

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course SPAN 201

Department Approval	
<u>Yogesh Grover</u> Department Chair	<u>Feb 10</u> Date
<u>ygrover@winona.edu</u> e-mail address	
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	
<u>M. Tamm</u> Dean of College	<u>2-10-14</u> Date
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.	
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 General Education Program Director	 Date
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 Chair of A2C2	 Date
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 President of Faculty Senate	 Date
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 Academic Vice President	 Date
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 President	 Date
Please forward to Registrar.	
Registrar <u> </u> Please notify department chair via e-mail that curricular change has been recorded.	
Date entered <u> </u>	

[Revised 7-13-11]

WINONA STATE UNIVERSITY

REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program SPAN 201

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals *as submitted to A2C2*, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
☒ Completed
- 2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.
☐ Completed ☒ NA
- 2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
☐ Completed ☒ NA
3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
☒ Completed
Name and office phone number of proposal's representative: Vanessa Fernandez Greene x2393
4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
☐ Completed ☒ NA
5. The course name and number is listed for each prerequisite involved in this proposal.
☒ Completed ☐ NA
6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations. ☐ Completed ☒ NA
7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
 - a. The course name and number.
 - b. A brief course description.
 - c. A brief statement explaining why the program should include the course.☐ Completed ☒ NA
8. This course or program revision proposal:
 - a. Clearly identifies each proposed change.
 - b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.☐ Completed ☒ NA
9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
☒ Completed ☐ NA

Yogesh Grover
Department's A2C2 Representative or Alternate

February 3, 2013
Date

[Revised 9-05]

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 1/23/14

SPAN 201 Intermediate Spanish I 4
Course No. Course Name Credits

Prerequisites SPAN102 or equivalent

GEP Goal Area(s):*

CORE GOAL AREAS

- ☐ Goal 1: Communication
☐ Goal 3: Natural Science
☐ Goal 4: Mathematics/Logical Reasoning
☐ Goal 5: History and the Social and Behavioral Sciences
☒ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity
☒ Goal 8: Global Perspective
☐ Goal 9: Ethical and Civic Responsibility
☐ Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

- ☐ Intensive:
- ☐ 1. Writing
 - ☐ 2. Oral Communication
 - ☐ 3. a. Mathematics/Statistics
 - ☐ b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

Vanessa Fernandez Greene 457-2393 vfernandezgreen@winona.edu
Name (please print) Phone e-mail address

[Revised 9-6-11]

GEP CATEGORIES REQUESTED

Goal 6: The Humanities and Fine Arts

Application for SPAN 201 Intermediate Spanish I to satisfy Goal Area 6: The Humanities and Fine Arts

Note: Course already approved to satisfy Goal Area 8: Global Perspectives

COURSE OUTLINE

This course will cover the following topics:

I. Vocabulary: Personal Relationships

Grammar: Present Tense

Ser and Estar

Progressive Forms

Literature and Culture: Relationships in Spain and Latin America

Intercultural Relationships

“Poema 20” by Pablo Neruda

Sonia Sotomayor

II. Vocabulary: Pastimes

Grammar: Object Pronouns

Gustar and other verbs with indirect object pronouns

Reflexive verbs

Literature and Culture: New Mexican Cinema

“Idilio” by Mario Benedetti

Bullfighting

III. Vocabulary: Daily Life

Grammar: The preterite

The imperfect

The preterite and the imperfect contrasts

Literature and Culture: The Royal family in Spain

The family in Spain and Latin America

The art of Diego Velázquez

IV. Vocabulary: Health and Well-being

Grammar: The subjunctive in noun clauses

The imperative: Commands

Por and para

Literature and Culture: The Ciclovía of Colombia

Different medical systems in Spain and Latin America

“Mujeres de ojos grandes” by Ángeles Mastretta

V. Vocabulary: Going on Vacation

Grammar: Comparatives and superlatives

Negative, affirmative, and indefinite expressions

The subjunctive in adjective clauses

Literature and Culture: Central America

La Ruta del café and the Panama Canal

Traveling in Costa Rica

La ruta maya

“La luz es como el agua” by Gabriel García Márquez

VI. Vocabulary: Nature

Grammar: the Future

The subjunctive in adverbial clauses

Prepositions: a, hacia, and con
 Literature and Culture: The Caribbean
 The Rainforest and Coral Reefs
 “El eclipse” by Augusto Monterroso
 Preserving Vieques

STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

(Please note that the sample questions are translated from the Spanish used in class)

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate awareness of the scope and variety of works in the arts and humanities. 	<p>Students will identify, describe and react to a wide variety of works of art, architecture and literature from the target culture.</p> <p>Students will identify and contextualize (period, artist, movement, or important dates, etc.) a wide range of works in the arts and humanities.</p>	<p>Assignments: Students are assigned readings and comprehension questions about artists, architects, musicians, and writers and their works. They then react to these readings in small group and classroom discussions.</p> <p>Sample Group Discussion Question: Who or what is the true subject of “Las Meninas”? The princess and her attendants? The king and queen? Velazquez himself? Art? Discuss the various possibilities and present a theory about the story that the painting tells.</p> <p>Sample Comprehension Question: Is it possible to see evidence of the economic crisis of the 17th century in Velazquez’s paintings? Mention specific details in your answer.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Understand those works as expressions of individual and human values within a historical and social context. 	<p>Students will describe and analyze works of art, architecture and literature from throughout the target culture within the works' historical and cultural contexts.</p> <p>Students will describe and compare works of art, architecture and literature from culturally distinct regions throughout the target culture.</p> <p>Students will explain how different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts.</p>	<p>Assignments: Students describe, analyze, and compare in unit exams Spanish and Latin American artists, architects, musicians, and writers and their works within their historical/cultural context.</p> <p>Students explain in homework assignments and discuss in groups how different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts.</p> <p>Sample Group Discussion Question: Write the portrait of the woman described in the poem from the point of view of the society to which she belongs. Create a fictitious poetic voice, it could be one of the men she describes</p>

		<p>or one of the women who criticize her because of how she dresses. Keep in mind what is expected of her during that time, her physical appearance, etc. Write it in the form of colloquial poetry.</p>
<p><input type="checkbox"/> Respond critically to works in the arts and humanities.</p>	<p>Students will describe and analyze the ideas expressed in works of art, architecture, music, and literature from the target culture.</p> <p>Students analyze diverse linguistic and cultural forms of expression and communication in the target culture.</p> <p>Students will critique works in the arts/humanities.</p> <p>Students will interpret and respond critically to works from various cultures in the arts and humanities.</p>	<p>Assignments: For homework and in group discussions students will:</p> <ul style="list-style-type: none"> • Describe and analyze ideas expressed in works of art and literature • Analyze diverse linguistic and cultural forms of expression and communication in the target culture • Critique works in the arts/humanities • Interpret and respond critically to works in the arts and humanities <p>Sample Group Discussion Questions for a poem read for homework:</p> <p>1. Identify examples of personification in the poem and explain the effect they have on the reader. 2. Explain why the repetitions in the poem are important to the work. 3. Give specific examples of how the poet feels in the poem. 4. Explain why it is important that the poem takes place at night. 5. Provide examples of metafiction in the poem and explain the effect they impart.</p> <p>Sample Group Discussion Question for a short film watched in class:</p> <p>What do you think about the film's ending? Do you think that the characters are fooling each other, or are they helping each other? Why? How is the film's title connected to the events that take place?</p>
<p><input type="checkbox"/> Engage in the creative process or an interpretive performance.</p>	<p>Students will write creative compositions and engage in group situational performances.</p>	<p>Assignments: Students will be asked to write creative compositions and perform situational skits they wrote. They will also participate in improvisational skits in front of the class.</p> <p>Sample situational skit: Write and perform a dialog in which you finish the last scene in the movie. What will</p>

		Irene and Pablo say to each other, now that they have finally met in person?
<input type="checkbox"/> Articulate an informed personal reaction to works in the arts and humanities.	Students will articulate an informed reaction to a variety of works of art, architecture, literature, and music from the target cultures.	Assignments: Students articulate an informed personal reaction to a variety of works of art, architecture, literature, and music from the target cultures in unit exams and group discussions.

COURSE SYLLABUS

Course Syllabus Course Syllabus

College of Liberal Arts Winona State University

Department: Foreign Languages

Course Number: 201

Number of Credits: 4

Prerequisites: 102 or equivalent

Course applies to: University Studies & Gen Ed

Professor: Vanessa Fernández-Greene

Email: vfernandezgreen@winona.edu

Office Phone: 457- 2393

Date of Revision: January 2013

Course Title: Intermediate Spanish I

Frequency of Offering: Yearly

Grading: Pass/Grade/No credit

Office: Minné 126

Office Hours:

Mon, Tues, Thurs: 12-3 p.m.

Mornings and Fridays by appointment (email me to arrange a time)

Course Text and Materials:

Book: *Enfoques* 3rd edition by José Blanco and María Colbert, Vista Higher Learning, 2012

Online Workbook/Lab Manual: SAM/WebSAM passcode

Textbook website (with additional review activities) <http://www.vhlcentral.com/>

Spanish/English dictionary

Course Description

1. Catalog Description

Further development of communication skills. Study of grammar essential to skills. Selected readings in Spanish literature and culture.

2. Statement of major focus and objectives of the course

The course endeavors to prepare students to communicate in Spanish in various situations. The target language will be used as much as possible.

The student in Spanish 201 will:

- a) learn phonological structures in context and practice pronunciation.
- b) build vocabulary by mastering the words of each lesson.
- c) review grammar skills from previous two semesters.
- d) be introduced to the Hispanic culture through media presentations, discussions, and readings.
- e) build listening, speaking, and writing skills that will help in the elimination of direct translation from English to Spanish.

3. Course outline of the major topics

The class will provide a review and more in-depth study of grammar learned in Spanish 101 and 102. Together with tense recognition and usage, the class will focus on building up the student's basic vocabulary from chapter themes addressed in the book.

4. Basic instructional plan and teaching methods utilized

A variety of instructional methods will be used including:

- a) class discussion of reading assignments
- b) media presentations
- c) lecture/questioning
- d) collaborative learning activities

5. Course Requirements

- a) active oral participation in classroom discussions
- b) assigned readings and corresponding questions
- c) workbook exercises
- d) oral presentations
- e) written compositions

6. Academic dishonesty policy: Academic dishonesty will not be tolerated and disciplinary measures will be enforced according to school policy. The first offense will result in an F on the project in question, and a subsequent infraction will result in a failing grade for the course (or worse). Online dictionary use is permitted only to look up definitions of words or phrases. Translation programs are not to be used on complete English sentences, paragraphs, or entire compositions.

7. Grading

The final grade will be comprised of the following elements:

Attendance, class preparation and participation	10%
Online workbook	10%
1 Oral presentation	15%
3 Exams	30%
2 Written compositions	20%
1 Final Exam	15%

Grade Scale:

A 100-90% **B** 89-80% **C** 79-70% **D** 69-60% **F** 59-0%

Note to students with Disabilities: If you have special needs related to a disability that may affect your performance in this course, please arrange an appointment as soon as possible to discuss your needs privately. This includes students who require special circumstances for test taking, as well as students whose health may hinder their class attendance.

COURSE STANDARDS AND POLICES

1. **Class preparation and participation:** Learning a language requires regular study and practice and it is important that students come well prepared to speak in class. You should consider class time not as a period of passive observation, but almost as a performance (like a music lesson or acting class). Every meeting day the topic for the next class will be announced. The student is expected to study it and be prepared to use it in class after the professor has answered any questions. The class will then focus on practicing the day's grammar point and/or discussion of the readings assigned the night before. Students should anticipate classroom activities not only by reading assignments carefully and completing any questions assigned, but also by planning in advance comments or questions about the material along with the proper vocabulary. Absences do not excuse you from work missed and it is your responsibility to inform yourself of any work that is due. All homework assignments will be posted on the class page <http://www.vhlcentral.com/> under "Student Tools."

2. **Attendance:** Since exposure to the language is necessary to achieve a good command of the language, class attendance, participation, and daily preparation are essential. **Unexcused absences of more than 4 classes will result in a drastic reduction of your final participation grade. Absences of more than 4 consecutive classes could result in failure of the course.** In case you are forced to miss a class, please be sure you find out any assignments for the next day and consult the syllabus and the course web page (<http://www.vhlcentral.com/>) regarding the next day's topic in class. If a sudden illness or emergency circumstance results in your inability to attend class in the following circumstances: 1) for more than three consecutive days 2) you have already exceeded the total of 4 unexcused absences for the semester 3) you will be missing a test, presentation, or handing in of assignments, it is imperative that you contact me **at that time** to make arrangements regarding missed classes and late work. Lack of communication with the professor could result in failure of the course.

3. **Late work:** Students are expected to turn in papers, make presentations, and take tests on the date specified. Assignments are due in class the day of the deadline. If you are not in class, it is your responsibility to get the assignment to me via the course website (<http://www.vhlcentral.com/>), another student, or my mailbox in Minne 126 **prior** to the class. Turning in late work will result in one grade less than would have been given for that assignment. (An A will become a B, etc.)

4. **Compositions:** Students will have two written compositions throughout the semester. The first composition will be in-class, with the topic given that same day in class. The second composition will be a take-home assignment and should be typed, double-spaced. Correct punctuation, paragraphing, and correct grammar are expected, as well as coherent organization and effective expression. Online dictionary use is permitted only to look up definitions of words or phrases. Translation programs are not to be used on complete English sentences, paragraphs, or entire compositions.

5. **Oral presentation:** Students will have one graded oral presentation during the semester that can be presented in pairs or groups. It will be a live skit using the vocabulary and grammar points studied in class. Each student will receive an individual grade for his or her presentation. **No notes and no rescheduling will be allowed.** Further details will be given when assigned.

6. **Exams:** Three 50-minute exams and one final exam will be given throughout the semester. NO MAKE-UP exams will be given, unless you provide your instructor with a written, verifiable medical excuse. All make-up exams must be taken within a week of the original scheduled date, or the student will receive a zero for that test.

7. **Final exam:** The final exam will be a comprehensive exam based on the vocabulary, grammar, and class content covered during the semester. More details about the final exam will be given in class so you can prepare adequately for it. **DO NOT MAKE TRAVEL ARRANGEMENTS PRIOR TO THE DATE OF THE FINAL EXAM, AS NO MAKEUP WILL BE GIVEN.**

Course Calendar Spring 2013

* Discretionary changes may be made to the syllabus by the professor when deemed appropriate.

Semana 1 (14 de enero – 17 de enero)

- 14 de enero: Introducción al curso
- 15 de enero: Lección 1: Las relaciones personales vocabulario pp. 2-3; el tiempo presente pp. 14-15
- 16 de enero: el tiempo presente pp. 14-15
- 17 de enero: ser y estar pp. 18-19; *Enfoques*: Parejas sin fronteras pp. 10-12

Semana 2 (21 de enero – 24 de enero)

- 21 de enero: **No hay clase**
- 22 de enero: ser y estar pp. 18-19; *Fotonovela* (más vocabulario) pp. 6-7
- 23 de enero: el progresivo pp. 22-23
- 24 de enero: el progresivo pp. 22-23; *Lectura*: "Sonia Sotomayor" pp. 35-37;

Semana 3 (28 de enero – 31 de enero)

- 28 de enero: *Flash Cultura* "Las relaciones personales"
- 29 de enero: *Cinemateca* "Di algo"; *Lectura*: "Poema 20" de Pablo Neruda p. 31-33
- 30 de enero: Lección 2: Las diversiones vocabulario pp. 42-43; los pronombres pp. 54-55
- 31 de enero: los pronombres pp. 54-55

Semana 4 (4 de febrero – 7 de febrero)

- 4 de febrero: gustar y verbos similares pp. 58-59; *Enfoques*: El nuevo cine mexicano pp. 50-51
- 5 de febrero: gustar y verbos similares pp. 58-59; *Fotonovela* (más vocabulario) pp. 46-47
- 6 de febrero: los verbos reflexivos pp. 62-63
- 7 de febrero: los verbos reflexivos pp. 62-63; *Lectura*: "Idilio" de Mario Benedetti p. 71-73

Semana 5 (11 de febrero– 14 de febrero)

- 11 de febrero: *Lectura*: "El torero: ¿cultura o tortura?" pp. 75-77; repasar para examen #1
- 12 de febrero: *Flash cultura* "El cine mexicano"; repasar para examen #1
- 13 de febrero: **EXAMEN #1 lecciones 1 y 2**
- 14 de febrero: Lección 3: La vida diaria vocabulario pp. 82-83

Semana 6 (18 de febrero – 21 de febrero)

- 18 de febrero: el pretérito pp. 94-95; *Enfoques*: La familia real pp. 90-91
- 19 de febrero: el pretérito pp. 94-95
- 20 de febrero: **No hay clase: University Assessment Day**
- 21 de febrero: el imperfecto pp. 98-99; *Fotonovela* (más vocabulario) pp. 86-87

Semana 7 (25 de febrero – 28 de febrero)

- 25 de febrero: el pretérito y el imperfecto pp.102-103; *Lectura*: "El arte de la vida diaria" pp. 115-117
- 26 de febrero: el pretérito y el imperfecto pp.102-103; *Cinemateca* "Adiós Mamá"
- 27 de febrero: *Flash Cultura* "De compras en Barcelona"; Lección 4: La salud y el bienestar vocabulario pp. 122-123
- 28 de febrero: ****Composición escrita en clase**

Semana 8 (4 de marzo – 7 de marzo)

- 4 de marzo: el subjuntivo pp. 134-136; *Lectura*: "De abuelos y chamanes" pp. 130-131
- 5 de marzo: el subjuntivo pp. 134-136; *Fotonovela* (más vocabulario) pp. 126-127
- 6 de marzo: el subjuntivo pp. 134-136
- 7 de marzo: los mandatos pp. 140-141

Semana 9 (11 de marzo – 14 de marzo)

- 11 de marzo: los mandatos pp. 140-141
- 12 de marzo: los mandatos pp. 140-141; *Lectura*: "Mujeres de ojos grandes" de Ángeles Mastretta pp. 153-155
- 13 de marzo: por y para pp. 144-145
- 14 de marzo: por y para pp. 144-145

Semana 10 (18 de marzo – 21 de marzo)

- 18 de marzo: **No hay clase: vacaciones de primavera**
- 19 de marzo: **No hay clase: vacaciones de primavera**
- 20 de marzo: **No hay clase: vacaciones de primavera**
- 21 de marzo: **No hay clase: vacaciones de primavera**

Semana 11 (25 de marzo – 28 de marzo)

- 25 de marzo: Repaso de capítulo 4; *Cinemateca* "Éramos pocos"
- 26 de marzo: *Lectura*: "La ciencia: la nueva arma en una guerra antigua" pp. 157-159
- 27 de marzo: *Flash Cultura* "Las farmacias"; repaso para examen #2
- 28 de marzo: **EXAMEN #2 lecciones 3 y 4**

Semana 12 (1 de abril – 4 de abril)

- 1 de abril: Lección 5: Los viajes vocabulario pp. 164-165; las comparaciones y los superlativos pp. 176-177
- 2 de abril: las comparaciones y los superlativos pp. 176-177; *Lectura*: La ruta del café pp. 172-173
- 3 de abril: expresiones negativas y positivas pp. 180-181
- 4 de abril: expresiones negativas y positivas pp. 180-181; *Fotonovela* (más vocabulario) pp. 168-169

Semana 13 (8 de abril – 11 de abril)

- 8 de abril: el subjuntivo en cláusulas adjetivales pp. 184-185; *Lectura*: "La luz es como el agua" de Gabriel García Márquez pp. 193-195
- 9 de abril: el subjuntivo en cláusulas adjetivales pp. 184-185
- 10 de abril: **Presentaciones orales**
- 11 de abril: **Presentaciones orales**

Semana 14 (15 de abril – 18 de abril)

- 15 de abril: el subjuntivo en cláusulas adjetivales pp. 184-185; *Lectura*: La ruta maya pp. 197-199
- 16 de abril: *Flash Cultura* "¡Buen viaje!"; repaso para examen #3
- 17 de abril: **Examen #3 lección 5**
- 18 de abril: Lección 6: La naturaleza vocabulario pp. 204-205

Semana 15 (22 de abril – 25 de abril)

- 22 de abril: el futuro pp. 216-217; *Lectura*: "El Eclipse" de Augusto Monterroso pp. 233-235
- 23 de abril: el futuro pp. 216-217

- 24 de abril: el subjuntivo en cláusulas adverbiales pp. 220-221; *Enfoques*: "Los bosques del mar" pp. 212-213
- 25 de abril: el subjuntivo en cláusulas adverbiales pp. 220-221; *Fotonovela* (más vocabulario) pp. 208-209

Semana 16 (29 de abril – 2 de mayo)

- 29 de abril: Repaso del subjuntivo; preposiciones pp. 224-225
- 30 de abril: preposiciones pp. 224-225; *Lectura*: "La conservación de Vieques" pp. 237-239
- 1 de mayo: *Flash Cultura* "Un bosque tropical"; Repaso del examen final
- 2 de mayo: Repaso del examen final; ****Entregar composición final**

The Final Exam schedule for Spring 2013 is as follows:

- Spanish 201-01 (10 a.m.): Wednesday, May 8, 2013 Somsen 327 8 a.m. -10 a.m.
- Spanish 201-02 (11 a.m.): Thursday, May 9, 2013 Somsen 327 8 a.m. -10 a.m.