

SPA 100Y

Spanish Language for Beginners
Fall 2015/ Winter 2016

GENERAL INFORMATION

Course Coordinator	
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Course Instructors			
Name and E-mail	Meetings and Sections	Office Hours	Office
Raquel Castellanos raquel.castellanos@mail.utoronto.ca	MW9 (L0101)	Mondays 10-11am	VC001
Manuel Ramírez-Salazar manuel.ramirezsalazar@utoronto.ca	MW10 (L0201) MW11 (L0301)	TBA	NF314
Anna Limanni anna.limanni@utoronto.ca	MW12 (L0401) MW1 (L0501)	Mondays 3-4pm; Wednesdays 10-11am; by appointment	NF223
Elsi Gordo García elsi.garcia@mail.utoronto.ca	M6-8 (L5101)	TBA	VC001
Tanya Battersby tanya.battersby@utoronto.ca	M6-8 (L5102)	TBA	VC001

Teaching Assistants			
Name and E-mail	Tutorial Sections	Name and E-mail	Tutorial Sections
Ailén Cruz ailen.cruz@utoronto.ca	T0104 T5103	Manuel Alberto Oliva manuel.olivaguardamino@mail.utoronto.ca	T0301 T0402
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Questions of class and test content should be discussed with your instructor during class time or office hours. Makeup requests and other administrative issues should be addressed to the course coordinator. E-mail is intended for administrative purposes only. Important and time-sensitive announcements about the course may also be sent to you by e-mail. You are encouraged to check your UofT email address frequently to ensure timely receipt of these announcements.

COURSE DESCRIPTION

This introductory course is designed to develop fundamental skills in the areas of listening, reading, writing and speaking Spanish and to provide a range of opportunities for students to gain practical insights into the customs and cultural contexts of the contemporary Spanish-speaking world. In-class instruction combines lectures with smaller-group tutorial sessions to help students meet the course objectives. Lectures focus on listening and reading comprehension. Mastery of vocabulary and grammatical structures is also emphasized for enhanced communication and comprehension. In the tutorials, oral and written interaction will be emphasized through a variety of activities.

PREREQUISITE: None

EXCLUSIONS: Native or heritage speakers of Spanish, SPA220 and higher. If you have any questions about your eligibility for this course, contact the course coordinator.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- present information and participate in short spoken interactions on a number of familiar topics related to everyday life and personal interests or studies, using the basic grammatical structures of Spanish and fairly high frequency, everyday vocabulary in simple sentences
- write simple texts about familiar topics related to everyday life and personal interests or studies, using the basic grammatical structures of Spanish and fairly high frequency, everyday vocabulary in a series of simple, connected sentences
- identify the main ideas in simple, clear spoken or recorded speech on familiar topics related to everyday life and personal interests or studies
- identify the main ideas in a variety of short, simple written texts on familiar topics related to everyday life and personal interests or studies
- demonstrate beginning awareness and appreciation of the cultural and linguistic diversity of the contemporary Spanish-speaking world

TEXTBOOK

Dorwick, T., Pérez-Gironés, A. M., Becher, A., Elliott, A. R., Zapata, G., Rogers, D., & Santos, C. (2014). *Puntos de partida (2nd Canadian ed.)*. McGraw-Hill Ryerson Higher Education.

- available at the UofT Bookstore (<http://uoftbookstore.com/>) in the following formats:
 - ISBN 9781259269110: Print book + Digital resources (eConnect, LearnSmart, SmartBook, online Workbook)
 - ISBN 9781259089466: Digital resources only (eConnect, LearnSmart, SmartBook, online Workbook)

COURSE HOMEPAGE

This course uses the Blackboard Portal (<http://portal.utoronto.ca/>), accessible with your UTORid and password. All documents and announcements related to the course will be posted there. In addition, you will find links to other resources to support your learning in the course. You are encouraged to check the page regularly for information and announcements regarding course policies, upcoming tests/assessments, homework assignments and class activities.

COURSE EVALUATION

Reading and Writing Tests (3)	25%
Oral Tests (2)	15%
Online Homework Assignments	12%
Participation (lectures, tutorials and Spanish Lab)	15%
Final examination (during Faculty examination period)	33%

READING AND WRITING TESTS: The 3 Reading and Writing Tests are written in-class during lecture times, on the dates indicated on the course schedule. These tests are cumulative and include all content covered up to that point in lectures **and** tutorials. The tests will assess reading comprehension, written expression, and cultural knowledge as well as vocabulary and grammar.

ORAL TESTS: The 2 Oral Tests will take place in the Carr Hall Multimedia Lab during scheduled tutorial times, on the dates indicated on the course schedule (Lab address: <http://lab.chass.utoronto.ca/locations.php>; Map: <http://map.utoronto.ca/building/426>). These tests will assess listening comprehension and oral expression, including pronunciation, vocabulary and grammar.

ONLINE HOMEWORK ASSIGNMENTS

All graded homework assignments will be done on *Connect*, the online platform for your textbook, *Puntos de partida*. Each textbook chapter will have 3 graded online assignments associated with it.

PLEASE NOTE:

- **Chapter 1 assignments only (LearnSmart Cap. 1; Discussion Board Cap. 1; Connect Cap. 1)** are practice assignments and you will receive 100% if you complete them and 0% if you don't.
- For each of the 3 Homework Assignment types, **your lowest 2 scores** will be dropped from your final grade
- **THERE ARE NO MAKE-UPS FOR ANY HOMEWORK ASSIGNMENTS**

The details for each assignment type are given below. You are meant to work through these chapter assignments in the order specified:

1. LEARNSMART GRAMMAR AND VOCABULARY CHAPTER PREVIEW ASSIGNMENTS (4%)

Prior to beginning each chapter, you will complete a short preview assignment on the vocabulary and grammatical structures to be covered in the **upcoming** chapter. The previews are available found in *Connect*. They are meant to help you learn and practice the chapter content **before** it is covered in class so as to ensure a more productive use of classroom time. Each *LearnSmart* assignment uses a variety of questions to assess how well you understand the material. Additionally, it will ask you to rate your confidence level in your responses to assist you in learning to recognize when you know the material.

Time required: You can expect to spend approximately **15 minutes** on each assignment (depending on your level of preparation prior to beginning the activity).

Grading: *LearnSmart* assignments **are graded for completion**. That is, your grade for the assignment is based upon how much (percentage) of the preview you have completed. All *LearnSmart* activities are auto-graded.

Availability and due dates: *LearnSmart* assignments are available from the beginning of the course but must be completed by **9:00AM on their Monday due date** (see course schedule for dates and exceptions).

Note: The *LearnSmart* assignments will remain available for you to review at any time but you will not get credit for completing them if you submit after the due date.

2. DISCUSSION BOARD ASSIGNMENTS (4%)

For each textbook chapter, you will complete a mid-chapter writing and peer activity Discussion Board assignment in *Connect*. These assignments are designed to help you develop fluency in written Spanish through peer interaction.

Time required: In general, you can expect to spend approximately 30 minutes on each assignment (depending on your level of preparation and the depth of your responses).

Grading: Discussion Board assignments **are graded by your course instructor for completion and general content**. An assignment rubric for the assignments will be available in *Connect*.

Availability and due dates: Discussion Board assignments are available to you one week before their due date but must be submitted by **11:59PM on their Friday due date** (see course schedule). **Note:** Once the due date has passed, you may still submit a Discussion Board assignment but it will not count towards your grade.

3. CONNECT CHAPTER REVIEW ASSIGNMENTS (4%)

Following each chapter, you will answer 10 review questions in *Connect*. The various question types included in the review are meant to test your knowledge and understanding of the text materials in each chapter and to prepare you for the tests and final exam.

Time required: These assignments have a **time limit of 60 minutes** for completion and will be automatically submitted for grading once this time has elapsed.

Grading: Chapter Review Assignments **are graded for both accuracy and completion**. That is, your grade for the assignment is based upon the number of completed, correct responses. All Chapter Review assignments are auto-graded.

Availability and due dates: Chapter Review assignments are available to you one week before their due date but must be submitted by **11:59PM on their Friday due date** (see course schedule). **Note:** These assignments will remain available for you to review at any time but you will not get credit for completing them if you submit after the due date.

4. PARTICIPATION: Participation in lectures **and** tutorials will be assessed daily on level of preparedness, use of target language, and active contribution to all class activities. Please note that class attendance, while required, is not the same as class participation. Students will also be required to attend the Spanish Lab as part of their participation evaluation.**LECTURES (6.5% OF TOTAL PARTICIPATION MARK)**

We will be using the **Top Hat** (www.tophat.com) classroom response system in lectures. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. If you have none of these methods of participation, or need other accommodations, please contact the course coordinator.

You can visit tinyurl.com/TopHatStudentGuide for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your school email account (if you don't receive this email, you can register by visiting your lecture section website- details will be given on Blackboard and will also be provided in lecture):

Top Hat requires a subscription, paid for by the student. There are two main options to choose from:

- \$24 for 4 months of unlimited access,
- \$36 for 12 months unlimited access

For a full breakdown of all subscription options available please visit www.tophat.com/pricing. More details will be provided in lecture.

TUTORIALS (6.5% OF TOTAL PARTICIPATION MARK)

The primary goal of the tutorials is to provide time for students to develop your speaking and writing skills and to practice the grammatical structures and vocabulary presented in the lectures in a variety of communicative contexts. Participation in the tutorials is important to create the best learning experience possible.

SPANISH LAB (2% OF TOTAL PARTICIPATION MARK)

The goal of the Spanish Lab is to provide you with additional opportunities to use Spanish in practical situations and to prepare for the Listening and Speaking tests. **You are required to attend a minimum of 2 lab session per term**. Details on Lab sessions will be announced on Blackboard.

FINAL EXAM: The final exam is a cumulative exam, and includes materials covered in lectures **and** tutorials. In order to pass this course, the final exam **must** be passed with a **minimum grade of 50%**, irrespective of the accumulated grade before the final. This requirement applies to all students, including those who choose the Credit/NonCredit option. **The Final Exam date will be assigned by the Faculty of Arts and Sciences.**

DEPARTMENTAL POLICIES

TESTS AND EXAMS

Tests and exams must be written on their scheduled dates. These dates are **final**. In addition, students are advised to not make holiday or other travel/employment plans until the Faculty-wide test and examination time tables are posted. Changes in the Faculty Final examination date or place cannot be made in order to accommodate such plans.

Please note that the weighting of tests, exams, and class assignments cannot be modified or changed. It is your responsibility to contact your course instructor and T.A. within five business days if you miss any test or exam. No make-ups will be allowed without the presentation of the appropriate documentation, available at <http://illnessverification.utoronto.ca/>. **The original medical certificate is to be handed in to your instructor as soon as possible.** There are no make-ups for online assignments. Extra work cannot be substituted for missed test, exams, or assignments. **Note: In-class tests must be written on the days and times that correspond to the lecture or tutorial section you are registered in.**

ATTENDANCE AND PARTICIPATION

You are expected to attend all class meetings you are registered for (both lectures **and** tutorials) and to participate actively. Your ability to speak, write and understand Spanish can be only developed and improved through daily individual work, and intensive in-class practice. As an active participant, you will also contribute to your classmates' learning through pair and small-group work as well as peer review activities. Inconsistent attendance (including frequent absences and late arrivals) will negatively impact your level of participation and will significantly affect your final Participation grade. Should you miss any lecture or tutorial, it is your responsibility to find out what was done in class, what handouts were given, what the next homework assignment is, etc.

HOMEWORK

You are expected to complete all assigned homework prior to coming to class so that you can participate actively in all course activities, group work, etc. Coming to class fully prepared will help you have a rewarding and productive experience. For every textbook chapter, your required homework includes:

- Studying the weekly vocabulary and grammatical structures to be covered for the chapter
- Completing the reading passages to be covered for the chapter
- Completing any assigned exercises and practice activities for the chapter

COURSE QUESTIONS

The Blackboard homepage and the Course Syllabus are your **first** sources for information and questions about the course. **After** you have checked these sources, any remaining questions or concerns may be addressed to your TA, instructor or course coordinator as appropriate:

TUTORIAL CONTENT QUESTIONS

Questions regarding material covered in tutorials should be addressed to the Teaching Assistant for your tutorial section, in person during class or Lab hours.

LECTURE CONTENT QUESTIONS

Questions regarding lecture material, including content, homework, test and exam details should be addressed to the Course Instructor for your lecture section, in person during class or office hours, or by e-mail.

COURSE ADMINISTRATION QUESTIONS

Questions of an administrative nature, including course organization, test and exam planning, and issues pertaining to special accommodation (accessibility, missed tests and exams, illness, religious accommodation etc.) should be addressed to the Course Coordinator, in person during office hours or by e-mail.

E-MAIL

You are required to use a UofT mail address when sending e-mail to your course instructor, TA or to the course coordinator. To ensure a prompt reply, please include the course code (SPA100), your UTORid and your lecture and tutorial section numbers in the Subject line of your e-mail. E-mail will be answered only during regular working hours (Monday to Friday, between 9am and 5pm).

Please review the University of Toronto's Guidelines on E-mail Etiquette for information on best practices for communicating via e-mail (<http://www.enough.utoronto.ca/onlinesmarts/policy/e-mailetiquette.htm>).

UNIVERSITY POLICIES AND SERVICES

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see: <http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html>).

ACCESSIBILITY

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. For more information on available services and resources, please visit <http://www.accessibility.utoronto.ca/>. If you require accommodation for a disability please register with accessibility services as soon as possible so that we can assist you in reaching your academic goals in this course.

ACADEMIC SUPPORT SERVICES

Libraries: <http://library.utoronto.ca/>

Arts & Science Writing Centres: <http://www.writing.utoronto.ca/writing-centres/arts-and-science/>

Academic Success Centre: <http://www.asc.utoronto.ca/>

Counselling and Psychological Services: <http://www.caps.utoronto.ca/>

Online Smarts (Online interactions policies): <http://www.enough.utoronto.ca/onlinesmarts.htm>

COURSE SCHEDULE: Please note that this schedule is tentative and some classroom topics and activities may change during the course of the academic year to better help you meet the course learning outcomes.

FALL 2015								
Week of:	Text	IN-CLASS				OUT-OF-CLASS		
		LECTURE 1	TUTORIAL 1	LECTURE 2	TUTORIAL 2	STUDY BEFORE CLASS	DUE BY 9:00AM MONDAY (unless otherwise stated)	DUE BY 11:59PM FRIDAY(unless otherwise stated)
Sept. 14	Cap. 1	Introducción al curso: Connect, TopHat Comprensión oral/ audiovisual: saludos y expresiones de cortesía el español en el mundo	Producción/interacción oral: saludar, presentarse y despedirse saludos y despedidas en diferentes países de habla hispana	Comprensión escrita: La geografía del mundo hispano nombres y apellidos en español (I) letras y números Gramática: <i>hay/ no hay</i> <i>llamarse</i>	Producción/interacción oral: dar y pedir información personal (deletrear nombres y apellidos) Producción/interacción escrita: llenar tabla con información (entrevista)	<input type="checkbox"/> programa (syllabus) <input type="checkbox"/> saludos y expresiones de cortesía (pp. 4-6) <input type="checkbox"/> el alfabeto (p. 8) <input type="checkbox"/> los números del 0 al 30 (pp. 15-16) <input type="checkbox"/> <i>hay</i> (p. 16) <input type="checkbox"/> La geografía del mundo hispano (pp. 24-25)		
Sept. 21	Cap. 1	Comprensión oral/ audiovisual: pronunciación de nombres y números las expresiones de la clase de español Gramática: usos de <i>ser</i> (I)	Producción/interacción oral: descripción de personas (I) pedir y dar la hora	Comprensión escrita: Los hispanos en Canadá Repaso del programa del curso (syllabus)	Producción/interacción oral: expresar gustos y preferencias (I) hablar de horarios Producción/interacción escrita: llenar horario semanal	<input type="checkbox"/> programa (syllabus) <input type="checkbox"/> <i>ser</i> I (p. 10) <input type="checkbox"/> las expresiones de la clase (p. 14) <input type="checkbox"/> ¿Qué hora es? (p. 17) <input type="checkbox"/> gustos y preferencias I (p. 19) <input type="checkbox"/> Los hispanos en Canadá (p. 26)	<input type="checkbox"/> LearnSmart Cap.1	<input type="checkbox"/> Connect Cap.1 <input type="checkbox"/> Discussion Board Cap.1
Sept. 28	Cap. 2	Comprensión oral/ audiovisual: En la universidad Entonación (preguntas, exclamaciones y afirmaciones) Gramática: las palabras interrogativas y las preguntas completas	Producción/interacción oral hablar de intereses y horarios académicos; hablar de precios Producción/interacción escrita: hacer una lista	Comprensión escrita: Las universidades hispanas Gramática: género de sustantivos y artículos	Producción/interacción oral pedir/dar información personal (la oficina de matrículas) Producción/interacción escrita: un correo electrónico para pedir/dar información	<input type="checkbox"/> en el salón de clase (pp. 33-34) <input type="checkbox"/> las palabras interrogativas (p. 38) <input type="checkbox"/> género sustantivos artículos (pp. 40-42; pp. 45-46) <input type="checkbox"/> preguntas completas (<i>yes-no</i> questions: pp. 56-57) <input type="checkbox"/> Las universidades hispanas (p. 65)	<input type="checkbox"/> LearnSmart Cap. 2	<input type="checkbox"/> Discussion Board Cap. 2
Oct. 5	Cap. 2	Comprensión oral/ audiovisual: uso de pronombres de sujeto (incl. formalidad y variación) Gramática: los pronombres de sujeto	Producción/interacción oral: describir una escena identificar personas, lugares y objetos; hablar de actividades diarias	Comprensión escrita: México y los mexicanos en Canadá Gramática: presente de indicativo de verbos en <i>-ar</i> (incl. <i>estar</i>); la negación	Producción/interacción escrita: La vida universitaria (carta a un amigo/a)	<input type="checkbox"/> los pronombres de sujeto (pp. 49-50) <input type="checkbox"/> verbos en <i>-ar</i> (pp. 50-52) <input type="checkbox"/> la negación (p. 52) <input type="checkbox"/> México y los mexicanos en Canadá (pp. 68-69)		<input type="checkbox"/> Connect Cap. 2

FALL 2015 - cont'd

Week of:	Text	IN-CLASS				OUT-OF-CLASS		
		LECTURE 1	TUTORIAL 1	LECTURE 2	TUTORIAL 2	STUDY BEFORE CLASS	DUE BY 9:00AM MONDAY (unless otherwise stated)	DUE BY 11:59PM FRIDAY(unless otherwise stated)
Oct. 12	Cap. 3	THANKSGIVING: No lectures on Monday, Oct. 12	Producción/interacción oral: descripción de personas (II)- yo, mis amigos y mi familia (características, edad) entrevistas de compañeros (un informe para la clase de español)	Comprensión oral/audiovisual: Entre amigos Comprensión escrita: nombres y apellidos hispanos (II) Gramática: adjetivos (tipos, formas, concordancia y posición) formas y usos de <i>ser</i>	Producción/interacción escrita: un aviso personal	<input type="checkbox"/> la familia y los parientes (pp. 75-76) <input type="checkbox"/> los números del 31 al 100 (p. 78) <input type="checkbox"/> expresar la edad (p. 79) <input type="checkbox"/> los adjetivos (pp. 81-83) <input type="checkbox"/> el verbo <i>ser</i> (pp. 87-88)	<input type="checkbox"/> LearnSmart Cap. 3 Due by 9:00 AM, Tues. Oct.13	<input type="checkbox"/> Discussion Board Cap. 3
Oct. 19	Cap. 3	Comprensión oral/audiovisual: Unas vacaciones en Guatemala Gramática: acentuación posesión	Producción/interacción oral: expresar opiniones y dar razones; expresar frecuencia de actividades	Comprensión escrita: Centroamérica y los centroamericanos en Canadá Gramática: presente de indicativo de verbos en <i>-er, -ir</i> uso y omisión de los pronombres de sujeto	Producción/interacción oral y escrita: proyecto cultural en grupo (buscar y compartir información acerca de Centroamerica)	<input type="checkbox"/> acentuación (p. 86) <input type="checkbox"/> dar razones y opiniones (p. 89) <input type="checkbox"/> verbos en <i>-er, -ir</i> (pp. 96-97) <input type="checkbox"/> pronombres de sujeto II (p. 97) <input type="checkbox"/> adjetivos posesivos (pp. 92-93) <input type="checkbox"/> Guatemala, Honduras, El Salvador y Nicaragua (pp. 108-111) <input type="checkbox"/> Los centroamericanos en Canadá (p. 112-113)		<input type="checkbox"/> Connect Cap. 3
Oct. 26	Cap. 4	Comprensión oral/audiovisual: en la tienda de ropa Gramática: algunos verbos para expresar acciones y estados	Producción/interacción oral: expresar gustos y preferencias (ropa, tiendas, colores); hablar de opciones para las compras (mercados, tiendas grandes, etc.)	Comprensión escrita: La ropa en Columbia (I & II) Gramática: expresiones con <i>tener</i>	Producción/interacción oral y escrita: hablar de precios productos y servicios leer anuncios, comparar tiendas y compartir información	<input type="checkbox"/> La ropa y los accesorios (pp. 119-121) <input type="checkbox"/> más allá del número 100 (p. 125) <input type="checkbox"/> expresar acciones y estados (pp. 127-128) <input type="checkbox"/> <i>mucho y poco</i> (p. 130) <input type="checkbox"/> La ropa en Colombia (I: p. 124; II: p. 131)	<input type="checkbox"/> LearnSmart Cap. 4	<input type="checkbox"/> Discussion Board Cap. 4
Nov. 2	Cap. 4	TERM TEST I during scheduled Lecture 1 time (covers content up to and including Cap. 4)	Producción/interacción escrita: Expresar y pedir opiniones sobre una lectura (Ropa inteligente en Europa, p. 146)	Comprensión escrita: Colombia y los colombianos en Canadá Gramática: <i>ir, ir + a + infinitivo</i> contracciones objetos directos	Producción/interacción oral y escrita: hablar de planes y acciones futuras escribir un correo	<input type="checkbox"/> expressing destination and future actions (pp. 132-133) <input type="checkbox"/> objetos directos: la <i>a</i> personal; pronombres (pp. 136-137) <input type="checkbox"/> Colombia (pp. 148-149) <input type="checkbox"/> Los colombianos en Canadá (pp. 150-151)		<input type="checkbox"/> Connect Cap. 4

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Week of:	Text	IN-CLASS				OUT-OF-CLASS		
		LECTURE 1	TUTORIAL 1	LECTURE 2	TUTORIAL 2	STUDY BEFORE CLASS	DUE BY 9:00AM MONDAY (unless otherwise stated)	DUE BY 11:59PM FRIDAY(unless otherwise stated)
Nov. 9	Cap. 4	FALL BREAK: No lectures on Monday, Nov. 9	FALL BREAK: No tutorials on Tuesday, Nov. 10	Comprensión oral/audiovisual: Los mensajes telefónicos Gramática: objetos indirectos	Producción/interacción escrita: escribir una nota con instrucciones para comprar un regalo (repaso de vocabulario y estructuras del Cap. 4)	<input type="checkbox"/> pronombres de objetos indirectos (pp. 138-139) <input type="checkbox"/> verbos <i>dar</i> y <i>decir</i> (p. 140)		
Nov. 16	Cap. 5	Comprensión oral/audiovisual: La casa y los quehaceres Gramática: las preposiciones y los objetos preposicionales	Producción/interacción oral y escrita: descripción de viviendas y personas dar y pedir opiniones (tipos y situaciones de vivienda)	Comprensión escrita: Los anuncios publicitarios Gramática: presente de verbos irregulares (I)	Producción/interacción oral y escrita: organizar una fiesta escribir invitaciones	<input type="checkbox"/> Una casa: los cuartos y los muebles (pp. 157-158) <input type="checkbox"/> Los quehaceres domésticos (p. 158) <input type="checkbox"/> las preposiciones y los pronombres preposicionales (p. 165) <input type="checkbox"/> verbos con cambios en la raíz (I): <i>hacer, oír, salir, traer, ver</i> (pp. 167- 169)	<input type="checkbox"/> LearnSmart Cap. 5	<input type="checkbox"/> Discussion Board Cap. 5
Nov. 23	Cap. 5	Comprensión oral/audiovisual: España y los españoles en Canadá Gramática: presente de verbos irregulares (II) expresar acciones durativas en el presente con <i>estar</i> + gerundio (I)	Producción/interacción oral: hablar de las actividades semanales; planear un fin de semana ideal	Comprensión oral/audiovisual: El apartamento de Juan Carlos Gramática: orden de pronombres de objeto directo y objeto indirecto	Producción/interacción oral y escrita: los avisos clasificados (seleccionar vivienda y comprar muebles en España)	<input type="checkbox"/> verbos con cambios en la raíz (II): pp. 171-172 <input type="checkbox"/> presente progresivo (pp. 176-177) <input type="checkbox"/> orden de pronombres (pp. 182-183) <input type="checkbox"/> España (pp. 192-194) <input type="checkbox"/> Los españoles en Canadá (pp. 194-196)		<input type="checkbox"/> Connect Cap. 5
Nov. 30	Cap. 6	Comprensión oral/audiovisual: El tiempo atmosférico Gramática: las preposiciones	ORAL TEST 1 MultiMediaLab Carr Hall (during scheduled tutorial times)	Comprensión escrita: Costa Rica y Panamá Los costarricenses y panameños en Canadá Gramática: usos de <i>ser</i> y <i>estar</i>	ORAL TEST 1 MultiMediaLab Carr Hall (during scheduled tutorial times)	<input type="checkbox"/> ¿Qué tiempo hace hoy...? (p. 203) <input type="checkbox"/> los meses y las estaciones (p. 205) <input type="checkbox"/> las preposiciones (p. 208) <input type="checkbox"/> <i>ser</i> o <i>estar</i> (pp. 210-212) <input type="checkbox"/> Costa Rica y Panamá (pp. 238-241) <input type="checkbox"/> Los costarricenses y panameños en Canadá (pp. 242-243)	<input type="checkbox"/> LearnSmart Cap. 6	<input type="checkbox"/> Discussion Board Cap. 6
Dec. 7	Cap. 6	Comprensión oral/audiovisual: El clima y el medio ambiente en Costa Rica y Panamá Gramática: el pretérito (I) comparativos	Producción/interacción oral y escrita: hablar del tiempo atmosférico; escribir acerca de un evento en el pasado (un viaje inolvidable)	Make-up Monday: evening lectures only		<input type="checkbox"/> hablar del pasado 1 (pp. 216-218) <input type="checkbox"/> las comparaciones (pp. 224-228)		<input type="checkbox"/> Connect Cap. 6

WINTER 2016

Week of:	Text	IN-CLASS				OUT-OF-CLASS		
		LECTURE 1	TUTORIAL 1	LECTURE 2	TUTORIAL 2	STUDY BEFORE CLASS	DUE BY 9:00AM MONDAY (unless otherwise stated)	DUE BY 11:59PM FRIDAY (unless otherwise stated)
Jan. 11	Cap. 7	Comprensión oral/audiovisual: La comida y las comidas Gramática: verbos tipo <i>gustar</i>	Producción/interacción oral: hablar de gustos y preferencias (alimentos y comidas); comparar y opinar sobre hábitos alimenticios	Comprensión escrita: La comida del mundo hispano Gramática: el pretérito (II)- verbos irregulares y verbos con cambios de significado	Producción/interacción oral y escrita: escribir y compartir una receta	<input type="checkbox"/> La comida y las comidas (todo el vocabulario de pp. 249-251) <input type="checkbox"/> <i>Gustar</i> and similar verbs (pp. 264-266) <input type="checkbox"/> La comida del mundo hispano (p. 254) <input type="checkbox"/> hablar del pasado 2 (pp. 255-256)	<input type="checkbox"/> LearnSmart Cap. 7	<input type="checkbox"/> Discussion Board Cap. 7
Jan. 18	Cap. 7	Comprensión oral/audiovisual: Argentina, Uruguay y Paraguay- aspectos lingüísticos Gramática: el pretérito (III)- verbos con cambios vocálicos en la raíz	Producción/interacción oral y escrita: comparar menús y elegir un restaurante; hablar de eventos en el pasado (describir una cena inolvidable)	Comprensión escrita: Argentina, Uruguay y Paraguay- aspectos culturales Los argentinos, uruguayos y paraguayos en Canadá Gramática: superlativos y repaso de comparativos	Producción/interacción oral y escrita: Una noche cultural: hacer los preparativos para una fiesta (preparar un menú, elegir música, etc.)	<input type="checkbox"/> Argentina, Uruguay y Paraguay (pp. 282-286) <input type="checkbox"/> Los argentinos, uruguayos y paraguayos en Canadá (p. 286) <input type="checkbox"/> hablar del pasado 3 (pp. 259-260) <input type="checkbox"/> los superlativos (pp. 269-270)		<input type="checkbox"/> Connect Cap. 7
Jan. 25	Cap. 8	Comprensión oral/audiovisual: Las vacaciones y los viajes Gramática: <i>saber vs. conocer</i> (p. 300)	Producción/interacción oral y escrita: planear un viaje al Caribe (lugares, itinerario, actividades)	Comprensión escrita: Los anuncios publicitarios y los folletos turísticos Gramática: construcciones reflexivas	Producción/interacción oral y escrita: hablar de la rutina diaria I (construcciones reflexivas en presente)	<input type="checkbox"/> De viaje (pp. 294-295) <input type="checkbox"/> De vacaciones (pp. 297-298) <input type="checkbox"/> <i>saber vs. conocer</i> (p. 300) <input type="checkbox"/> Los nuevos tipos de turismo en el mundo hispano (p. 298) <input type="checkbox"/> los pronombres reflexivos y expresiones de secuencia temporal (pp. 311-314)	<input type="checkbox"/> LearnSmart Cap. 8	<input type="checkbox"/> Discussion Board Cap. 8
Feb. 1	Cap. 8	Comprensión oral/audiovisual: La República Dominicana, Cuba y Puerto Rico- aspectos lingüísticos Gramática: El imperfecto de verbos regulares e irregulares (formas y usos)	Producción/interacción oral y escrita: hablar de la rutina diaria II de nuestra infancia (entrevistar compañeros y escribir un informe)	Comprensión escrita: La República Dominicana, Cuba y Puerto Rico- aspectos culturales Los dominicanos, cubanos y puertorriqueños en Canadá Gramática: expresar acciones durativas en el pasado con <i>estar</i> + gerundio expresar acciones terminadas (<i>acabar</i> / <i>terminar de</i> + <i>de</i> + infinitivo)	Producción/interacción oral y escrita: escribir acerca de unas vacaciones en el pasado	<input type="checkbox"/> el imperfecto de verbos regulares e irregulares (pp. 303-305) <input type="checkbox"/> el pasado progresivo (p. 306) <input type="checkbox"/> La República Dominicana, Cuba y Puerto Rico (p. 324-329) <input type="checkbox"/> Los dominicanos, cubanos y puertorriqueños en Canadá (pp. 330)		<input type="checkbox"/> Connect Cap. 8

WINTER 2016-cont'd

Week of:	Text	IN-CLASS				OUT-OF-CLASS		
		LECTURE 1	TUTORIAL 1	LECTURE 2	TUTORIAL	STUDY BEFORE CLASS	DUE BY 9:00AM MONDAY (unless otherwise stated)	DUE BY 11:59PM FRIDAY (unless otherwise stated)
Feb. 8	Cap 8/9	TERM TEST II during scheduled Lecture 1 time (covers content up to and including Cap. 8)- bring 2 weeks earlier	Comprensión oral/auditivo y producción/interacción oral: Mapa musical (música dominicana, cubana y puertorriqueña)	Comprensión oral/auditivo: Los pasatiempos Comprensión escrita: Los deportes Gramática: repaso y preguntas	Producción/interacción oral: expresar gustos y preferencias y describir actividades de pasatiempos	<input type="checkbox"/> Los pasatiempos, diversiones y aficiones (pp. 337-338) <input type="checkbox"/> Los deportes más populares del mundo hispano (p. 340)		
Feb. 15	Family Day: no Monday classes or tutorials		READING WEEK- no classes or tutorials					
Feb. 22	Cap. 9	Comprensión oral/auditivo: la narración (un cuento chileno) Gramática: el pretérito y el imperfecto en la narración (Parte 1)	Producción/interacción oral y escrita: reconstruir y relatar cuentos y leyendas	Comprensión escrita: Chile - aspectos culturales y lingüísticos Los chilenos en Canadá Gramática: el pretérito y el imperfecto en la narración (Parte 2)	Producción/interacción oral y escrita: redactar un cuento o una leyenda urbana	<input type="checkbox"/> la narración en el pasado (pp. 341-343) <input type="checkbox"/> Chile (p. 362-364) <input type="checkbox"/> Los chilenos en Canadá (p. 365)	<input type="checkbox"/> LearnSmart Cap. 9	<input type="checkbox"/> Discussion Board Cap. 9
Feb. 29	Cap. 9	Comprensión oral/auditivo: Chile - aspectos culturales y lingüísticos Gramática: resumen de palabras interrogativas los pronombres posesivos	Producción/interacción oral: describir condiciones de la vida en el pasado reconstruir una biografía	Comprensión escrita: Noctámbulos Gramática: repaso de los usos del pretérito y del imperfecto	Producción/interacción oral y escrita: buscar información y escribir una biografía	<input type="checkbox"/> resumen de palabras interrogativas (pp. 348-349) <input type="checkbox"/> Noctámbulos (p. 359) <input type="checkbox"/> Nota comunicativa: los posesivos (p. 352)		<input type="checkbox"/> Connect Cap. 9
Mar. 7	Cap. 10	Comprensión oral/auditivo: Fiestas y celebraciones Gramática: el imperativo (verbos regulares)	Producción/interacción oral y escrita: dar y pedir consejos e instrucciones	Comprensión escrita: Los días festivos importantes del mundo hispano Gramática: el imperativo (verbos irregulares)	Producción/interacción oral y escrita: comparar fiestas y celebraciones de diferentes países narrar un evento pasado relacionado con una fiesta o día festivo	<input type="checkbox"/> Vocabulario de fiestas y celebraciones (pp. 372-373) <input type="checkbox"/> Los días festivos importantes del mundo hispano (p. 375) <input type="checkbox"/> mandatos formales e informales (pp. 379- 383) <input type="checkbox"/> las emociones y los estados afectivos (p. 377)	<input type="checkbox"/> LearnSmart Cap. 10	<input type="checkbox"/> Discussion Board Cap. 10
Mar. 14	Cap. 10	Comprensión oral/auditivo: Perú, Bolivia y Ecuador- aspectos lingüísticos Gramática: ¿Por o para?	ORAL TEST 2 MultiMediaLab Carr Hall (during scheduled tutorial times)- 2 weeks earlier	Comprensión escrita: Perú, Bolivia y Ecuador Los peruanos, bolivianos y ecuatorianos en Canadá Gramática: repaso y preguntas: el imperativo, <i>por</i> y <i>para</i>	ORAL TEST 2 MultiMediaLab Carr Hall (during scheduled tutorial times)- 2 weeks earlier	<input type="checkbox"/> Perú, Bolivia y Ecuador (pp. 400-403) <input type="checkbox"/> Los peruanos, bolivianos y ecuatorianos en Canadá (p. 404) <input type="checkbox"/> ¿Por o para? (pp. 388-390)		<input type="checkbox"/> Connect Cap. 10

WINTER 2016-cont'd

Week of:	Text	IN-CLASS				OUT-OF-CLASS		
		LECTURE 1	TUTORIAL 1	LECTURE 2	TUTORIAL 2	STUDY BEFORE CLASS	DUE BY 9:00AM MONDAY (unless otherwise stated)	DUE BY 11:59PM FRIDAY (unless otherwise stated)
Mar. 21	Cap. 10/11	Comprensión oral/auditiva: La salud y las enfermedades Gramática: repaso y preguntas: el imperativo, <i>por</i> y <i>para</i>	Producción/interacción oral: preguntar y responder preguntas sobre el estado de salud; dar advertencias, consejos y recomendaciones para prevenir los problemas de salud	Comprensión escrita: Los remedios caseros Gramática: adverbios en <i>-mente</i> el imperativo con <i>nosotros</i>	Producción/interacción oral y escrita: descubrir y comparar hábitos relacionados con la salud física	<input type="checkbox"/> Vocabulario de salud y enfermedades (pp. 411-413) <input type="checkbox"/> expresiones y exclamaciones (p. 415) <input type="checkbox"/> adverbios en <i>-mente</i> (p. 415) <input type="checkbox"/> Nota comunicativa (<i>Let's</i> : p. 426)	<input type="checkbox"/> LearnSmart Cap. 11	
Mar. 28	Cap. 11	Comprensión oral/auditiva: El estrés en la vida moderna Gramática: presente de subjuntivo (Parte 1)	Producción/interacción oral: expresar sentimientos y estados de ánimo; hablar de la salud emocional	Comprensión escrita: Divórciese del estrés Gramática: presente del subjuntivo (Parte 2)	Producción/interacción oral y escrita: buscar información y elaborar una guía de salud para estudiantes universitarios	<input type="checkbox"/> presente de subjuntivo (pp. 420-423) <input type="checkbox"/> Divórciese del estrés (pp. 436-437) <input type="checkbox"/> usos del subjuntivo: verbos de influencia (pp. 427-428)		<input type="checkbox"/> Discussion Board Cap. 11
Apr. 04	Cap. 11	TERM TEST III during scheduled Lecture 1 time (covers content up to and including Cap. 11)- 2 weeks earlier	Producción/interacción oral y escrita: hablar de relaciones personales; expresar preferencias (la pareja/el amigo ideal)	Comprensión escrita: Venezuela-aspectos culturales y lingüísticos Gramática: expresiones de tiempo con <i>hacer...que</i>	Producción/interacción oral y escrita: las discusiones entre parejas/amigos: expresar acuerdo y desacuerdo, dar consejos y sugerencias	<input type="checkbox"/> Venezuela (pp. 440-442) <input type="checkbox"/> Los venezolanos en Canadá (pp. 442-443) <input type="checkbox"/> expresiones de tiempo con <i>hacer ...que</i> (pp. 417-418)		<input type="checkbox"/> Connect Cap. 11

IMPORTANT DATES (FACULTY OF ARTS AND SCIENCE)

December 8, 2014: Last day of classes for Fall 2015 session

February 12, 2015: Final Examination timetable posted

February 15, 2015: Last day to drop course from academic record and GPA

April 8, 2015: Last day of classes for Winter 2016 session

April 12-29: Final Examination period