

Español 110: A Blended Course

Instructor: _____
E-mail: _____
Office Hrs: _____

Phone: _____
Office: _____

¡Bienvenidos! Welcome to Spanish 110, an **intensive course** for non-native/non-heritage speakers that covers the same material as Spanish 101 and 102 combined. Please read this material thoroughly. Ask if you have questions.

This is an **intensive course** that will cover the material listed above quickly but completely. **Intensive courses require that the student invest himself/herself in the process.** You will have the most success in this course if you do all of your homework before the day it is due and prepare questions to ask during class. If you do not understand what is being said, you must raise your hand and make it known to the instructor. The amount of material that must be covered in the allotted amount of time places a great deal of responsibility on the student to keep up with the course.

Metas (goals): The goals of Spanish 110 are various. The first is to develop some **basic communicative skills** in Spanish as a second language. These include, but are not limited to, the following sample abilities:

- describing your normal weekly and weekend routines and describing what you do to relax
- talking about your family and family resemblances using descriptions of physical and personality features
- describing foods you eat for breakfast, lunch, and dinner
- talking about what you did last week and contrasting that with what you used to do as a child

The second goal is to develop some rudimentary **knowledge about cultural differences** between the U.S. and the Spanish-speaking world. Some examples are:

- differences in daily routines, including meals and typical activities
- differences in where and how people shop
- differences in how birthdays and other special occasions are celebrated
- differences in tipping and other customs in restaurants and hotels

Do not expect this course to be about grammar and vocabulary learning. Although you will be learning grammar and vocabulary to achieve the goals listed above, they are not the focal point of this course. You will be tested on the above, so studying and preparation cannot be limited to studying grammar and vocabulary!

¿Quién debe tomar este curso? (Who can take this course?)

➔ Please read the **POLICIES** posted at www.uic.edu/depts/sfip/spanishprog

You should be in this course if you are a non-native, non-heritage speaker and have had 2-3 years of high school Spanish or one semester or quarter of college Spanish. If you have studied Spanish longer than that, take the placement exam to be sure you are placed correctly. The placement exam is given at the Office of Testing Services, <http://www.uic.edu/depts/counselctr/testing/OTSHome.htm>. After completing 110, enroll in Spanish 103.

Materiales. The following materials are required for this course.

➔ Even if you buy the Sol y viento textbook elsewhere, you must buy the access card at the UIC bookstore.

- Sol y viento textbook (McGraw-Hill, 2005)—UIC bookstore
- Sol y viento access card for the online workbook—UIC bookstore (do NOT buy a paper workbook)
- Headphones (for Blackboard audio activities)
- Access to a high-speed internet connection is **strongly recommended**

- Realmedia player is required to play audio and video files. If you do not already have it, download it free at <http://www.real.com/>.

Calificación (evaluation): Final grades for Spanish 110 will be calculated according to the following breakdown.

- 4 partial exams 60%
- online homework (Blackboard) 20%
- participation 20%

A: 90 – 100 **B:** 80 – 89 **C:** 70 – 79 **D:** 60 – 69 **E:** 0 – 59

Homework and participation will be graded according to the policies set forth in the Policies and Procedures of the Spanish Basic Language Program, posted at www.uic.edu/depts/sfip/spanishprog. You are responsible for all information contained in that document and for all updates provided in writing by the Department of Spanish, French, Italian and Portuguese.

Reminder about Blackboard Activities:

Your Blackboard homework helps you to prepare for the following week of class. The homework indicated is to be done by **11:59 p.m.** on the day indicated. Online homework is only available to students for completion up to the indicated deadline. As deadlines pass, students are denied access online to those activities that were to have been completed by those deadlines.

Academic Dishonesty: Students are also responsible for understanding what constitutes academic dishonesty. For information on this topic, consult the SBLP Policies and Procedures and the University of Illinois at Chicago policy on Academic Honesty at:

<http://www.uic.edu/depts/sja/integrit.htm>

Violation of academic integrity includes copying homework or otherwise submitting work that is not original to you. Cheating in this case applies both to the copier and the person who allows his or her work to be copied. If students believe they are wrongfully graded, they must approach their instructor with an explanation. If the problem is not resolved, then the student may bring the matter to the office of the Spanish Basic Language Program. Please note that even studying together but not copying may result in identical homework. We encourage you to study with others, but **not** to produce your work under the direction of others—tutors, friends, internet resources.

PLEASE NOTE THE DATES OF THE EXAMS:

Exam I: Wednesday, February 28, 2007

Exam II: Friday, March 16, 2006

Exam III: Friday, April 13, 2007

Exam IV: Friday, May 4, 2007

Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 or (312) 413-0123 (TTY).

THIS SYLLABUS IS SUBJECT TO CHANGE

All online homework is due by **11:59 p.m.** on the day indicated.

SEMANA/ FECHA	DIA	ACTIVIDADES	METAS	TAREA EN LÍNEA T = texto CE = cuaderno de ejercicios
<u>PRIMERA</u>				
15 de enero	1		MARTIN LUTHER KING JR. HOLIDAY	
17 de enero	2	p. 3: C, D p. 5: G	asking for someone's name/giving your name introducing oneself; asking for/giving place of origin	Log in to Blackboard to see if SPAN 110 appears for you. www.blackboard.uic.edu If not, contact your instructor.
19 de enero	3	p. 7: A, C, D pp. 11: A, B, C	asking and answering what your major is; asking and answering what classes you take talking about people and things in the classroom and on campus	
<u>SEGUNDA</u>				
22 de enero	1	Class meets in lab: Location announced on Blackboard	Blackboard Demonstration: Bring Headphones!!!	(Begin Textbook Lección 2B)
24 de enero	2	pp. 12-13: D, E pp. 14-15: All activities	using <i>estar</i> to express the location of people and things <i>Sol y viento</i> Prólogo: "Los espíritus"	(Begin Textbook Lección 2B)
26 de enero	3	EXAMEN: Lección preliminar	familiarization with SBLP exams.	(Begin Textbook Lección 2B)

SEMANA/ FECHA	DIA	ACTIVIDADES	METAS	TAREA EN LÍNEA T = texto CE = cuaderno de ejercicios
TERCERA				
29 de enero	1	p. 44: A, B, C p. 45: A, B p. 72: A, B, C	<i>Sol y viento</i> Episodio 1: “La llegada” (A primera/segunda vista)	(Begin Textbook Lección 2B)
				MARTES, 30 DE ENERO: <u>T: Lección 2B</u> Primera parte (vocab + gram)
31 de enero	2	p. 111: C P. 115: F, G	talking about what people wear more on talking about people’s activities	
				JUEVES, PRIMERO DE FEBRERO: <u>CE: Lección 2B</u> Primera parte <u>T: Lección 2B</u> Segunda parte (vocab + gram)
2 de febrero	3	p. 119: C, D p. 123: G, H, I	more on describing pointing things out	
				DOMINGO, 4 DE FEBRERO: <u>CE: Lección 2B</u> Segunda parte <u>T: Lección 2B</u> Tercera parte (vocab + gram)
CUARTA				
5 de febrero	1	pp. 126-127: D, E pp. 130-131: I, J, K	talking about buying things talking about expected and unexpected qualities	
				MARTES, 6 DE FEBRERO: <u>CE: Lección 2B</u> Tercera parte
7 de febrero	2	pp. 104-105, 132-133: Selected activities	<i>Sol y viento</i> Episodio 2: “El encuentro” (A primera/segunda vista)	
				JUEVES, 8 DE FEBRERO: <u>T: Lección 3A</u> Primera parte (vocab + gram)
9 de febrero	3	pp. 142-143: C, D pp. 146-147: G, H	describing families expressing knowledge or familiarity	
				DOMINGO, 11 DE FEBRERO: <u>CE: Lección 3A</u> Primera parte <u>T: Lección 3A</u> Segunda parte (vocab + gram)

SEMANA/ FECHA	DIA	ACTIVIDADES	METAS	TAREA EN LÍNEA T = texto CE = cuaderno de ejercicios
QUINTA				
12 de febrero	1	pp. 150-151: C, D pp. 154-155: G, H, I	more on describing families eliminating redundancy	
				MARTES, 13 DE FEBRERO: <u>CE: Lección 3A</u> Segunda parte <u>T: Lección 3A</u> Tercera parte (vocab + gram)
14 de febrero	2	p. 159: C, D p. 163: G, H	describing how people look more on describing people and things	
				JUEVES, 15 DE FEBRERO: <u>CE: Lección 3A</u> Tercera parte
16 de febrero	3	pp. 164-165: All activities	<i>Sol y Viento</i> Episodio 3: "A la viña" (A primera vista)	
				DOMINGO, 18 DE FEBRERO: <u>T: Lección 3B</u> Primera parte (vocab + gram)
SEXTA				
19 de febrero	1	p. 170: C, D p. 175: G	talking about what you eat in the morning expressing negations	
				MARTES, 20 DE FEBRERO: <u>CE: Lección 3B</u> Primera parte <u>T: Lección 3B</u> Segunda parte (vocab + gram)
21 de febrero	2	pp. 178-179: C pp. 182-183: F, G	talking about what you eat during the day talking about conditions and traits	
				JUEVES, 22 DE FEBRERO <u>CE: Lección 3B</u> Segunda parte <u>T: Lección 3B</u> Tercera parte (vocab + gram)
23 de febrero	3	pp. 186-187: C, D pp. 190-191: G, H	talking about what you eat at night talking about to whom and for whom	
				DOMINGO, 25 DE FEBRERO: <u>CE: Lección 3B</u> Tercera parte

SEMANA/ FECHA	DIA	ACTIVIDADES	METAS	TAREA EN LÍNEA T = texto CE = cuaderno de ejercicios
SÉPTIMA				
26 de febrero	1	pp. 192-193: All activities	<i>Sol y viento</i> Episodio 3: “A la viña” (A segunda vista)	
28 de febrero	2		EXAM I: LECCIONES 2B, 3A, 3B	
				JUEVES, PRIMERO DE MARZO: T: Lección 4A Primera parte (gramática only) Segunda parte (gramática only) Tercera parte (gramática only)
2 de marzo	3	p. 207: G, H p. 215: H pp. 222-223: G, I	introduction to talking about the past more on talking about the past more on talking about the past	
				DOMINGO, 4 DE MARZO: CE: Lección 4A Primera parte Segunda parte Tercera parte
OCTAVA				
5 de marzo	1	pp. 224-225: All activities	<i>Sol y viento</i> Episodio 4: “Otro encuentro” (A primera vista)	
				MARTES, 6 DE MARZO: T: Lección 4B Primera parte (vocab + gram)
7 de marzo	2	p. 231: C, D, E p. 235: H, I	talking about buildings and where people live more on talking about the past	
				JUEVES, 8 DE MARZO: CE: Lección 4B Primera parte T: Lección 4B Segunda parte (vocab + gram)
9 de marzo	3	p. 239: C, D p. 243: G, H	talking about things in the house more on avoiding redundancy	
				DOMINGO, 11 DE MARZO: CE: Lección 4B Segunda parte T: Lección 4B Tercera parte (vocab + gram)

SEMANA/ FECHA	DIA	ACTIVIDADES	METAS	TAREA EN LÍNEA T = texto CE = cuaderno de ejercicios
NOVENA				
12 de marzo	1	p. 247: C, D pp. 250-251: G, H	talking about domestic tasks talking about what something is for	
				MARTES, 13 DE MARZO: <u>CE: Lección 4B</u> Tercera parte
14 de marzo	2	pp. 252-253: All activities	<i>Sol y viento</i> Episodio 4: "Otro encuentro" (A segunda vista)	
16 de marzo	3	EXAM II: LECCIONES 4A, 4B		
				DOMINGO, 18 DE MARZO: <u>T: Lección 5A</u> Primera parte (vocab + gram)
DÉCIMA				
19 de marzo	1	pp. 262-263: C, D p. 267: G, H	talking about every day technology more on talking about likes and dislikes	
				MARTES, 20 DE MARZO: <u>CE: Lección 5A</u> Primera parte <u>T: Lección 5A</u> Segunda parte (vocab + gram)
21 de marzo	2	p. 271: C, D p. 275: G, H	talking about reliance on technology talking about what people do to and for themselves	
				JUEVES, 22 DE MARZO <u>CE: Lección 5A</u> Segunda parte <u>T: Lección 5A</u> Tercera parte (vocab + gram)
23 de marzo	3	p. 279: C, D p. 283: G	talking about when you were younger talking about what you used to do	
				DOMINGO, PRIMERO DE ABRIL: <u>CE: Lección 5A</u> (The Sunday at the end of Spring Break) Tercera parte

SEMANA/ FECHA	DIA	ACTIVIDADES	METAS	TAREA EN LÍNEA T = texto CE = cuaderno de ejercicios
<u>UNDÉCIMA</u> 26-30 marzo			SPRING BREAK	
				DOMINGO, PRIMERO DE ABRIL: <u>CE: Lección 5A</u> Tercera parte
<u>DUODECIMA</u> 2 de abril	1	pp. 284-285: All activities	<i>Sol y viento</i> Episodio 5: “Un día perfecto” (A primera vista)	
				MARTES, 3 DE ABRIL: <u>T: Lección 5B</u> Primera parte (vocab + gram)
4 de abril	2	p. 291: C, D p. 295: G, H	expressing years more on talking about the past	
				JUEVES, 5 DE ABRIL: <u>CE: Lección 5B</u> Primera parte <u>T: Lección 5B</u> Segunda parte (vocab + gram)
6 de abril	3	pp. 298-299: C, D p. 303: G, H	talking about historical events more on talking about the past	
				DOMINGO, 8 DE ABRIL: <u>CE: Lección 5B</u> Segunda parte <u>T: Lección 5B</u> Tercera parte (vocab + gram)

SEMANA/ FECHA	DIA	ACTIVIDADES	METAS	TAREA EN LÍNEA T = texto CE = cuaderno de ejercicios
<u>DECIMO- TERCERA</u> 9 de abril	1	p. 307: C p. 311: F, G	talking about special events more on talking about the past	MARTES, 10 DE ABRIL: <u>CE: Lección 5B</u> Tercera parte
11 de abril	2	pp. 312-313: All activities	<i>Sol y viento</i> Episodio 5: “Un día perfecto” (A segunda vista)	
13 de abril	3		EXAM III: LECCIONES 5A, 5B	DOMINGO, 15 DE ABRIL: <u>T: Lección 6A</u> Primera parte (vocab + gram)
<u>DECIMO- CUARTA</u> 16 de abril	1	pp. 322-323: C, D p. 326: G, H	talking about taking trips and traveling giving instructions	MARTES, 17 DE ABRIL: <u>CE Lección 6A</u> Primera parte <u>T: Lección 6A</u> Segunda parte (vocab + gram)
18 de abril	2	p. 331: C p. 335: F, G	getting around town and campus more on giving instructions	JUEVES, 19 DE ABRIL: <u>CE: Lección 6A</u> Segunda parte <u>T: Lección 6A</u> Tercera parte (vocab + gram)
20 de abril	3	p. 339: C p. 342-343: F, G	ordering meals in a restaurant talking about what has happened	DOMINGO, 22 DE ABRIL: <u>CE: Lección 6A</u> Tercera parte

SEMANA/ FECHA	DIA	ACTIVIDADES	METAS	TAREA EN LÍNEA T = texto CE = cuaderno de ejercicios
<u>DECIMO- QUINTA</u> 23 de abril	1	pp. 344-345: All activities	<i>Sol y viento</i> Episodio 6: “Confrontación” (A primera vista)	
				MARTES, 24 DE ABRIL: T: <u>Lección 6B</u> Primera parte (vocab + gram)
25 de abril	2	pp. 350-351: C, D p. 355: G	talking about the natural world more on giving instructions	
				JUEVES, 26 DE ABRIL: CE: <u>Lección 6B</u> Primera parte T: <u>Lección 6B</u> Segunda parte (vocab + gram)
27 de abril	3	pp. 358-359: C, D pp. 362-363: G, H	talking about the environment telling someone what not to do	
				DOMINGO, 29 DE ABRIL: CE: <u>Lección 6B</u> Segunda parte T: <u>Lección 6B</u> Tercera parte (vocab + gram)
<u>DECIMO- SEXTA</u> 30 de abril	1	p. 367: C p. 371: F, G	more on talking about trips expressing the most and the least	
				MARTES, PRIMERO DE MAYO: CE: <u>Lección 6B</u> Tercera parte
2 de mayo	2	pp. 372-373: All activities	<i>Sol y viento</i> Episodio 6: “Confrontación” (A segunda vista)	
4 de mayo	3	EXAMEN IV: LECCIONES 6A, 6B		