

The University of Iowa  
College of Liberal Arts and Sciences  
**Department of Spanish**  
**35:106:001 Spanish Language Skills: Speaking**  
Spring 2010  
169 Van Allen Hall 2:30-3:30pm MWF  
Course Website: <http://icon.uiowa.edu>

The administrative home of this course is the College of Liberal Arts and Sciences. This syllabus may be modified at the discretion of the instructor, with advance notice to students. Please stay in touch for updates in class or by email to uiowa accounts.

**Instructor: Crystal Chemris, PhD.** Dr. Chemris is Visiting Assistant Professor of Spanish. She received her PhD from Brandeis University and has taught courses in Hispanic literature, culture and language at various institutions. She has published on Spanish Renaissance and Baroque literature as well as on modern Latin American poetry.

**Office location and hours:** 426 Phillips Hall; M, F 3:30-5pm and by appointment  
**How to communicate with instructor:** Please contact me by email whenever possible to let me know if you have any concerns about the course, if you have to miss a class, if you would like to arrange an appointment, or for any other reason. I respond within 24 hours, but there may be a longer delay on weekends or holidays. You can leave messages or study abroad material for me with Merry Bullock, the receptionist in the Office of Spanish and Portuguese, 111 Phillips Hall (be sure my name is attached). Any papers for me must be left under my door.

**Phone:** 335-2771 (during office hours)

**Email address:** [crystal-chemris@uiowa.edu](mailto:crystal-chemris@uiowa.edu)

**DEO:** Mercedes Niño Murcia, PhD, 111 Phillips Hall ([m-nino-murcia@uiowa.edu](mailto:m-nino-murcia@uiowa.edu)).

**Description of Course:** The course format includes group and general discussions. The language of instruction is Spanish.

**Objectives and Goals of the Course:**

The goal of this course is to help you become a capable speaker of Spanish in a Hispanic environment. We will engage in the creative use of the Spanish language to develop your competence in realistic settings.

Specifically, I hope that by the end of the course you will:

- Enhance your speaking proficiency in Spanish
- Expand your vocabulary in Spanish
- Improve your listening proficiency in Spanish
- Learn to handle a variety of everyday situations in Spanish
- Broaden your cultural awareness of the Hispanic world

**Course Prerequisites:** Two years of college-level Spanish or equivalent (i.e. placement at fifth semester level). Eligible students who earn a B or higher in this course qualify for FLIP credit.

### **Textbooks**

The textbook for our course is Joan L. Brown and Carmen Martín Gaité, *Conversaciones creadoras: Mastering Spanish Conversation* (3<sup>rd</sup> edition; Boston and New York: Houghton Mifflin Company, 2006). The textbook is accompanied by three in-text audio CDs which you will also use. A student companion website, which facilitates the acquisition of knowledge and understanding of Hispanic cultures through authentic materials from different communities, is located at the following webpage: <http://www.college.hmco.com/languages/spanish/students> . *You should also bring a bilingual dictionary to class.*

*Conversaciones creadoras*, which should include the audio CDs (double check), can be purchased at the University Bookstore in the Old Capitol Mall.

### **Student Workload**

For each semester hour of credit awarded in a course by the College of Liberal Arts and Sciences, two hours of work outside of class are expected per week. 35:106 awards three s.h. of credit. The workload expected of students in this course is accordingly three hours per week of class attendance and six hours per week of outside preparation.

**Grading System and the Use of +/-** The plus-minus system will be used according to the following departmental scale:

97.0 – 100.0	A+	77.0 – 79.9	C+
93.0 – 96.9	A	73.0 – 76.9	C
90.0 – 92.9	A-	70.0 – 72.9	C-
87.0 – 89.9	B+	67.0 – 69.9	D+
83.0 – 86.9	B	63.0 – 66.9	D
80.0 – 82.9	B-	60.0 – 62.9	D-
		below 60.0	F

### **GRADE BREAKDOWN:**

Your final grade will be determined according to the following weighted values:

- “Vocabulario básico” exercises (8)	15%
- “Conversación” comprehension questions (8 sets)	10%
- “Enlace gramatical” exercises (8)	15%
- “A escuchar” comprehension questions (8 sets)	10%
- “Vocabulario útil” quizzes (8)	10%
- Mini-drama performances (7 group grades)	15%
- Class participation (individual grades)	15%
- Final exam	10%

## COURSE ACTIVITIES

There are four categories of exercise sets which must be submitted in class for a grade, as listed on the syllabus after the symbol, “T” for “tarea escrita”. These are: the “**Vocabulario básico**” exercises, “**Conversación**” comprehension question sets, “**Enlace gramatical**” exercises and “**A escuchar**” comprehension question sets which correspond to each chapter. *Study the assigned material well before you attempt to do these exercise sets, as that will help you retain the new vocabulary better.* I also recommend that you use *flashcards* or other memorization tools frequently, in *short, regular sessions* as we proceed through each chapter.

**FORMAT FOR EXERCISE SETS:** Please answer simply, supplying the letter for the correct multiple choice option and the missing word for the fill in the blank items. Double space your answers in a vertical column; this will leave me room for corrections. Please write your name, the date, the name of the exercise and the chapter in the upper right-hand corner. Ask for clarification on any confusing items when homework is returned.

The “**Vocabulario básico**” section for each of the eight chapters that we study and perform in *Conversaciones creadoras* contains 25 key vocabulary items. Learning the vocabulary well includes listening to it pronounced, and then repeating it, using the audio CDs. Most of the “**Vocabulario básico**” quizzes contain 50 items. This means that each of the 25 new vocabulary items is used in two of the quiz/práctica items.

About the “**Conversación**” comprehension questions: The centerpiece of each chapter that we explore in *Conversaciones creadoras* is an unfinished conversation written in the form of a mini-drama. At a certain point in our work with each chapter, you will participate in a group project that involves scripting and acting out a concluding scenario to the mini-drama. Your first introduction to each mini-drama will take the form of reading it and listening to it outside of class. (The dialog is recorded on the audio CDs). A short set of comprehension questions follows each unfinished mini-drama.

The “**Enlace gramatical**” section in each of our eight chapters reviews an important grammar issue (such as *pretérito* and *imperfecto* and the subjunctive mood).

The “**A escuchar**” section provides listening comprehension activities based on native speaker interviews that are available on the audio CDs. After listening several times to the short interviews, write out your answers to the set of comprehension questions.

### About the “**Vocabulario útil**” Quizzes:

In addition to these exercise sets, there will be quizzes on the “**Vocabulario útil**” lists at the end of every chapter. The “**Vocabulario útil**” is a kind of word bank, a supplementary vocabulary section designed with two purposes. First it exists to help you with creating the concluding scenarios to the mini-dramas. It should be consulted as a resource before you turn to a dictionary and thus will save you time in class. Second, it substantially builds your active vocabulary for the “**Escenas**” and “**Más actividades creadoras**”

featured in each chapter. As explained by our textbook's authors, "if you were to learn all of the words and expressions in these word banks, you would increase your vocabulary by over 1,500 items" (6). Think of it as a tool box for our work in class.

On the last day we spend on each chapter, you will take a quiz in class on the "Vocabulario útil". I will write 12 of the words and expressions you have studied on the board and ask you to write a sentence in Spanish for 10 of them, showing that you know their meaning and how to use them correctly.

### **About the mini-drama performances**

As already stated above, the centerpiece for each chapter that we explore in *Conversaciones creadoras* is an unfinished conversation written in the form of a mini-drama. At a certain point in our work with each chapter, you will participate in a group project that involves scripting and acting out a concluding scenario to the mini-drama. You may use cue cards (one 4 X 6 notecard) during mini-drama performances to help you with your lines if you choose. Feel free to bring props and ham it up!

Groups will usually consist of four students; the membership in each group will be changed regularly. For any given chapter, the group as a whole will be assigned a grade for its work on writing and performing its mini-drama conclusion.

The criteria for evaluating and grading the mini-drama conclusions are listed below; *I will apply these criteria as appropriate to the level of the class and with the expectation of progress.*

Comprehensibility / Fluency / Pronunciation

#### **Comprensibilidad/Comprensión / Fluidez / Pronunciación**

- 1 = Speaker cannot be understood at all; no communication achieved. Speech is disjointed; no attempt at Spanish pronunciation. Almost entirely incomprehensible.
- 2 = Speaker can be minimally understood; very little communication achieved. Speech is difficult to follow; poor pronunciation impedes comprehensibility. Mostly incomprehensible.
- 3 = Speaker can be understood generally but with severe problem areas that are barriers to communication. Speech is disjointed due to long pauses; pronunciation is comprehensible despite interference of native language. Many errors, difficult to comprehend; requires bilingual listener.
- 4 = Speaker can be understood clearly with some problem areas that impede communication. Speech flows but at times is halting due to long pauses; pronunciation is good. Many errors but bilingual listener not required.
- 5 = Speaker can be understood clearly with few or no problem areas that impede communication. Speech flows with only brief pauses for thought; occasional words mispronounced, moderate accent.
- 6 = Almost perfect communication. Speech flows easily and extensively; entirely comprehensible, American accent is not strong.

## Vocabulary

**Vocabulario**

- 1 = Vocabulary is insufficient to convey any meaning; inadequate and inaccurate vocabulary.
- 2 = Vocabulary is inadequate to convey much meaning; often lacks basic words.
- 3 = Vocabulary is adequate though some errors (e.g., incorrect prepositions or word choice) compromise meaning; occasionally lacks basic words.
- 4 = Vocabulary is generally adequate for context and errors (e.g., incorrect prepositions or gender of nouns) do not compromise meaning; circumlocutes.
- 5 = Vocabulary is well-suited to context.
- 6 = Vocabulary is complex and sophisticated; very accurate usage.

## Accuracy

**Gramática**

- 1 = Grammar errors are so severe that communication is unintelligible. No correct utterances.
- 2 = Grammar errors impede communication because many structures are misused. Very few correct utterances.
- 3 = Grammar errors undermine communication because key structures are misused (e.g., wrong conjugation, wrong tense, wrong word order). Major structural problems.
- 4 = Grammar errors persist but do not undermine communication (e.g., errors of agreement, misuse of articles, wrong past participle). Mostly correct, but definite structural problems.
- 5 = Grammar errors are relatively infrequent; largely correct, minor structural problems.
- 6 = Utterances show the highest degree of correctness for the level.

## Amount and Cultural Appropriateness of Communicated Content

**Cantidad de información comunicada/Verosimilitud cultural**

- 1 = There is no relevant information communicated and/or cultural information is not accurate.
- 2 = There is little relevant information communicated and/or information is somewhat accurate.
- 3 = There is a fair amount of relevant information communicated and/or cultural information is mostly accurate.
- 4 = There is a substantial amount of relevant information communicated and/or cultural information is mostly accurate.
- 5 = There is an excellent amount of relevant information communicated and/or cultural information is almost entirely accurate.
- 6 = There is an exceptional amount of relevant information communicated and/or cultural information is entirely accurate.

Effort to communicate

**Esfuerzo para comunicar/Cumplimiento con el deber**

- 1 = Effort is minimal; task is less than 50 percent fulfilled.
- 2 = Effort is fair; task is 50 percent to 70 percent fulfilled.
- 3 = Effort is acceptable; task is 71 percent to 80 percent fulfilled.
- 4 = Effort is very good; task is 81 percent to 90 percent fulfilled.
- 5 = Effort is excellent; task is 91 percent to 100 percent fulfilled.
- 6 = Effort is exceptional; task is fulfilled beyond original expectations.

**Criteria for participation grade:**

As well as seven group grades for mini-drama performances, you will receive an individual participation grade at the end of each of our eight chapters for your oral work in class on the “Comprensión y comparación,” “Escenas” and “Más actividades creadoras” sections of *Conversaciones creadoras*. I will observe the quality and quantity of each student’s participation over the course of the five class days devoted to each chapter.

Faithful attendance, punctuality, full preparation, attentive listening, and enthusiasm in activities are all important factors in the evaluation of your participation. I will assign you chapter participation grades (eight in all) based on a four point scale: exceeds expectations (4), meets expectations (3), fails to meet expectations (2), and non-participation or non-attendance (0). I will post your participation grade for the chapter on the corresponding “Vocabulario útil” quiz when I return it.

**Class participation and attendance: Attendance is required. Missing more than ten classes will result in a failing grade. After TWO absences, your final grade will be reduced by one point for each subsequent absence.** You should consider these two allowable absences as potential sick leave and use them accordingly. Unusual circumstances such as serious (documented) illness or family emergencies will be taken into account.

The only exception to this policy is for absences due to representing the University in an intercollegiate activity such as athletics, marching band, debate team, and so forth (please check with me if you are not sure if your activity falls into this category). For such absences the appropriate documentation will be required.

**CELLPHONES MUST BE STOWED AND TURNED OFF IN CLASS.** Please refrain from bringing food to class or leaving the classroom except in urgent situations.

**FORMAT FOR FINAL EXAM:** The final examination for our course will be held during exam week and is scheduled for **12-2pm Friday May 14, 2010**. The exam will consist of two sections: a written portion in the form of a last “Vocabulario útil” test, an

oral portion in the form of a final set of group mini-drama performances (for which you will receive an individual grade this time).

**POLICY ON LATE WORK:** Assignments are due by class time; late work may be handed in at the next class with a penalty of 10 points. After that, the work will be graded as a zero. Exceptions will be made in cases of documented (with a medical note) illness or documented religious observance or family emergency, or when representing the university in a UI-sponsored function.

I recommend emailing a copy of your exercises to yourself, as well as saving to your myfiles and to a flash drive, as a backup. For advice on printing foreign characters (accent marks, tildes, etc.) on a PC or a MAC, see the “Apéndice” at end of syllabus. Work must be submitted as a stapled hard copy except under special circumstances such as illness, in which case it may be emailed to the professor as a word document attachment (which must be opened without a problem) ideally by class time.

**REMEDIAL WORK:** Students needing remedial work in grammar should refer to the Department of Spanish and Portuguese for a list of tutors.

**FLIP Credit:** Students who are taking the course with the hope/expectation of receiving FLIP credit must inform the College that they want to earn FLIP credit for the course in which they are enrolled. The necessary form is very short, and can be downloaded from the College’s web site (<http://www.clas.uiowa.edu/students>). Students who are advised through Academic Advising can also get the form there. In the past we have also had forms available in the department office.

**HONORS OPTION:** The departmental honors advisor is Prof. Amber Brian; see her for more information about Honors in Spanish ([amber-brian@uiowa.edu](mailto:amber-brian@uiowa.edu); 457 PH; 335-2231).

#### **COURSE-SPECIFIC POLICY ON ACADEMIC HONESTY**

##### **YOU MAY:**

- Consult with me during my office hours.
- Consult dictionaries and grammar reference sources.
- Consult with tutors about specific questions.
- Use a Spanish spell-check (but not a grammar checker in the grammar exercises)

##### **YOU MAY NOT:**

- Ask a friend or your tutor to read your conversation script and correct the errors.
- Turn in material that someone else has written or helped you write, in whole or in part.
- Use any software that translates your writing from English to Spanish.

#### **PLEASE CONSULT WITH ME IF YOU HAVE ANY QUESTIONS ON THIS POLICY**

Please refer to the CLAS policy on Academic Fraud and note that the minimal penalty for academic dishonesty will be a grade of F (0%) on the assignment or exam, with the possibility for more severe penalties as individual cases may merit. All cases of academic fraud will be reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum, who enforce the appropriate consequences.

## Programación diaria

**T (tarea escrita) = written homework to be turned in for a grade in class; assignments due on date it appears on the syllabus. (For example, the first “T” is due in class January 22.)**

*I recommend dividing the homework over two nights; for example, you could read the “Notas culturales” and prepare the comprehension questions on them for class on one night and then do the Vocabulario básico assignments the next (see January 22 entry).*

**enero**

20 Introducción al curso

22 Capítulo 1

**Antes de clase:** Leer “Notas Culturales”: 11-15

Escuchar el “Vocabulario básico” en disco

**T:** Hacer los ejercicios A-D del “Vocabulario básico”: 17-20

**En clase:** EN GRUPOS DE DOS

Responder a las preguntas de “Comprensión y comparación”: 15-16

Narrar el dibujo: 29

Representar las “Escenas” 2 y 3: 28

25 **Antes de clase:** Leer “En la recepción del hotel”: 22, y escucharla en disco

**T:** Contestar la Parte B de “Comprensión”: 23-24

**En clase:** EN GRUPOS DE CUATRO

Responder a la Parte A de “Comprensión”: 23

Inventar una conclusión a “En la recepción del hotel”: 24

Ensayos de la conclusión de “En la recepción del hotel”

27 **Antes de clase:** Estudiar el “Enlace gramatical”: 25-26

**T:** Hacer los ejercicios A y B del “Enlace gramatical”: 26-27

**En clase:** EN GRUPOS DE CUATRO

Representaciones de la conclusión de “En la recepción del hotel”

29 **Antes de clase:** Estudiar el “Vocabulario útil”: 33-35

**En clase:** EN GRUPOS DE CUATRO

Representaciones de la conclusión de “En la recepción del hotel”

**febrero**



1 **Antes de clase:** Escuchar “A escuchar” en el disco  
**febrero**

1 **T:** Contestar la parte C de “Más actividades”: 31  
 Repasar el “Vocabulario útil”

**En clase:** PRUEBA sobre el “Vocabulario útil”  
 EN GRUPOS DE DOS

Responder a las partes D y E, 2 de “Más actividades”: 31  
 Representar “Escena” 4: 28

3 Capítulo 2

**Antes de clase:** Leer “Notas Culturales”: 39-42

Escuchar el “Vocabulario básico” en disco

**T:** Hacer los ejercicios A-C del “Vocabulario básico”: 44-49

**En clase:** EN GRUPOS DE DOS

Responder a las preguntas de “Comprensión y comparación”: 42-42

Narrar el dibujo: 58

Representar las “Escenas” 3 y 4: 57

5 **Antes de clase:** Leer “De Madrid a Nueva York”: 51, y escucharla en disco

**T:** Contestar la Parte A de “Comprensión”: 52

**En clase:** EN GRUPOS DE CUATRO

Responder a la Parte B de “Comprensión”: 52-53

Inventar una conclusión a “De Madrid a Nueva York”: 53

Ensayos de la conclusión de “De Madrid a Nueva York”

8 **Antes de clase:** Estudiar el “Enlace gramatical”: 54-55

**T:** Hacer los ejercicios A y B del “Enlace gramatical”: 55-56

**En clase:** EN GRUPOS DE CUATRO

Representaciones de la conclusión de “De Madrid a Nueva York”

10 **Antes de clase:** Estudiar el “Vocabulario útil”: 61-65

**En clase:** EN GRUPOS DE CUATRO

Representaciones de la conclusión de “De Madrid a Nueva York”

12 **Antes de clase:** Escuchar “A escuchar” en el disco

**T:** Contestar la parte C de “Más actividades”: 59-60

Repasar el “Vocabulario útil”

**En clase:** PRUEBA sobre el “Vocabulario útil”

**febrero**

- 12    **EN GRUPOS DE DOS**  
 Responder a la parte D, 1 de “Más actividades”: 60  
**EN GRUPOS DE CUATRO**  
 Responder a la parte F, 1 de “Más actividades”: 60  
**LA CLASE ENTERA**  
 Responder a la parte G, 2 de “Más actividades”: 61
- 15    Capítulo 3  
**Antes de clase:** Leer “Notas Culturales”: 67-71  
 Escuchar el “Vocabulario básico” en disco  
**T:** Hacer los ejercicios A-C del “Vocabulario básico”: 72-75
- En clase:** **EN GRUPOS DE DOS**  
 Responder a las preguntas de “Comprensión y comparación”: 70-71  
 Narrar el dibujo: 84  
 Representar las “Escenas” 2 y 3: 83
- 17    **Antes de clase:** Leer “Encuentro en un restaurante”: 76-77, y escucharla en disco  
**T:** Contestar la Parte A de “Comprensión”: 78
- En clase:** **EN GRUPOS DE CUATRO**  
 Responder a la Parte B de “Comprensión”: 78-79  
 Inventar una conclusión a “Encuentro en un restaurante”: 79  
 Ensayos de la conclusión de “Encuentro en un restaurante”
- 19    **Antes de clase:** Estudiar el “Enlace gramatical”: 80-81  
**T:** Hacer los ejercicios A y B del “Enlace gramatical”: 81-82
- En clase:** **EN GRUPOS DE CUATRO**  
 Representaciones de la conclusión de “Encuentro en un restaurante”
- 22    **Antes de clase:** Estudiar el “Vocabulario útil”: 88-92
- En clase:** **EN GRUPOS DE CUATRO**  
 Representaciones de la conclusión de “Encuentro en un restaurante”
- 24    **Antes de clase:** Escuchar “A escuchar” en el disco  
**T:** Contestar la parte C de “Más actividades”: 86  
 Repasar el “Vocabulario útil”: 88-92
- En clase:** **PRUEBA** sobre el “Vocabulario útil”  
**EN GRUPOS DE DOS**

Responder a la parte D, 1 de “Más actividades”: 86

## febrero

- 24 **EN GRUPOS DE CUATRO**  
 Responder a la parte F, 1 de “Más actividades”: 87  
**LA CLASE ENTERA**  
 Responder a la parte G, 1 y 2 de “Más actividades”: 87-88

- 26 **Capítulo 4**  
**Antes de clase:** Leer “Notas Culturales”: 94-97  
 Escuchar el “Vocabulario básico” en disco  
**T:** Hacer los ejercicios A-C del “Vocabulario básico”: 98-101

**En clase:** EN GRUPOS DE DOS

Responder a las preguntas de “Comprensión y comparación”: 97-98  
 Narrar el dibujo: 101  
 Representar las “Escenas” 2 y 3: 109

## marzo

- 1 **Antes de clase:** Leer “Un puesto de compraventa en el Rastro”: 102-103, y escucharla en disco  
**T:** Contestar la Parte A de “Comprensión”: 104

**En clase:** EN GRUPOS DE CUATRO

Responder a la Parte B de “Comprensión”: 104-105  
 Inventar una conclusión a “Un puesto de compraventa en el Rastro”: 105  
 Ensayos de la conclusión de “Un puesto de compraventa en el Rastro”

- 3 **Antes de clase:** Estudiar el “Enlace gramatical”: 106-107  
**T:** Hacer los ejercicios A y B del “Enlace gramatical”: 107-108

**En clase:** EN GRUPOS DE CUATRO

Representaciones de la conclusión de “Un puesto de compraventa en el Rastro”

- 5 **Antes de clase:** Estudiar el “Vocabulario útil”: 113-115, 117-118

**En clase:** EN GRUPOS DE CUATRO

Representaciones de la conclusión de “Un puesto de compraventa en el Rastro”

- 8 **Antes de clase:** Escuchar “A escuchar” en el disco  
**T:** Contestar la parte C de “Más actividades”: 112  
 Repasar el “Vocabulario útil”: 113-115, 117-118

**En clase:** PRUEBA sobre el “Vocabulario útil”

**marzo**

- 8      **EN GRUPOS DE DOS**  
 Responder a la parte D de “Más actividades”: 112  
**EN GRUPOS DE CUATRO**  
 Responder a la parte F, 1 de “Más actividades”: 113  
**LA CLASE ENTERA**  
 Responder a la parte G, 1 y F, 2 de “Más actividades”: 113
- 10     Capítulo 7  
**Antes de clase:** Leer “Notas Culturales”: 172-175  
 Escuchar el “Vocabulario básico” en disco  
**T:** Hacer los ejercicios A-C del “Vocabulario básico”: 177-180
- En clase:** **EN GRUPOS DE DOS**  
 Responder a las preguntas de “Comprensión y comparación”: 175-176  
 Narrar el dibujo: 191  
 Representar las “Escenas” 1 y 2: 189
- 12     **Antes de clase:** Leer “Intercambio universitario”: 181-182, y escucharla en disco  
**T:** Contestar la Parte B de “Comprensión”: 183
- En clase:** **EN GRUPOS DE DOS**  
 Responder a “Más actividades, “B: 192  
 Responder a la Parte A de “Comprensión”: 183  
**EN GRUPOS DE CUATRO**  
 Inventar una conclusión a “Intercambio universitario”: 184  
 Ensayos de la conclusión de “Intercambio universitario”
- SPRING BREAK**
- 22     **Antes de clase:** Estudiar el “Enlace gramatical”: 185-187  
**T:** Hacer los ejercicios A y B del “Enlace gramatical”: 187-189
- En clase:** **EN GRUPOS DE CUATRO**  
 Representaciones de la conclusión de “Intercambio universitario”
- 24     **Antes de clase:** Estudiar el “Vocabulario útil”: 194-197
- En clase:** **EN GRUPOS DE CUATRO**  
 Representaciones de la conclusión de “Intercambio universitario”
- 26     **Antes de clase:** Escuchar “A escuchar” en el disco  
**T:** Contestar la parte C de “Más actividades”: 193

- Repasar el “Vocabulario útil”: 194-197  
**En clase:** PRUEBA sobre el “Vocabulario útil”  
 EN GRUPOS DE DOS  
 Responder a la parte D de “Más actividades”: 193  
 EN GRUPOS DE CUATRO  
 Responder a la parte F, 1 de “Más actividades”: 194
- 29 Capítulo 8  
**Antes de clase:** Leer “Notas Culturales”: 199-202  
 Escuchar el “Vocabulario básico” en disco  
**T:** Hacer los ejercicios A-D del “Vocabulario básico”: 207
- En clase:** EN GRUPOS DE DOS  
 Responder a las preguntas de “Comprensión y comparación”: 202  
 Narrar el dibujo: 217  
 Representar las “Escenas” 1 y 3: 216
- 31 **Antes de clase:** Leer “Un accidente en moto”: 208-209, y escucharla en disco  
**T:** Contestar la Parte A de “Comprensión”: 210
- En clase:** EN GRUPOS DE DOS  
 Responder a “Más actividades,” E, 1: 219  
 Responder a la Parte B de “Comprensión”: 210-211  
 EN GRUPOS DE CUATRO  
 Inventar una conclusión a “Un accidente en moto”: 211  
 Ensayos de la conclusión de “Un accidente en moto”
- abril**
- 2 **Antes de clase:** Estudiar el “Enlace gramatical”: 212-213  
**T:** Hacer los ejercicios A, B, C del “Enlace gramatical”: 213-214
- En clase:** EN GRUPOS DE CUATRO  
 Representaciones de la conclusión de “Un accidente en moto”
- 5 **Antes de clase:** Estudiar el “Vocabulario útil”: 220-226
- En clase:** EN GRUPOS DE CUATRO  
 Representaciones de la conclusión de “Un accidente en moto”
- 7 **Antes de clase:** Escuchar “A escuchar” en el disco  
**T:** Contestar la parte C de “Más actividades”: 219  
 Repasar el “Vocabulario útil”: 220-226
- En clase:** PRUEBA sobre el “Vocabulario útil”

**abril**

- 7      **EN GRUPOS DE DOS**  
 Responder a la parte D de “Más actividades”: 219  
**EN GRUPOS DE CUATRO**  
 Responder a la parte G, 1 de “Más actividades”: 220
- 9      Capítulo 9  
**Antes de clase:** Leer “Notas Culturales”: 228-231  
 Escuchar el “Vocabulario básico” en disco  
**T:** Hacer los ejercicios A-C del “Vocabulario básico”: 233-236
- En clase:** **EN GRUPOS DE DOS**  
 Responder a las preguntas de “Comprensión y comparación”: 231-232  
 Representar la “Escena” 1: 245  
 Completar la narración abierta de “Vocabulario básico,” la parte D: 237
- 12     **Antes de clase:** Leer “Decisiones entre amigos”: 238-239, y escucharla en disco  
**T:** Contestar la Parte B de “Comprensión”: 240
- En clase:** **EN GRUPOS DE DOS**  
 Responder a “Más actividades,” B, 1: 248  
 Responder a la Parte A de “Comprensión”: 240  
**EN GRUPOS DE CUATRO**  
 Inventar una conclusión a “Decisiones entre amigos”: 241  
 Ensayos de la conclusión de “Decisiones entre amigos”
- 14     **Antes de clase:** Estudiar el “Enlace gramatical”: 242-244  
**T:** Hacer los ejercicios A y B del “Enlace gramatical”: 244-245
- En clase:** **EN GRUPOS DE CUATRO**  
 Representaciones de la conclusión de “Decisiones entre amigos”
- 16     **Antes de clase:** Estudiar el “Vocabulario útil”: 251-254
- En clase:** **EN GRUPOS DE CUATRO**  
 Representaciones de la conclusión de “Decisiones entre amigos”
- 19     **Antes de clase:** Escuchar “A escuchar” en el disco  
**T:** Contestar la parte C de “Más actividades”: 249  
 Repasar el “Vocabulario útil”: 251-254
- En clase:** **PRUEBA** sobre el “Vocabulario útil”  
**EN GRUPOS DE DOS**

- Responder a la parte D de “Más actividades”: 249
- abril**
- 19 LA CLASE ENTERA  
G, 1 de “Más actividades”: 250
- 21 Capítulo 12  
**Antes de clase:** Leer “Notas Culturales”: 315-316  
Escuchar el “Vocabulario básico” en disco  
**T:** Hacer los ejercicios A-D del “Vocabulario básico”: 315-319
- En clase:** EN GRUPOS DE DOS  
Responder a las preguntas de “Comprensión y comparación”: 314  
Representar la “Escenas” 2 y 3: 326-327
- 23 **Antes de clase:** Leer “Una entrevista por teléfono”: 320-321, y escucharla en disco  
**T:** Contestar la Parte B de “Comprensión”: 322
- En clase:** EN GRUPOS DE DOS  
Responder a la Parte A de “Comprensión”: 321  
Responder a “Más actividades, “E, 1: 330  
EN GRUPOS DE CUATRO  
Responder a “Más actividades,”F, 2: 330-331
- 26 **Antes de clase:** Estudiar el “Enlace gramatical”: 323-324  
**T:** Hacer los ejercicios A y B del “Enlace gramatical”: 325
- En clase:** EN GRUPOS DE CUATRO  
Inventar una conclusión a “Una entrevista por teléfono”: 268  
Ensayos de una conclusión de “Una entrevista por teléfono”
- 28 **Antes de clase:** Estudiar el “Vocabulario útil”: 332-336  
Escuchar “A escuchar” en el disco  
**T:** Contestar la parte C de “Más actividades”: 329
- En clase:** Ensayos de una conclusión de “Una entrevista por teléfono”
- 30 Película de Pedro Almodóvar: “Hable con ella” (preparar el cuestionario)
- mayo**
- 3 Película de Pedro Almodóvar: “Hable con ella” (preparar el cuestionario)
- 5 Película de Pedro Almodóvar: “Hable con ella”: Discusión

## 7 Ensayos, escenas y repaso

The final examination for our course will be held during exam week and is scheduled for **12-2pm Friday May 14, 2010** in our regular classroom, **169 Van Allen Hall**. The exam will consist of two sections: a written portion in the form of a last “Vocabulario útil” test, an oral portion in the form of a final set of group mini-drama performances (for which you will receive an individual grade this time).

### Teaching Policies & Procedures: Syllabus Insert

#### Administrative Home

**The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS [Student Academic Handbook](#).**

#### Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (*Operations Manual*, [III.15.2](#). Scroll down to k.11.)

#### Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See [www.uiowa.edu/~sds/](http://www.uiowa.edu/~sds/) for more information.

#### Academic Fraud

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Academic Fraud section of the [Student Academic Handbook](#).

#### CLAS Final Examination Policies

Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

#### Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS [Student Academic Handbook](#).

#### Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

#### Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the



classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety [web site](#).

\*These CLAS policy and procedural statements have been summarized from the web pages of the [College of Liberal Arts and Sciences](#) and The University of Iowa [Operations Manual](#).

## APÉNDICE

### WRITING SPANISH DIACRITICAL MARKS IN WORD PROCESSORS

#### Macintosh (all applications): SPANISH

á é í ó ú	option-e + letter that goes under it (a e i o u)
ä ë ï ö ü	option-u + letter that goes under it (a e i o u)
~	option-n + letter that goes under it (n a o)
inverted exclamation point ¡	option-1 (not shift-option-1)
inverted question mark ¿	shift-option-?

**Windows:** In Windows WordPerfect, choose "Symbol" from the "Insert" menu or type control-w. A window pops up in which you can choose a character set (Multinational) and then select the character you want to insert. Double-click on the character you want, to insert it in the text and leave the "symbol" window showing. Click in the text to keep typing.

Short-cut keys for diacritical marks in Word 97 or Office 2000 for Windows NT:

á é í ó ú	ctrl ' (apostrophe) then the letter that goes under it
ü	ctrl + (colon), <i>the letter</i>
~	shift ~ (tilde), then the letter that goes under it (n)
inverted exclamation point ¡	alt/ctrl/shift !
inverted question mark ¿	alt/ctrl/shift ? or alt/?

You can also select characters from the "Insert...Symbol" menu, or make your own shortcut keys. See also Professor Philip Klein's webpage through the Department of Spanish and Portuguese for more useful links.

This syllabus is based on the syllabus developed by Professor Tom Lewis.