-162. Online Manual Lección 6: Choose any 8 exercises and complete them by Tuesday. Review for Listening Diagnostic Theme: La salud mental y física: Lesson 5 (to p. 155) and supplementary handouts.
5/20 Lección 6	Using numbers 30-99 and talking about people's age (160-2) Listening Diagnostic/Theme: La salud mental y física	Study: SQ pp. 163-9. Portfolio 5: Due tomorrow. Final Presentation Preparation: Consider possible topics and do some exploration in Spanish on the internet. Prepare to chat in Spanish about your topic and explain why it interests you.
5/21	Using numbers 200-1999 and expressing years (163-4) Describing continuous actions in the present (165-6) Reading about family size (166-9) Portfolio 5	Study: SQ pp. 170-6. Portfolio 7: Final compilation. Go to http://spanlang.stanford.edu/first_year/spanish_1.html for details. Due Thursday. Composition 3.2: Bring revised draft to class on tomorrow.
5/22	Composition 3.2: Editing the second draft Listening about family size (169) Describing and narrating continuous actions in the past (170-2)	Study: SQ pp. 173-7.



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

<u>Objectives for Week Nine:</u>	
Interpersonal:	<input type="checkbox"/> Describe similarities and equalities <input type="checkbox"/> Ask and answer simple questions (cont.) <input type="checkbox"/> Give and request information (cont.)
Interpretive:	<input type="checkbox"/> Understand connected discourse in an expository text (cont.) <input type="checkbox"/> Understand simple questions (cont.) <input type="checkbox"/> Understand information requested (cont.) <input type="checkbox"/> List ideas in brief oral presentations
Presentational:	<input type="checkbox"/> Present rehearsed reports on people and places related to the Spanish-speaking world <input type="checkbox"/> Answer questions about prepared presentation topics <input type="checkbox"/> Edit your composition with extra attention to correcting frequent errors

Date	Class Activities	Preparation for the next class (at home/in lab)
5/25	Día Memorial (No hay clases)	
5/26	Describing and narrating continuous actions in the past (173-6) Describing similarities and equalities (176-7)	Study: SQ pp. 180-5. Online Manual: Complete 8 exercises from Lección 6. Study for Writing Diagnostic/ Theme: ¿Cómo era la vida? Prepare your final Presentation
5/27	Vistazos culturales: La inmigración y emigración en el mundo hispano (180-2) Writing Diagnostic/Theme: ¿Cómo era la vida?	Supplementary reading on Latino (im)migration and the U.S. Prepare your final Presentation
5/28	Supplementary reading on Latino (im)migration and the U.S. Presentations and review Portfolio 7: Final Compilation Composition 3.3	Study/Review: SQ “Lección preliminar” through “Lección 6,” vocabulary and grammar summaries pp. 1-185, and supplementary handouts. Prepare your final Presentation
5/29	Presentations and review	Composition 3.3: Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday. Portfolio 7: Final compilation. Due Monday.

WEEK TEN
END-QUARTER PERIOD
Week's theme: REPASO Y PRESENTACIONES

Objectives for End-Quarter Period:

Interpretive: [] List ideas in brief oral presentations

Presentational: [] Present your rehearsed report
 [] Answer questions about your prepared presentation topics
 [] Ask questions of others following their presentations

Date	Class Activities	Preparation for the next class (at home/in lab)
6/1	Presentations and review	Study/Review: SQ “Lección preliminar” through “Lección 6” pp. 1-185 and supplementary handouts.
6/2	Presentations and review	Study/Review: SQ “Lección preliminar” through “Lección 6” pp. 1-185 and supplementary handouts.
6/3	Presentations and review	Study/Review: SQ “Lección preliminar” through “Lección 6” pp. 1-185 and supplementary handouts.

Final Exam: Saturday, June 6, 12:15-3:15 p.m.