

Tentative Calendar

Spanish 3 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: REPASO / LAS PERSONALIDADES

Objectives for Week One:

Be able to perform the objectives of the previous quarter. For a complete list of last quarter's objectives, see the Spanish 2 Progress Card at http://spanlang.stanford.edu/first_year/spanish2.html.

- Interpersonal: Ask and answer questions
 Describe your personal interests as well as those of the community
 Give and request information
 Introduce yourself to others
- Interpretive: Understand questions
 Understand descriptions of personal interests and community interests
 Understand information requests and information requested
 Understand personal introductions
- Presentational: Write using a wide array of language functions from Spanish 2, such as talking about past events, and describing people and their activities

Date	Class Activities	Preparation for the next class (at home/in lab)
1/4	Introduction to the Course Review: Expressing likes and dislikes	Study: Course Syllabus (overview, format, grading, attendance) at http://spanlang.stanford.edu . Study: SQ Lecciones 1-12.
1/5 Repaso	Review: Describing and comparing people and activities Review: Talking about the past	Study: SQ Lecciones 1-12. Portfolio 1A: Read carefully the instructions available on the course website at http://spanlang.stanford.edu/first_year/spanish3.html and begin looking for a conversation partner. Although this assignment is due one week from this Thursday, it is "time-sensitive," so read the instructions and get started as soon as possible. ☺
1/6	Review: More talking about the past	Study: SQ pp. 340-2. Online Manual: pp. 78-79. Portfolio 1A: Have you located a conversation partner?
1/7 Unidad 5: Lección 13	Describing personalities (340-2) Pre-writing for Composition 1.1: Lluvia de ideas	Study: SQ pp. 343-4. Online Manual: pp. 80-83. Progress Card: Bring to class tomorrow a printed copy of the Progress Card, available at http://spanlang.stanford.edu/first_year/spanish3.html . Portfolio 1A: Have you located a conversation partner yet? If not, ask your instructor for some ideas.
1/8	More on describing personalities (343-4) Introduce Progress Card More pre-writing for Composition 1.1	Study: SQ pp. 345-7. Online Manual: pp. 84-87. Composition 1.1 «Un cuento de hadas». Be sure to write according to the guidelines available at http://spanlang.stanford.edu/first_year/spanish3.html

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WEEK TWO

Week's theme: LA PERSONALIDAD - ¿CÓMO TE DESCRIBES?

Objectives for Week Two:

- Interpersonal: [] Describe personalities
 [] Talk about things you have done
 [] Express opinions about personality traits
 [] Express sympathy, admiration, anger and surprise (Review from Spanish 2)
- Interpretive: [] Understand personality descriptions
 [] Understand when people talk about what they have done
 [] Understand opinions
 [] Understand expressions of sympathy, admiration, anger and surprise
 [] Identify point of view in a text dealing with contemporary issues
 [] Draw comparisons among socio-geographic features of the Spanish-speaking world
 [] Understand connected discourse in an expository text
- Presentational: [] Revise your story for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
1/11	Composition 1.1: Peer revision of the first draft Talking about completed actions in the past using present perfect (345-7) Pre-reading for <i>Me llamo Rigoberta Menchú...</i> : Cross-cultural uses of animals to represent human personality (354)	Study: SQ pp. 347-8. Supplementary reading: <i>Me llamo Rigoberta Menchú</i> , “Los nahuales”. Online Manual: pp. 88-91. Review for Reading Diagnostic/Theme: La personalidad Portfolio 1A: Schedule an interview with your conversation partner if you haven't done so already. Due Wednesday.
1/12	More on talking about completed actions in the past using present perfect (347-8) Reading: <i>Me llamo Rigoberta Menchú...</i> Reading Diagnostic/Theme: La personalidad	Study: SQ pp. 349-51. Online Manual: pp. 92-95. Portfolio 1A: Compile and complete your work this evening. Due in class tomorrow.
1/13	Talking about personalities using verbs that require reflexive pronoun (349-51) Portfolio 1A	Study: SQ pp. 351-5. Online Manual: pp. 96-99. Study: Supplementary vocabulary: Expressing sympathy, admiration, anger and surprise. Portfolio 2A: Begin to work on this assignment this evening. Carefully read the instructions at http://spanlang.stanford.edu/first_year/spanish3.html This is a time sensitive project, so begin immediately. Due in one week.
1/14	Using reflexive verbs to describe personalities (351-7) Expressing sympathy, admiration, anger and surprise	Study: SQ pp. 356-7. Online Manual: pp. 100-102. Portfolio 2A: Continue to work on this assignment.
1/15	Intercambio: La personalidad de tu compañer@ de clase (356-7) Vistazos culturales: El medio ambiente en el mundo hispano (358-60)	Study: SQ pp. 358-64. Online Manual Lección 14: Choose any 8 exercises and complete them before the start of Lesson 15 (next Wednesday, 1/28). Composition 1.2 «Un cuento de hadas»: Bring revised draft to class on Tuesday. Portfolio 2A: Continue to work on this assignment as necessary. Due Thursday.

WEEK THREE
Week's theme: LA GENTE FAMOSA

<u>Objectives for Week 3:</u>	
Interpersonal:	<input type="checkbox"/> Express opinions about the environment <input type="checkbox"/> Describe famous people or personal heroes <input type="checkbox"/> Ask for favors or assistance using appropriate language
Interpretive:	<input type="checkbox"/> Understand opinions <input type="checkbox"/> Understand descriptions of people <input type="checkbox"/> Understand requests for favors or assistance <input type="checkbox"/> Talk about your personal interests as well as those of the world community, especially with respect to the environment <input type="checkbox"/> Use the Internet and newspapers to seek and read articles that correspond to your academic interests
Presentational:	<input type="checkbox"/> Edit your writing for errors <input type="checkbox"/> Present written descriptions of people

Date	Class Activities	Preparation for the next class (at home/in lab)
1/18	Día festivo: Martin Luther King	
1/19 Lección 14	Composition 1.2: Editing the second draft. Describing people using more adjectives (363-4)	Study: SQ pp. 365-6. Review for Listening Diagnostic/Theme: La personalidad. Portfolio 2A: Continue to work on this assignment as necessary. Due Thursday.
1/20	Reading about a famous person (365-6) Listening Diagnostic/Theme: La personalidad	Portfolio 2A: Compile and complete this assignment this evening. Due tomorrow
1/21	Expressing hypothetical situations using the Conditional (367-9) Portfolio 2A	Study supplementary vocabulary: Asking for favors and offering assistance using appropriate language. Portfolio 3A: Begin this assignment this evening. You will be looking for articles to help you research your topic for Composition 2.1. Portfolio 3A is due Thursday. For details, go to http://spanlang.stanford.edu/first_year/spanish_3.html .
1/22	Asking for favors and offering assistance using appropriate language Pre-writing for Composition 2.1	Study: SQ pp. 367-9. 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: LA GENTE FAMOSA (cont.)

Objectives for Week Four:

- Interpersonal: Express opinions
 Express hypothetical situations and concepts
 Talk about likes and dislikes
- Interpretive: Use the Internet and newspapers to seek and read articles that correspond to academic interests (cont.)
 Understand connected discourse in an expository text
- Presentational: Write a 2.5-page argumentative essay
 Present written descriptions of people

Date	Class Activities	Preparation for the next class (at home/in lab)
1/25	Composition 1.3 Expressing hypothetical situations using the Conditional (367-9) (Review) More pre-writing for composition 2.1	Study: SQ pp. 369-72. Portfolio 3A: Work on this assignment as necessary.
1/26	Expressing contrary to fact or hypothetical concepts using the past subjunctive (369-72)	Study: SQ pp. 373-4. Portfolio 3A: Work on this assignment as necessary. Review for Writing Diagnostic/Theme: La gente famosa
1/27	Talking about likes and dislikes using the object marker “a” (373-4) Writing Diagnostic/Theme: La gente famosa	Study: SQ pp. 374-7. Online Manual: Complete 8 exercises from Lección 14. Portfolio 3A: Compile and complete your work this evening. Due in class tomorrow.
1/28	More on talking about hypothetical situations (374-6) Intercambio: ¿A quién te gustaría conocer? (377) More pre-writing for Composition 2.1 together with discussion of Portfolio 3A	Study: SQ pp. 378-80. Online Manual Lección 15: Choose any 8 exercises and complete them before the start of Lesson 16 (next Monday, 2/10). Study: Supplementary science reading
1/29	Vistazos culturales: Las ciencias en el mundo hispano (378-80) Supplementary science reading Follow-up pre-writing for Composition 2.1	Study: SQ pp. 383-4. Composition 2.1 Argumentación: Carefully review the composition guidelines available at http://spanlang.stanford.edu/first_year/spanish_3.html Bring completed draft to class on Monday. Portfolio 1B: See portfolio instructions at http://spanlang.stanford.edu/first_year/spanish_3.html Arrange a second meeting with your conversation partner. Due Thursday.

WEEK FIVE

Week's theme: ¿POR NATURALEZA O CRIANZA?

Objectives for Week Five:

- Interpersonal: [] Give and receive directions
 [] Clarify and restate information
- Interpretive: [] Understand arguments and supporting evidence
 [] Understand issues in the world community
 [] Summarize key points and main ideas expressed in longer presentations or readings
- Presentational: [] Revise your essay for content, organization, and style

Date	Class Activities	Preparation for the next class (at home/in lab)
2/1 Lección 15	Composition 2.1: Peer revision of the first draft Telling where things are (383-4)	Study: SQ pp. 384-8. Study supplementary vocabulary: La ciudad and Giving directions. Portfolio 1B: Arrange to meet with your conversation partner if you haven't done so already. Due Thursday.
2/2	Giving and receiving directions (384-8 and supplementary handout) La ciudad (supplementary handout) Reading: Sense of direction in animals (386)	Study: SQ pp. 388-9. Portfolio 1B: Arrange to meet with your conversation partner if you haven't done so already. Due Thursday. Review for Reading Diagnostic/Theme: La naturaleza versus la crianza
2/3	Describing destinations using <i>por</i> and <i>para</i> (388-9) Reading Diagnostic/Theme: La naturaleza versus la crianza	Study: SQ pp. 389-91. Portfolio 1B: Compile and complete your work this evening. Due in class tomorrow.
2/4	Expressing opinions about something using <i>lo</i> + adjective (389-91) Portfolio 1B	Study: SQ pp. 391-7. Study supplementary handout on clarifying and restating information. Portfolio 2B: Begin this assignment this evening. Read carefully the instructions available at http://spanlang.stanford.edu/first_year/spanish_3.html . Due in one week.
2/5	Reading skills: scanning a text (391-3) Talking and reading about genetics and personality (394-6) Clarifying and restating information	Study: SQ pp. 398-403. Study: Supplementary reading on economic issues. Online Manual: Complete 8 exercises from Lección 15. Composition 2.2: Bring revised draft to class on Monday. Portfolio 2B: Continue to work on this assignment.

WEEK SIX
Week's theme: EL TURISMO

Objectives for Week Six:

- Interpersonal: [] Express opinions about economic issues
 [] Talk about clothing and what you are wearing
 [] Give advice to friends about what to wear
- Interpretive: [] Understand opinions
 [] Understand advice about clothing and travel
 [] Understand connected discourse in an expository text
- Presentational: [] Present oral reports on economic issues in the Spanish-speaking world
 [] Present written reports on planing and traveling
 [] Edit your essay for errors

Date	Class Activities	Preparation for the next class (at home/in lab)
2/8	Composition 2.2: Editing the second draft Vistazos culturales: La economía en el mundo hispano (398-400) Reading on economic issues	Study for Midterm Progress Card: Review your progress card and check off those items you feel you can do so far. Bring it to class tomorrow. Portfolio 2B: Continue to work on this assignment as necessary.
2/9	Progress Card check and Review for Midterm	Study for Midterm: Review Lessons 13-15 and supplementary handouts Portfolio 2B: Continue to work on this assignment as necessary.
2/10	Midterm Exam (Lessons 13-15 and supplementary handouts)	Study: SQ pp. 406-411. Online Manual Lección 16: Choose any 8 exercises and complete them before the start of Lesson 17 (next Friday, 2/21). Portfolio 2B: Compile and complete your work this evening. Due in class tomorrow.
2/11 Unidad 6: Lección 16	Talking about clothing (406-9) Talking about appearances and how clothes fit using reflexive verbs (409-11) Portfolio 2B	Study: SQ pp. 411-418. Study supplementary vocabulary: Making reservations
2/12	Talking about trips and traveling (411-18) Making reservations	Study: SQ pp. 418-20. Study supplementary vocabulary: Complaining Composition 2.3: Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Tuesday.

WEEK SEVEN
Week's theme: EL TURISMO (cont.)

<u>Objectives for Week Seven:</u>	
Interpersonal:	<input type="checkbox"/> Give and receive directions <input type="checkbox"/> Ask for favors and offer assistance (Review) <input type="checkbox"/> Clarify and restate information <input type="checkbox"/> Make travel reservations <input type="checkbox"/> Complain
Interpretive:	<input type="checkbox"/> Understand directions <input type="checkbox"/> Understand complaints <input type="checkbox"/> Draw comparisons among socio-geographic features of the Spanish-speaking world <input type="checkbox"/> Use the Internet and the newspapers to seek and read articles that correspond to your academic interests
Presentational:	<input type="checkbox"/> Write a 3-page expository essay

Date	Class Activities	Preparation for the next class (at home/in lab)
2/15	Día feriado: Día de los Presidentes	
2/16	Composition 2.3 Giving advice and telling others what to do using formal commands (418-20) Complaining Pre-writing for Composition 3.1: Lluvia de ideas	Study: SQ pp. 420-3. Review for Listening Diagnostic/Theme: La ropa y el turismo Portfolio 3B: Begin this assignment this evening. You will be looking for articles to help you research your topic for Composition 3.1. Carefully review the details of both Portfolio 3B and Composition 3.1 at http://spanlang.stanford.edu/first_year/spanish3.html . Portfolio 3B is due Thursday.
2/17	Talking about hypothetical events using the Conditional (420-3) Listening Diagnostic/Theme: La ropa y el turismo	Study: SQ pp. 423. Portfolio 3B: Complete and compile your work. Due in class tomorrow. Research as necessary for Composition 3.
2/18	Intercambio: Un viaje al extranjero (423) Portfolio 3B More pre- writing for Composition 3.1	Study: SQ pp. 424-6. Online Manual: Complete 8 exercises from Lección 16. Research as necessary for Composition 3: Gather any articles or other materials you've collected in your research and bring them to class tomorrow to discuss with classmates.
2/19	More Pre-writing for Composition 3.1 (with attention to including citations in the paper) Vistazos culturales: La moda en el mundo hispano (424-426) Time in class to work on Portfolio 4	Study: SQ pp. 430-4. Online Manual Lección 17: Choose any 8 exercises and complete them before the start of Lección 18 (next Monday). Composition 3.1 Exposición. See guidelines at http://spanlang.stanford.edu/first_year/spanish3.html . Bring completed draft to class on Monday.

WEEK EIGHT
Week's theme: LAS PROFESIONES

Objectives for Week Eight:

- Interpersonal: Look for an apartment
 Describe the type of apartment or home I'd like to rent or purchase
 Talk about professions and job-searching preferences
 Express intentions for the future
- Interpretive: Understand descriptions of different professions
 Understand connected discourse in an expository text
- Presentational: Revise your essay for content, organization, and style
 Present rehearsed reports on such topics as future career plans

Date	Class Activities	Preparation for the next class (at home/in lab)
2/22 Lección 17	Talking about professions (430-4) Composition 3.1: Revising the first draft	Study: SQ pp. 435-9. Portfolio 4: Work on this assignment this week as necessary.
2/23	Describing indefinite or unknown people, places and things using the subjunctive (435-9) Time in class to work on Portfolio 4	Study: SQ pp. 439-41. Final Presentation Outline: Begin to write a skeletal outline in Spanish of your final presentation. Due Thursday. Review for Writing Diagnostic/Theme: Las profesiones.
2/24	Talking about required traits for different professions (439-41) Writing Diagnostic/Theme: Las profesiones	Study: SQ pp. 441-2. Study supplementary vocabulary: Looking for an apartment. Final Presentation Outline: Complete your outline in Spanish . Due tomorrow.
2/25	Describing nonexistent people, places and things using the subjunctive (441-2) Looking for an apartment Final Presentation Outline	Study: SQ pp. 443-5.
2/26	Expressing intentions in the future using the subjunctive (443-445) Time in class to work on Portfolio 4	Study: SQ pp. 445-7. Online Manual: Complete 8 exercises from Lección 17. Composition 3.2: Bring revised draft to class on Monday. Portfolio 4: Work on this assignment as necessary. Due Thursday.

WEEK NINE

Week's theme: ¿A QUÉ PROFESIÓN U OCUPACIÓN QUIERES DEDICARTE?

Objectives for Week Nine:

- Interpersonal: Express intentions
 Talk about the future
 Express uncertainty, doubt, probability and possibility
 Express agreement or lack thereof
- Interpretive: Understand connected discourse in an expository text
 Understand advice regarding career choices
 Become more familiar with the socio-geography of the Spanish-speaking world
- Presentational: Edit your composition for errors

Date	Class Activities	Preparation for the next class (at home/in lab)
3/1	Composition 3.2: Editing the second draft Making professional plans for the future (445-7)	Study: SQ pp. 454-460. Online Manual Lección 18: Choose any 8 exercises and complete them by Monday. Portfolio 4: Continue to work on this assignment as needed. Due Thursday. Portfolio 5: Final Compilation: Read carefully the instructions on the course website at http://spanlang.stanford.edu/first_year/spanish_3.html . Due one week from today.
3/2 Lección 18	Talking about the future (454-6) Expressing uncertainty, doubt, probability and possibility using the subjunctive (457-60)	Study: SQ pp. 460-467. Study supplementary handout: Expressing opinions and (lack of) agreement. Portfolio 5: Continue to work on this assignment as needed.
3/3	Talking about the future (460-7) Expressing opinions and (lack of) agreement	Portfolio 4: Compile and complete this assignment this evening. Due in class tomorrow. Portfolio 5: Continue to work on this assignment as needed.
3/4	Portfolio 4	Prepare Final Presentation Portfolio 5 Final Compilation: Due Monday.
3/5	Presentations and review	Online Manual: Complete 8 exercises from Lección 18. Composition 3.3: Self-edit and bring in the final draft, with all previous drafts and revisions stapled beneath it, on Monday. Prepare Final Presentation Portfolio 5 Final Compilation: Due Monday.

WEEK 10
END-QUARTER PERIOD
Week's theme: PRESENTACIONES Y REPASO

Objectives for End of Quarter:

- Presentational: [] Present a rehearsed report (20-30 minutes) on topics of broad interest reflecting your knowledge of the socio-geography of the Spanish-speaking world or knowledge of academic topics of particular interest to you, such as your major or current events and issues
- [] Ask and answer questions about the prepared presentation topic using appropriate language for an academic presentation

Date	Class Activities	Preparation for the next class (at home/in lab)
3/8	Composition 3.3 Portfolio 5 Presentations and review	Study/Review: Lecciones 13-18, Vocabulary and Grammar Summaries, and supplementary vocabulary handouts Prepare for the Final Presentation
3/9	Presentations and review	Study/Review: Lecciones 13-18, Vocabulary and Grammar Summaries, and supplementary vocabulary handouts Prepare for the Final Presentation
3/10	Presentations and review	Study/Review: Lecciones 13-18, Vocabulary and Grammar Summaries, and supplementary vocabulary handouts Prepare for the Final Presentation
3/11	Presentations and review	Study/Review: Lecciones 13-18, Vocabulary and Grammar Summaries, and supplementary vocabulary handouts Prepare for the Final Presentation
3/12	Presentations and review	Study/Review: Lecciones 13-18, Vocabulary and Grammar Summaries, and supplementary vocabulary handouts

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