



DETECTIVE APPRENTICES

Students will write a detective story as their final project. Since there are 9 groups, we will have two independent stories: Story A and B. Each group will be responsible for writing one chapter of either story A or story B (200 words) and record a video (2minutes) of their chapter.

Each chapter should have narration (brief) and dialogue. Students will be performing the dialogues and recording them, and they will upload their videos in the course website. After the first group sets the story in motion, the other groups will take up the story where the previous group left it. In order to do this, all the videos and their transcripts will be available in the SPAN 110 website, under “Aprendices de detective”.

GROUP RESPONSABILITIES

STORY A	STORY B
<p>Group one: Introduction of the characters of the story. (Who are they? What are they like? Where are they? etc....)</p> <p>Students will describe each of the 4/5 characters of the story (both physically and psychologically) and the settings (choose a city in a Spanish speaking country) in depth. End with a final question for the next group.</p>	<p>Group one: Introduction of the characters of the story. (Who are they? What are they like? Where are they? Etc....) and pose the case (what has happened).</p> <p>Students will describe each of the 4/5 characters of the story (both physically and psychologically) and the settings (chosed a city in a Spanish speaking country) in a slightly less detailed way than the story A. They will end the chapter with the mystery to be solved (a kidnap, a murder, a robbery etc...) End with a final question for the next group.</p>
<p>Group two: Pose the case. (What is the problem? What has happened?)</p> <p>Students will explain the case that the detective and assistants will have to solve. End with a final question for the next group.</p>	<p>Group two: Development of the story (What does the detective(s) do to solve the case)</p> <p>Students will provide more details of the mystery and will describe the steps given by the detective and assistants in order to solve the case. End with a final question for the next group.</p>
<p>Group three: Development of the story (What does the detective(s) do to solve the case)</p> <p>Students will describe the actions of the detective in order to solve the case. End with a final question for the next group.</p>	<p>Group three: Development of the story II (What else does the detective(s) do to solve the case)</p> <p>Students will describe the new actions taken by the detective and assistants in order to solve the case. End with a final question for the next group.</p>
<p>Group four: development of the story II (What other/same actions does the detective do?)</p> <p>Students will continue describing the actions of the detective to solve the mystery End with a final question for the next group.</p>	<p>Group four: conclusion (How the story ends)</p> <p>Students will solve the case.</p>
<p>Group five: conclusion (How does the story end?)</p> <p>Students will solve the case</p>	

DUE DATES

	Written story due* ¡Importante! You need to contact John Kunhardt 24 hours prior to getting the cameras and the headphones jwkunhardt@amherst.edu Also, Choose a member of the group to pick up and return the camera (same person)	Video due
1 st Group	27 September	5 October
2 nd Group	7 October	19 October
3 rd Group	25 October	4 November
4 th Group	8 November	16 November
5 th Group	18 November	5 December

Estructuras gramaticales

Group one: Saludos, presentaciones y despedidas. Números. Vocabulario: días de la semana, meses y estaciones del año. Nombres, artículos determinados e indeterminados, adjetivos para describir lugares y personas. Concordancia. Interrogativos y formación de preguntas. Verbos Ser, Estar, Ir, Hacer, Tener que + infinitivo. Tiempo presente de verbos regulares e irregulares.

Group two: Vocabulario: Alimentos, aparatos y utensilios. Actividades cotidianas. Pronombres reflexivos. Adjetivos y pronombres posesivos. Adverbios que terminan en mente y de frecuencia de tiempo. Expresiones con tener. Tiempo presente y presente perfecto. Participio pasado. Preposiciones de lugar.

Group three: Presente y presente perfecto. Describir narraciones en el pasado. Pronombres de complemento directo e indirecto. “A” personal, mandatos con Tú. Vocabulario: ropa, profesiones, deportes.

Group four: Pronombres y adjetivos demostrativos. Comparativos y superlativos. Verbo gustar y similares. Pretérito de verbos regulares e irregulares. Vocabulario general.

Group five: Contraste Tiempos pretérito e imperfecto de verbos regulares e irregulares. Tiempo Pluscuamperfecto. Preposiciones por y para. Vocabulario general.

Each group should include as many as possible of the structures above-mentioned.

EVALUATION OF THE PROJECT

Written story (Use of grammar structures and vocabulary learnt in class, imagination and cohesion)	50% Group
Video (Characterization, pronunciation, and intonation)	40% Group
Group peers' grade (Involvement and cooperation of each member of the group)	10% Individual