

## Tentative Calendar

### Spanish 1 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)**

### **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)
1/4 <b>Lección preliminar</b>	Introduction to Course Introducing yourself (2) Stating/asking place of origin (2) Greetings (3) Stating/asking one's name (4-6)	<b>Study:</b> SQ pp. 1-10. <b>Study:</b> Course Syllabus (overview, format, grading, attendance) at <a href="http://spanlang.stanford.edu">http://spanlang.stanford.edu</a> . <b>Online Manual:</b> <b>Lección Preliminar</b> pp. 1-7.
1/5	The alphabet Talking about academic fields and courses of study (7- 10)	<b>Study</b> supplementary vocabulary lists: El salón de clase (The Classroom), La universidad (The University). <b>Online Manual:</b> <b>Lección Preliminar</b> pp. 8-12.
1/6	Naming things in the classroom and places at the university Stating my major and asking someone what his/her major is	<b>Study:</b> SQ pp. 10-12. <b>Study</b> supplementary vocabulary lists: La universidad (The University) and Stating my major and asking someone what her/his major is. <b>Online Manual:</b> <b>Lección Preliminar</b> pp. 12-14, 30-5.
1/7	Discussing likes and dislikes (10-12)	<b>Progress Card:</b> Bring to class tomorrow a printed copy of the Progress Card, available at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> . <b>Portfolio 1:</b> Begin this assignment this evening. Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> . Due next Thursday.
1/8	Discussing likes and dislikes (10-12) (Review) Pre-writing for Composition 1.1 Introduce Progress Card	<b>Study:</b> SQ pp. 13-18. <b>Online Manual:</b> <b>Lección Preliminar</b> pp. 15-19, 21. <b>Portfolio 1:</b> Continue to work this assignment this evening. <b>Composition 1 «Yo»:</b> See composition guidelines at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> . Bring completed draft to class on Monday.

**WEEK TWO**  
**Week's theme: LA UNIVERSIDAD**

<b><u>Objectives for Week Two:</u></b>	
Interpersonal:	<input type="checkbox"/> Describe people and their daily routines <input type="checkbox"/> Ask and answer simple questions <input type="checkbox"/> Describe aspects of your immediate world: activities and personal interests <input type="checkbox"/> Give and request information
Interpretive:	<input type="checkbox"/> Understand simple questions <input type="checkbox"/> Become familiar with the socio-geography of the Spanish-speaking world <input type="checkbox"/> Understand information in a transportation schedule
Presentational:	<input type="checkbox"/> Write and present information from an interview of a classmate <input type="checkbox"/> Revise your composition for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
1/11	<b>Composition 1.1:</b> Peer revision of the first draft Describing people and things (13-17) Using numbers (17-18)	<b>Study:</b> SQ pp. 19-21. <b>Online Manual:</b> <b>Lección Preliminar</b> pp. 20-21, 22-27. <b>Portfolio 1:</b> Continue to work on this assignment tonight. <b>Portfolio 3 advance preparation:</b> 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 <a href="http://spanlang.stanford.edu/first_year/format.html#requirements">http://spanlang.stanford.edu/first_year/format.html#requirements</a> for more information.
1/12	Expressing existence using the verb <i>hay</i> (19-20) Intercambio (21) Vistazos culturales: El español como lengua mundial (22-3)	<b>Study:</b> SQ pp. 22-35. <b>Online Manual:</b> pp. 37-41. <b>Review for Reading Diagnostic/Theme:</b> La universidad: SQ pp. 1-20, readings and vocabulary handouts. <b>Portfolio 1:</b> Continue to work on this assignment tonight.
1/13	Talking about daily routines (28-35) <b>Reading Diagnostic/Theme:</b> La universidad	<b>Study:</b> SQ pp. 35-9. <b>Online Manual Lección 1:</b> Choose any 8 exercises and complete them before the start of Lección 2 (Wednesday). <b>Portfolio 1:</b> Compile and complete your work. Due in class tomorrow.
1/14 <b>Unidad uno: Lección 1</b>	Talking about how often people do things (35-9) Days of the week (38) <b>Portfolio 1</b>	<b>Study:</b> SQ pp. 39-42. <b>Portfolio 2:</b> Begin this assignment this evening. Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> . Due next Thursday.
1/15	Describing and comparing my daily activities (39-42)	<b>Study:</b> SQ pp. 42-5. <b>Portfolio 2:</b> Continue to work this assignment over the weekend. <b>Composition 1.2 «Yo»:</b> Bring revised draft to class on Tuesday.

**WEEK THREE**  
**Week's theme: LAS ACTIVIDADES DIARIAS**

<b><u>Objectives for Week Three:</u></b>	
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)
1/18	<b>DIA FERIADO: Martin Luther King</b>	
1/19	<b>Composition 1.2:</b> Editing the second draft Expressing the time of day at which things happen (42-5)	<b>Study:</b> SQ pp. 45-7. <b>Review for Listening Diagnostic/Theme:</b> Las actividades diarias. <b>Portfolio 2:</b> Continue to work this assignment this evening. <b>Portfolio 3 advance preparation:</b> 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 <a href="http://spanlang.stanford.edu/first_year/format.html#requirements">http://spanlang.stanford.edu/first_year/format.html#requirements</a> for more information.
1/20	Addressing others; Expressing obligation, capability, and preference (45-8) <b>Listening Diagnostic/Theme:</b> Las actividades diarias	<b>Study:</b> SQ pp. 49-54. <b>Online Manual:</b> Complete 8 exercises from Lección 1. <b>Portfolio 2:</b> Compile and complete your work this evening. Due in class tomorrow.
1/21	Intercambio (49) Vistazos culturales: La vida en el mundo hispano (50-4) <b>Portfolio 2</b>	<b>Study:</b> SQ pp. 55-9. <b>Online Manual Lección 2:</b> Choose any 8 exercises and complete them before the start of Lección 3 (Wednesday).
1/22 <b>Lección 2</b>	Talking about weekend activities (55-8) Talking about when we do and don't do things using negation and negative words (58-9)	<b>Study:</b> SQ pp. 60-3. <b>Portfolio 3:</b> Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> and schedule an interview with your conversation partner. Due next Thursday. <b>Composition 1.3:</b> 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)
1/25	<b>Composition 1.3</b> More about likes and dislikes (60-1) Talking about the activities of two or more people (61-4)	<b>Study:</b> SQ pp. 64-5; 73-4. <b>Study:</b> Supplementary Phrase List: Extending, accepting or declining invitations <b>Portfolio 3:</b> Schedule an interview with your conversation partner if you haven't done so already. Due Thursday.
1/26	Talking about activities that you or others do (64-6) Talking about future activities and events (73-4) Extending, accepting, or declining invitations	<b>Study:</b> SQ pp. 66-72. <b>Review for Writing Diagnostic /Theme:</b> Las diversiones del fin de semana, emphasis on Lección 2 and supplementary phrase list on extending, accepting or declining invitations.
1/27	Talking about the weather and the seasons of the year (66-72) <b>Writing Diagnostic/Theme:</b> Las diversiones del fin de semana	<b>Study:</b> SQ pp. 7688. <b>Online Manual:</b> Complete 8 exercises from Lección 2. <b>Portfolio 3:</b> Compile and complete your work this evening. Due in class tomorrow.
1/28 <b>Lección 3</b>	Talking about activities in the past (80-8) Vistazos culturales: La música y la danza en el mundo hispano (76-9) <b>Portfolio 3</b>	<b>Study:</b> SQ pp. 89-90. <b>Online Manual Lección 3:</b> Choose any 8 exercises and complete them before the start of Lección 4 (Monday). <b>Web activity:</b> SQ p. 78 «Navegando la red» Activity (1) OR (2)
1/29	Talking about what you did recently (89-91) Discussion of web activity Pre-writing for <b>Composition 2.1</b>	<b>Study and Review:</b> SQ pp. 80-95. <b>Composition 2.1 «Mi viaje a...» :</b> See composition guidelines at <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> . Bring completed draft to class on Monday <b>Review SQ</b> 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)
2/1	<b>Composition 2.1:</b> Peer revision of the first draft Talking about the past (Review 80-90) Vamos a ver: Scanning a text (92-5)	<b>Review for Wednesday's midterm:</b> SQ pp. 1-95. <b>Online Manual:</b> Complete 8 exercises from Lección 3. <b>Progress Card:</b> Review your progress card and check off those items you feel you can do so far. Bring it to class tomorrow.
2/2	<b>Review activities</b> <b>Progress Card Check</b>	<b>Review:</b> SQ "Lección Preliminar" through "Lección 3" pp. 1-95 and supplementary handouts.
2/3	<b>Midterm</b>	<b>Study:</b> SQ pp. 96-7.
2/4	Talking to a friend about what he or she did recently (96-7)	<b>Study:</b> SQ pp. 97-9. <b>Portfolio 4:</b> Begin this assignment this evening. Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> . Due next Thursday. Suggestion: Plan ahead! ☺ As you read for this assignment, be thinking about a topic for your final, oral presentation in March.
2/5	Talking about what two or more people did recently (97-9)	<b>Study:</b> SQ pp. 99-101. <b>Composition 2.2:</b> Bring revised draft to class on Monday. <b>Portfolio 4:</b> Continue to work on this assignment over the weekend.

**WEEK SIX**  
**Week's theme: ¿QUÉ PASÓ?**

<b>Objectives for Week Six:</b>	
Interpersonal:	<input type="checkbox"/> Describe your immediate world: the family <input type="checkbox"/> Give and request information <input type="checkbox"/> Describe the home
Interpretive:	<input type="checkbox"/> Understand connected discourse in an expository text <input type="checkbox"/> List ideas in brief oral presentations of which you have some knowledge <input type="checkbox"/> Become familiar with the socio-geography of the Spanish-speaking world
Presentational:	<input type="checkbox"/> Write descriptions of people, including family members <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)
2/8	<b>Composition 2.2:</b> Editing the second draft Talking about what you and someone else did recently (99-100) Intercambio (101)	<b>Study:</b> SQ pp. 102-114. <b>Online Manual Lección 4:</b> Choose any 8 exercises and complete them before the start of Lección 5 (Wednesday 2/21). <b>Portfolio 4:</b> Continue to work on this assignment as needed.
2/9 <b>Unidad dos</b> <b>Lección 4</b>	Vistazos culturales: El folclor en el mundo hispano (102-3) Talking about the immediate family (110-14)	<b>Study:</b> SQ pp. 115-120. <b>Portfolio 4:</b> Continue to work on this assignment as needed.
2/10	Asking questions using interrogative words (summary) Talking about the extended family (115-120)	<b>Study:</b> SQ pp. 121-8. <b>Portfolio 4:</b> Complete and compile this assignment. Due in class tomorrow.
2/11	Additional vocabulary related to the family (121-3) Expressing to or for whom an action is performed (123-7) <b>Portfolio 4</b>	<b>Study:</b> SQ pp. 128-132.
2/12	Indicate the object of an action using direct object pronouns (128-132)	<b>Study:</b> Supplementary vocabulary: La casa (The Home). <b>Final presentation advance preparation:</b> Have you thought of a topic for your final presentation? Consult with your instructor for ideas and guidelines. <b>Composition 2.3:</b> Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Tuesday. <b>Portfolio 5:</b> 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)
2/15	<b>DIA FERIADO: Día de los Presidentes</b>	
2/16	<b>Composition 2.3</b> Talking about the home Time in class to work on <b>Portfolio 5</b>	<b>Study:</b> Supplementary vocabulary: Talking on the telephone. <b>Review for Reading Diagnostic /Theme:</b> La familia. Review Lesson 4 and supplementary handouts.
2/17	Talking on the telephone <b>Reading Diagnostic/Theme:</b> La familia	<b>Study:</b> SQ pp. 133-141. <b>Online Manual:</b> Complete 8 exercises from Lección 4.
2/18	Intercambio (133) Vistazos culturales: el bilingüismo en el mundo hispano (134-5) Describing people's physical characteristics (138-141)	<b>Study:</b> SQ pp. 141-2. <b>Online Manual Lección 5:</b> Choose any 8 exercises and complete them before the start of Lección 6 (Wednesday). <b>Read:</b> Supplementary reading on bilingualism in the U.S.
2/19 <b>Lección 5</b>	Discussion of reading on bilingualism Making comparisons (141-2) Pre-writing for Composition 3.1	<b>Study:</b> SQ pp. 142-6. <b>Composition 3.1</b> «El bilingüismo en mi vida y en la vida de mi compañero/a hispano-hablante» See composition guidelines at <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> . Bring completed draft to class on Monday. <b>Portfolio 5:</b> Get together with your group as necessary over the weekend or during next week. Due next 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)
2/22	<b>Composition 3.1:</b> Revising the first draft Talking about family resemblances (142-4) Describing people's physical or mental state (144-6) Time in class to work on <b>Portfolio 5</b>	<b>Study:</b> SQ pp. 147-8. <b>Study:</b> Supplementary vocabulary: Hablando del cuerpo y de la salud (Talking about the body and health) <b>Study:</b> Supplementary vocabulary: Calling a health hot-line, describing your symptoms and seeking medical advice.
2/23	Talking about the body and health Service Encounter: Calling a health hot-line, describing your symptoms and seeking medical advice Talking about knowing someone (147-8) Final Presentation Preparation: Lluvia de ideas	<b>Study:</b> SQ pp. 148-155. <b>Portfolio 5:</b> Get together with your group as necessary this week. Due Thursday. <b>Review for Listening Diagnostic Theme:</b> La salud mental y física: Lección 5 (to p. 151) and supplementary handouts. <b>Final Presentation Preparation:</b> 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.
2/24	<b>Listening Diagnostic/Theme:</b> La salud mental y física More about daily routines (148-51) Expressing reciprocity (152-5)	<b>Study:</b> SQ pp. 155-8. <b>Online Manual:</b> Complete 8 exercises from Lección 5. <b>Portfolio 5:</b> Due tomorrow.
2/25	Intercambio (155) Vistazos culturales: el mestizaje en el mundo hispano (156-7) <b>Portfolio 5</b>	<b>Study:</b> SQ pp. 160-2. <b>Online Manual Lección 6:</b> Choose any 8 exercises and complete them by the end of Lesson 6 (Wednesday).
2/26 <b>Lección 6</b>	Using numbers 30-99 and talking about people's age (160-1) Final Presentation Preparation: Chat about your topic with classmates in small groups	<b>Study:</b> SQ pp. 163-8. <b>Write</b> a brief outline <b>in Spanish</b> of your final presentation. <b>Composition 3.2:</b> Bring revised draft to class on Monday. <b>Portfolio 6:</b> Another time sensitive project! Begin working on this assignment this evening. Read carefully the instructions available on the course website at <a href="http://spanlang.stanford.edu/first_year/spanish1.html">http://spanlang.stanford.edu/first_year/spanish1.html</a> . Due next Thursday.

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

<b><u>Objectives for Week Nine:</u></b>	
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)
3/1	<b>Composition 3.2:</b> Editing the second draft Using numbers 200-1999 and expressing years (163-8) Describing continuous actions in the present (165-6) Reading about family size (166-8)	<b>Study:</b> SQ pp. 169-172. <b>Web activity:</b> SQ p. 158 «Navegando la red» Activity (1) OR (2)
3/2	Listening about family size (169) Describing and narrating continuous actions in the past (170-2) Discussion of web activity	<b>Study:</b> SQ pp. 173-6.
3/3	Describing and narrating continuous actions in the past (173-6) Describing similarities and equalities (176-7)	<b>Study:</b> SQ pp. 180-83. <b>Online Manual:</b> Complete 8 exercises from Lección 6. <b>Study for Writing Diagnostic/ Theme:</b> ¿Cómo era la vida? <b>Portfolio 6</b> <b>Prepare your final Presentation</b>
3/4	Vistazos culturales: La inmigración y emigración en el mundo hispano (180-2) <b>Writing Diagnostic/Theme:</b> ¿Cómo era la vida? <b>Portfolio 6</b>	<b>Supplementary reading</b> on Latino (im)migration and the U.S. <b>Prepare your final Presentation</b> <b>Portfolio 7: Final compilation.</b> Go to <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> for details. Due Monday.
3/5	Supplementary reading on Latino (im)migration and the U.S.	<b>Study/Review:</b> SQ “Lección preliminar” through “Lección 6,” vocabulary and grammar summaries pp. 1-185, and supplementary handouts. <b>Prepare your final Presentation</b> <b>Composition 3.3:</b> Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday. <b>Portfolio 7: Final compilation.</b> Go to <a href="http://spanlang.stanford.edu/first_year/spanish_1.html">http://spanlang.stanford.edu/first_year/spanish_1.html</a> for details. Due Monday.

**WEEK TEN  
END-QUARTER PERIOD**

**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)
3/8	<b>Composition 3.3</b> <b>Portfolio 7</b> Presentations and review	<b>Study/Review: SQ</b> “Lección preliminar” through “Lección 6” pp. 1-185 and supplementary handouts.
3/9	Presentations and review	<b>Study/Review: SQ</b> “Lección preliminar” through “Lección 6” pp. 1-185 and supplementary handouts.
3/10	Presentations and review	<b>Study/Review: SQ</b> “Lección preliminar” through “Lección 6” pp. 1-185 and supplementary handouts.
3/11	Presentations and review	<b>Study/Review: SQ</b> “Lección preliminar” through “Lección 6” pp. 1-185 and supplementary handouts.
3/12	Presentations and review	<b>Study/Review: SQ</b> “Lección preliminar” through “Lección 6” pp. 1-185 and supplementary handouts.

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