

Course Enhancement Rationale

Course Dept/Number: SPAN 202
Instructor: BOWN- DETWILER
Total Credits: 4

Course Name: Intermediate Spanish in Review
Gen Ed Cr: Yes or No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

As a bridge course to the upper-level content courses, SPAN 202 needs to prepare students to process a wealth of complex cultural information. By including the additional readings from the culture textbook, students will receive more in-depth input on topics such as the family, the economy, religion, and customs and beliefs within the Hispanic world. Moreover, students will pursue these topics in a very up-to-date fashion via the latest articles on the award-winning BBC news website in Spanish. Lastly, students will read a novel in translation from Latin America, watch and reflect on two films outside of class, and provided guided commentaries on these artistic manifestations of culture. Far too often students never are introduced to the literary (nor cinematic) talent of the Hispanic world and therefore this activity gives them the prized opportunity to do so.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

The faculty member will incorporate the information from the culture textbook into the class discussions, debates, and paired and group work. The faculty member will track the students' progress on the novel through guided commentary assignments. The faculty member also will arrange for the films to be available for outside viewing, and will verify the viewing by sign-up sheets and post-viewing assignments.

Course Enhancement Rationale

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

- Reading and writing assignments from a new edition of an additional culture textbook *Civilización y Cultura*” (15 hours)
- Reading a novel in translation with periodic follow-up reports (18 hours)
- Two additional films for viewing outside of class with corresponding reflection papers (6 hours)
- Weekly inquiry and report on one Latin American or Spanish issue through the BBC news website in Spanish and other sources (6 hours)

4. Discuss how the enhancement will be assessed.

- All of the speaking and written tasks will be assessed with the given rubrics (see syllabus).
- The weekly readings will be assessed through the included questionnaires that students will have to hand in at the beginning of designated classes.
- The reading of the novel in October will be assessed weekly through follow up reports; these follow up reports will not only test students’ reading comprehension but students’ analysis and evaluation through comparison exercises.
- The film viewing will be assessed through reaction papers that will not request a plot or summary of the movie but a reflection of a particular issue asked by the professor in order to avoid acts of plagiarism.
- The BBC website reports will be evaluated through short reports (1-2 paragraphs) in Spanish. These reports will be collected on a day announced in advance.

SALISBURY UNIVERSITY
SPANISH 202.001

FALL 2007

Professor: Carolina Bown

E-mail address: cdbown@salisbury.edu

Schedule: MWF 10:00-10:50

Classroom: CH 106

Office Location: Holloway Hall 346

Phone: 410-543-6254

Office Hours: MWF: 12:00 – 12:45 p.m. Tu: 3:00 – 4:00 *Hours also by appointment*

Required Text:

1. Sandstedt, L. A., Kite, R., & Copeland, J. G. Conversación y Repaso. Intermediate Spanish. 9th ed. Thomson & Heinle.

Required Articles (available in class):

1. Crow, John A. and Crow, George D. “La vida diaria.” Panorama de las Américas. 8th ed. Ft. Worth: Hartcourt Brace College Publishers, 1997: 45-51.
2. Sandstedt, L. A., Kite, R., & Copeland, J. G. “La familia y la sociedad” & “El significado de la familia.” Civilización y Cultura: Intermediate Spanish. 7th ed. Thomson Heinle Publishers, 1997: 64-70.
3. “Dos poemas bilingües.” Gina Valdés y Gustavo Pérez Firmat (also available through e-mail)

Introduction and Objectives:

This course is designed as a bridge between the basic language sequence (101-201) and upper level course work. It reviews the major structural features of Spanish grammar while continuing to develop all four linguistic skills: Reading, writing, speaking and listening.

The objective of this course, then, is to provide a review of major grammatical features while at the same time achieving the five “C’s” that are at the heart of the National Student Standards:

Communication - Through paired and group activities students will be engaged in interpersonal, interpretive, and presentational aspects of communication;

Culture – Through readings, research, presentation and discussion students will be exposed to the perspectives, practices and products of the Hispanic world;

Connection – Students will be in contact with other disciplines that also shed light on the Spanish-speaking world such as geography, religion, literature, art, and history;

Comparisons – In their study of the Spanish language and the Hispanic culture students will inevitably make comparisons to the English language and their own cultural experience in the U.S. These comparisons will provide enlightenment about their own lives, in addition to that of native Spanish-speaking peoples;

Communities – Particularly through the study of Hispanics in the U.S. students will gain an appreciation for the importance of the role of Spanish in what has become the largest ethnic community in our country.

Grading:

2 Written Papers	200 points
1 Oral Presentation	100 points
Quizzes	80
Miscellaneous work	100 points (approx.)
2 Exams	200 points
Final Exam	200 points
Class Participation	120 points (approx.)

Total possible points: 1,000 points (approx.)

A =900-1000 points; B = 800-899; C = 700-799; D = 600-699; F = 0-599

Assessment Instruments:

- **2 Written papers 200 points**

Each student will write two guided essays during the semester. The drafts of the essays must be typed and double-spaced. The top left corner of the first page should include the author's name, date, title of the paper, identification (draft or final paper), and the word count of the essay. See below:

Anita Simonsen 4 de octubre Tema: Mi niñez Borrador/Trabajo final #1 270 palabras

These essays will be assessed not only on the final form of the final draft but also on the entire writing process. Each essay will include the following process: draft, peer editing, final paper. The final paper will be turned in to the instructor and must include the first draft with the peer editor comments stapled behind the final copy. All peers editing must be done in class on the assigned days. Peer editors may not correct mistakes; rather, they must identify and classify errors using the error symbols and may give suggestions. The essay will be evaluated based on the rubric. In order to earn the full ten points for the editing sections of the rubric, a student must be in class on the day of the scheduled peer editing, must have her own completed essay typed and ready for editing, and must serve as a peer editor using the error symbols.

- **Oral Presentation 100 points**

Each student will make one formal oral presentation. The presentation will be 2-3 minutes long. The presentation must be prepared in advance. The entire assessment will be based on the quality of the presentation as defined in the rubric.

- **Quizzes and miscellaneous work** **180 points (approx.)**

Students will be assigned frequent reading quizzes. The question for the reading quiz will be assigned in advance, on the day the reading is assigned, and must be handed in at the beginning of class on the day the reading is discussed. The questions must be answered in Spanish. Quizzes will not be accepted after the beginning of the class period in which the reading is assigned. If a student knows she is going to be absent on the day a reading is discussed she should arrange for a colleague to bring the quiz to class for her. Quizzes may only be submitted electronically (i.e.: attached to an email) with prior permission from the instructor. Permission to submit quizzes in this format will only be granted in special circumstances. Students may be assigned additional quizzes on grammar, vocabulary or other material at the discretion of the instructor. All quiz grades will be calculated under this component of the final grade.

- **Two Exams** **200 points**

There will be two equally weighted exams during the semester. The first will cover the material covered during the first third of the semester. The second will cover the material covered during the second third of the semester. The exams may be a combination of essay, short answer, matching, multiple choice, or other assessment strategies. The exams will cover the content of the readings, vocabulary, grammar, and the writing process itself.

- **Final Exam 200 points**

The final exam will be **comprehensive** and will include all the material seen during the semester. As the previous partial exams, it will also be a combination of essay, short answer, or other assessment strategies and will cover the content of the readings, vocabulary, grammar, and the writing process itself. It will take place in the normal classroom on Thursday, December 13: 8:00 a.m. -10:30 a.m.

- **Class participation** **120 points (approx.)**

Each student is expected to participate actively in class discussion. All participation should be in Spanish. This part of the grade will take in consideration: preparation, effort, Spanish level, attitude, and respect for others.

3 points: Excellent

2 points: Average

1 point: Poorly prepared

0 point: No show up

Attendance Policy:

Each student is expected to attend class regularly. For this reason, each student is allowed two (2) absences with no penalty. These two days may be used for sickness, trips, weddings, funerals, interviews, or emergencies of any kind. After the two absences are used, a penalty of 25 points off the final course grade will be incurred for each additional absence. Therefore, if, after calculating your final semester grade, you have 920 points and you have a total of four absences, your grade will drop to 870. Since true emergencies do occur, and important events do occasionally interfere with class time, you are cautioned to be judicious about using these days. Any excused absences (including official college business, varsity athletics, college sanctioned extra-curricular activities, military service, etc.) must be arranged privately with the professor prior to the scheduled absence.

Writing across the Curriculum

This course supports the commitment of the university to providing opportunities for students to continue to develop their ability to express themselves clearly in writing. To learn to write well and correctly in a second language also helps to develop that capacity in English. All writing assignments in this course are designed with this philosophy in mind.

Academic integrity

The best learning environment is one based on mutual respect and trust. However, the desire to achieve a good grade without doing the necessary work may tempt some students to cheat on exams or to represent the work of others as their own. At Salisbury University, plagiarism and cheating are wrong and are considered acts of “academic dishonesty” i.e. a deliberate and deceptive representation of one’s own work.

Instances of academic dishonesty include all, but are not limited to the following:

*** Plagiarism – presenting as one’s own work, whether literally or in paraphrase, the work of another author

*** Cheating on exams, tests, quizzes; the wrongful giving or accepting of unauthorized exam materials; the use of illegitimate sources of information

*** Falsifying excuses for non-attendance or completion of assignments

There are NO mitigating circumstances to justify academic dishonesty. If you are unclear about what constitutes academic dishonesty or plagiarism, please ask. Ignorance is no excuse. Discovery of academic dishonesty will bring stiff penalties, including a failing grade for the assignment in question and possibly a grade of F for the course. The maximum penalty at Salisbury University for plagiarism is possible expulsion from the entire USM system, so for your own sake, maintain your academic integrity.

School cancellation on test days

Should classes be called off on a test day, students should expect that the missed test will be given during the next regularly scheduled class. In the event of substantial snowfall (5 inches +) overnight, I will not be here--nor should you. For other weather related problems, use your own discretion and good common sense.

Calendario Otoño 2007*

Agosto	27 Unidad 1 29 Unidad 1 31 Unidad 1
Septiembre	5 Unidad 2 7 Unidad 2 10 Unidad 2 12 Unidad 2 14 Unidad 3 17 Unidad 3 19 Unidad 3 21 Lectura 1: “La vida diaria.” 24 Repaso Unidades 1-3 26 Examen Unidades 1-3 28 Unidad 4
Octubre	1 Unidad 4 3 Unidad 4/ Entrega Ensayo 1: Mi niñez 5 Película 8 Película/ Entrega comentario de película 10 Unidad 4 12 Presentaciones Orales 15 Presentaciones Orales 17 Unidad 5 y evaluación de clase 19 Unidad 5 22 Unidad 5 24 Lectura 2: “La familia y la sociedad” y “El significado de la familia” 26 Unidad 6 29 Unidad 6 31 Unidad 6
Noviembre	2 Repaso Unidades 4-6 5 Examen Unidades 4-6 7 Unidad 7 9 Unidad 7 12 Unidad 7/ Entrega Ensayo 2 14 Unidad 8 16 Unidad 8 19 Unidad 9
DIA DE GRACIAS	
	26 Lectura 3: “Dos poemas bilingües” 28 Unidad 9 30 Unidad 10
Diciembre	3 Unidad 10 5 REVISIÓN Unidades 1-5 7 REVISIÓN Unidades 6-10

*Este horario puede cambiar durante el semestre. La profesora anunciará cualquier cambio en su momento.

Final Exam

No re-scheduling will be possible for the final exam. Please plan *now* so that the time and date indicated below are free. The final exam for Span 202 is comprehensive and will take place in the normal classroom on Thursday, December 13: 8:00 a.m. -10:30 a.m.

(cut here)-----

Terms of Agreement (Due by August 31)

Important: Not being in class does not excuse you from not doing your homework or coming unprepared to class. On the contrary, there is a stronger reason for you to study more during your absent period because you have, in fact, already missed a class. It is your obligation to check with a classmate if there is anything (quiz, handout, etc.) due the day you come back from being absent. Make sure to exchange e-mails and phone numbers with at least 3 classmates.

Fill in the blanks:

1. Office hours with professor Bown are _____
2. Professor Bown’s office is located _____
3. Our first test (prueba) is on _____ (date) and it will include _____
4. The final exam for this class is on _____ (date) and it will include _____
5. I can miss a total of _____ classes without penalty
6. Class participation counts as _____/1000 points.

I, the undersigned, attest to having read the Syllabus for Spanish 202. I understand both the policies of the course, as laid out in the Syllabus, and my responsibilities. I am entitled and encouraged to ask questions and seek clarifications about the Syllabus at any time during the semester. However, such questions and clarifications are my responsibility, and my ignorance of either policy or schedule will not be accepted as an excuse for not adhering to either. Signed,

Name (printed)

Course

Date

e-mail

Signature

SALISBURY UNIVERSITY
SPANISH 202

FALL 2008

Span 202 is an “enhanced” course; that is, a course that might traditionally be offered for 3 credit hours, but which, within the context of both the newly reformed Spanish program and the Fulton School’s overall curriculum reform initiative, is being offered here in a 4-credit context. The main purpose of the Fulton reform and the courses in it is to engage students more in the individual courses they take and, as a result, provide students with a deeper—and often more active—learning experience and encounter with the subject at hand. All “enhanced,” 4-credit courses in the Fulton School will require significantly more—and sometimes different—work than they might (or used to) require as 3-credit courses. For more information on the Fulton reform and “enhanced” courses, and what both mean to you, as a student, please visit the Fulton reform student website at <http://www.salisbury.edu/fulton/curref-students.html>.

Schedule: MWF 10:00-10:50

Classroom: CH 106

Professor: Carolina Bown

E-mail address: cdbown@salisbury.edu

Office Location: Holloway Hall 346

Phone: 410-543-6254

Office Hours: MWF: 11:00 – 12:45 p.m. Tu: 2:00 – 4:00 *Hours also by appointment*

Required *Texts*:

1. Sandstedt, L. A., Kite, R., & Copeland, J. G. Conversación y Repaso. Intermediate Spanish. 9th ed. Thomson & Heinle.
2. *Sandstedt, L.A. & Kite, R. Civilización y Cultura. 9th ed. Thomson & Heinle.*

Required Articles (available in class):

1. Crow, John A. and Crow, George D. “La vida diaria.” *Panorama de las Américas*. 8th ed. Ft. Worth: Hartcourt Brace College Publishers, 1997: 45-51.
2. “Dos poemas bilingües.” Gina Valdés y Gustavo Pérez Firmat (also available through e-mail)

Introduction and Objectives:

This course is designed as a bridge between the basic language sequence (101-201) and upper level course work. It reviews the major structural features of Spanish grammar while continuing to develop all four linguistic skills: Reading, writing, speaking and listening. The objective of this course, then, is to provide a review of major grammatical features while at the same time achieving the five “C’s” that are at the heart of the National Student Standards:

- **Communication** - Through paired and group activities students will be engaged in interpersonal, interpretive, and presentational aspects of communication. The addition of readings from the new culture book will aim at improving oral and written communication.
- **Culture** – Through readings, research, presentations, and discussion students will be exposed to the perspectives, practices and products of the Hispanic world. Students will view films from the Spanish speaking world outside of class. Students will also read a novel in translation. These films and novel will provide authentic material in context to enrich their comprehension and analysis of the Spanish culture(s) and its contrast with the cultures of the United States.
- **Connections** – Students will be in contact with other disciplines that also shed light on the Spanish-speaking world such as geography, religion, literature, art, and history. They will use a new (second) culture textbook to make many of these connections. Students also will make connections between film and narrative prose fiction.
- **Comparisons** – In their study of the Spanish language and the Hispanic culture students will inevitably make comparisons to the English language and their own cultural experience in the U.S. These comparisons will provide enlightenment about their own lives, in addition to that of native Spanish-speaking peoples. Students will take these comparisons to higher levels of critical thinking in order to move beyond a “tourist approach” to culture. They will also visit the award-winning BBC news site in Spanish on a regular basis in order to read about the cultural topics in question for that week.
- **Communities** – Particularly through the study of Hispanics in the U.S. students will gain an appreciation for the importance of the role of Spanish in what has become the largest ethnic community in our country. Students also will study historic communities, family communities, economic communities, and religious communities by focusing on four main aspects of each.

Grading:

Assessment instruments	Possible Points	Percentage	Enhancement
2 Written Papers	100	10%	
1 Oral Presentation	100	10%	
Quizzes	80	8%	
Class Participation	120	12%	
2 Exams	100	10%	
Final Exam	200	20%	
<i>Culture textbook (reading and writing)</i>	<i>100</i>	<i>10%</i>	<i>Yes</i>
<i>Reading a novel (in translation)</i>	<i>100</i>	<i>10%</i>	<i>Yes</i>
<i>2 films and reaction papers</i>	<i>50</i>	<i>5%</i>	<i>Yes</i>
<i>BBC website reports</i>	<i>50</i>	<i>5%</i>	<i>Yes</i>
Total possible points:	1,000	100%	

A =900-1000 points; B = 800-899; C = 700-799; D = 600-699; F = 0-599

Assessment Instruments:

- Two Written papers 200 points

Each student will write two guided essays during the semester. The drafts of the essays must be typed and double-spaced. The top center area of the first page should include the author's name, date, title of the paper, identification (draft or final paper), and the word count of the essay. See model below:

Lizzy Simonsen 4 de octubre Tema: Mi niñez Borrador #1 /Trabajo final #1 270 palabras

These essays will be assessed not only on the final form of the final draft but also on the entire writing process. Each essay will include the following process: draft #1, peer editing #1, draft #2, peer editing #2, professor's feedback, final paper. The final paper will be turned in to the instructor and must include the first draft with the two peer editor comments stapled behind the final copy. All peers editing must be done in class on the assigned days. Peer editors may not correct mistakes; rather, they must identify and classify errors using the error symbols and may give suggestions. The essay will be evaluated based on the rubric. In order to earn the full ten points for the editing sections of the rubric, a student must be in class on the day of the scheduled peer editing, must have her own completed essay typed and ready for editing, and must serve as a peer editor using the error symbols.

- Oral Presentation 100 points

Each student will make one formal oral presentation. The presentation will be 3-4 minutes long. The presentation must be prepared in advance. The entire assessment will be based on the quality of the presentation as defined in the rubric given to students.

- Quizzes 80 points

Students will be assigned short quizzes on grammar, vocabulary or other material discussed during the previous class. Quizzes may only be submitted electronically (i.e.: attached to an email) with prior permission from the instructor. Permission to submit quizzes in this format will only be granted in special circumstances. Students may be assigned additional quizzes. All quiz grades will be calculated under this component of the final grade.

- Class participation 120 points

Each student is expected to participate actively in class discussion. All participation should be in Spanish. This part of the grade will take in consideration: attendance, preparation, effort, Spanish level, attitude, and respect for others.

3 points: Excellent

2 points: Average

1 point: Poorly prepared

0 point: No participation or absent

Attendance Policy:

Each student is expected to attend class regularly. For this reason, each student is allowed three (3) absences with no penalty. These three days may be used for sickness, trips, weddings, funerals, interviews, or emergencies of any kind. After the three absences are used, a penalty of 25 points off the final course grade will be incurred for each additional absence. Therefore, if, after calculating your final semester grade, you have 920 points and you have a total of four absences, your grade will drop to 870. Since true emergencies do occur, and important events do occasionally interfere with class time, you are cautioned to be judicious about using these days. Any excused absences (including official college business, varsity athletics, college sanctioned extra-curricular activities, military service, etc.) must be arranged privately with the professor prior to the scheduled absence.

- Two Exams 200 points

There will be two equally weighted exams during the semester. The first will cover the material covered during the first half of the semester. The second will cover the material covered during the second half of the semester. The exams may be a combination of essay, short answer, matching, multiple-choice, or other assessment strategies. The exams will cover the content of the readings, vocabulary, grammar, and the writing process itself.

- Final Exam 200 points

The final exam will be comprehensive and will include all the material seen during the semester. As the previous partial exams, it will also be a combination of essay, short answer, or other assessment strategies and will cover the content of the readings, vocabulary, grammar, and the writing process itself. It will take place in the normal classroom on Thursday, December 13: 8:00 a.m. -10:30 a.m. No re-scheduling will be possible for the final exam. Please plan *now* so that the time and date indicated above are free.

- *Culture textbook (reading and writing) 100 points*

*Students will be weekly assigned ten sets of 2-3 readings from the culture book *Civilización y Cultura*. These weekly sets of readings will vary from 7 to 12 pages and will address topics such the family, the economy, religion, customs, and beliefs within the Spanish*

speaking world. Each reading comes with a questionnaire that students will have to hand at the beginning of the designated classes.

- *Reading a novel (in translation) 100 points*

Students will read (in English) the novel Kiss of the Spider Woman by author Manuel Puig. Reading this Latin American novel at this level, even in translation, will provide a great background for cultural awareness and discussion. Higher critical thinking skills will be used as well through three weekly questionnaires that will not only test students' reading comprehension but students' analysis and evaluation through comparison exercises. Follow up reports (informes) due dates:

Informe 1: October 19

Informe 2: October 26

Informe final: November 7

- *2 films and reaction papers 50 points*

During this semester, students will be required to watch two foreign films from the Spanish speaking world outside of the class and write a reflection paper for each film. The tentative movies are Juana la Loca (118 minutes) and Kiss of the Spider Woman, both on reserve and available at the Blackwell Library.

First film reaction paper due date: September 7.

Second film reaction paper due date: October 26.

- *BBC website reports 50 points*

Students will hand a short report (1-2 paragraphs) in Spanish with the one or two more important and/or mentioned news of the Spanish speaking world in the recent week. The source for this activity will be online (Spanish BBC website). These reports will be collected on Fridays.

Writing across the Curriculum

This course supports the commitment of the university to providing opportunities for students to continue to develop their ability to express themselves clearly in writing. To learn to write well and correctly in a second language also helps to develop that capacity in English. All writing assignments in this course are designed with this philosophy in mind.

Academic integrity

The best learning environment is one based on mutual respect and trust. However, the desire to achieve a good grade without doing the necessary work may tempt some students to cheat on exams or to represent the work of others as their own. At Salisbury University, plagiarism and cheating are wrong and are considered acts of “academic dishonesty” i.e. a deliberate and deceptive representation of one’s own work.

Instances of academic dishonesty include all, but are not limited to the following:

- Plagiarism – presenting as one’s own work, whether literally or in paraphrase, the work of another author
- Cheating on exams, tests, quizzes; the wrongful giving or accepting of unauthorized exam materials; the use of illegitimate sources of information
- Falsifying excuses for non-attendance or completion of assignments

There are NO mitigating circumstances to justify academic dishonesty. If you are unclear about what constitutes academic dishonesty or plagiarism, please ask. Ignorance is no excuse. Discovery of academic dishonesty will bring stiff penalties, including a failing grade for the assignment in question and possibly a grade of F for the course. The maximum penalty at Salisbury University for plagiarism is possible expulsion from the entire USM system, so for your own sake, maintain your academic integrity.

School cancellation on test days

Should classes be called off on a test day, students should expect that the missed test will be given during the next regularly scheduled class. In the event of substantial snowfall (5 inches +) overnight, I will not be here--nor should you. For other weather related problems, use your own discretion and good common sense.

Calendario Otoño 2008*

Agosto 27	Unidad 1 29 Unidad 1 / <i>Tema sobre España en la página Web de BBC</i> 31 Unidad 1: Película fuera de clase: “Juana la loca” (118 minutos)
Septiembre	5 Unidad 2 7 Unidad 2 / <i>Entrega comentario de película</i> 10 Unidad 2 12 Unidad 2: Tarea: Civilización y Cultura: Los incas, mayas, aztecas 14 Unidad 3 / <i>Tema sobre la religión en BBC</i> 17 Unidad 3 19 Unidad 3: Civilización y Cultura: 4 aspectos básicos de la religión 21 Lectura 1: “La vida diaria.” 24 Repaso Unidades 1-3

	26 Examen Unidades 1-3
	28 Unidad 4 / Tema sobre la familia en BBC
Octubre	1 Unidad 4 / Civilización y Cultura: 4 aspectos de la familia
	3 Unidad 4/ Entrega Ensayo 1: Mi niñez
	5 Película
	8 Película/ Entrega comentario de película
	10 Unidad 4
	12 Presentaciones Orales / Empezar Novela “Kiss of the Spider Woman” (de Manuel Puig)
	15 Presentaciones Orales
	17 Unidad 5 y evaluación de clase / Civilización y Cultura: 4 temas sobre los papeles del hombre y de la mujer
	19 Unidad 5 / Informe 1 sobre la novela
	22 Unidad 5 / Tema sobre el hombre y la mujer en BBC
	24 Lectura 2: “La familia y la sociedad” y “El significado de la familia”
	26 Unidad 6 / Informe 2 sobre la novela / Ver “Kiss of the Spider Woman” fuera de clase (120 minutos) / Tema sobre la homosexualidad en BBC
	29 Unidad 6 / Tema sobre la muerte en BBC
	31 Unidad 6 / Civilización y cultura: Temas sobre la muerte
Noviembre	2 Repaso Unidades 4-6
	5 Examen Unidades 4-6
	7 Unidad 7 / Informe final sobre la novela
	9 Unidad 7 / Civilización y cultura: La economía en Latinoamérica
	12 Unidad 7/ Entrega Ensayo 2 / Tema sobre la economía en BBC
	14 Unidad 8 / Entrega comentario sobre la película
	16 Unidad 8 / Civilización y cultura: Temas relacionados con la revolución
	19 Unidad 9 / Tema sobre la educación en BBC
	DIA DE GRACIAS
	26 Lectura 3: “Dos poemas bilingües”
	28 Unidad 9
	30 Unidad 10
Diciembre	3 Unidad 10
	5 REVISIÓN Unidades 1-5
	7 REVISIÓN Unidades 6-10

*Este horario puede cambiar durante el semestre. La profesora anunciará cualquier cambio en su momento.

For handing in:

Terms of Agreement (Due by August 31)

Important: Not being in class does not excuse you from not doing your homework or coming unprepared to class. On the contrary, there is a stronger reason for you to study more during your absent period because you have, in fact, already missed a class. It is your obligation to check with a classmate if there is anything (quiz, handout, etc.) due the day you come back from being absent. Make sure to exchange e-mails and phone numbers with at least 3 classmates.

Fill in the blanks:

1. Office hours with professor Bown are _____
2. Professor Bown's office is located _____
3. Our first test (prueba) is on _____ (date) and it will include _____
4. The final exam for this class is on _____ (date) and it will include _____
5. I can miss a total of _____ classes without penalty
6. Class participation counts as _____/1000 points.

I, the undersigned, attest to having read the Syllabus for Spanish 202. I understand both the policies of the course, as laid out in the Syllabus, and my responsibilities. I am entitled and encouraged to ask questions and seek clarifications about the Syllabus at any time during the semester. However, such questions and clarifications are my responsibility, and my ignorance of either policy or schedule will not be accepted as an excuse for not adhering to either. Signed,

Name (printed)

Course

Date

e-mail

Signature