

DEPARTMENT OF SPANISH AND PORTUGUESE
Spanish and Portuguese Language Programs
Fall 2014 - SPAN 220: Spanish III MW

Blackboard: <http://blackboard.usc.edu>
Textbook Website: http://college.cengage.com/site_engine/#0840066767

Instructor: <u>Dr. Marie Enright</u>	Section: <u>62105</u>
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Office Location: <u>THH 266</u>	Class Time: <u>2-3:50pm M/W</u>
Office Hours: <u>T/Th 2-3:30pm and by appointment</u>	Class Location(s): <u>VKC 107</u>

REQUIRED COURSE MATERIAL

- **Textbook:** Hershberger, R., Navey-Davis, S., & Borrás Álvarez, G. (2012). *Plazas: Lugar de encuentros* (Vol. 3). ISBN: 9781285903941
- **Workbook:** The workbook will be available on Blackboard. You need to purchase code that comes with the textbook. You can purchase the code separately from the textbook: ISBN: 9781285832180.

IMPORTANT DATES

- **Last day to drop a class without a mark of "W,"** **September 12, 2014**
 - **Last day to drop a class with a mark of "W"** **November 14, 2014**
- FINAL EXAM: Saturday, December 13, 11:00 a.m.-1:00 p.m.; LOCATION TBA**

COURSE OBJECTIVES

This is a course aimed at those students who wish to attain a working knowledge of Spanish, and the objective conditions will be created whereby all students can have a successful learning experience. Students will:

- continue to develop their communicative skills.
- understand simple ideas expressed by other speakers.
- use Spanish to communicate ideas about self, family, study, work, daily routines, leisure activities, houses, furniture, chores, health, food, shopping, vacations and festivals, traveling, relationships, environmental issues, arts and entertainment, politics, and technology.
- interact with authentic Spanish texts on a variety of subjects.
- attain an increased awareness of and cultural sensitivity to the Spanish language.
- gain knowledge of some social and historical aspects of the Spanish-speaking world.
- learn more about the Spanish-speaking communities in Los Angeles.

The Language Program at USC teaches language communicatively which means that all courses are taught in Spanish, except for brief moments of English when absolutely necessary to facilitate the flow of the course. In a communicative language class, students are expected to be active co-participants in their own learning. **This requires that you come to class prepared to engage in the day's work by having read all required material and completed all assignments listed on the schedule (pp. 9-12).**

The content of the Spanish classes and the way in which students' work is assessed are based on the theoretical and pedagogical guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL). These are summarized in the *National Standards for Foreign Language Education* (ACTFL, 2006), whose main goals of instruction are as follows:

COMMUNICATION: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD

- **Standard 5.1:** Students use the language both within and beyond the school setting.
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. (Source: <http://www.actfl.org/publications/all/national-standards-foreign-language-education>)

The activities and homework assignments that you will complete in class and the assessment tools with which your work will be evaluated have been created to accomplish and reflect the instructional objectives described in the Standards. The content of your class has also been designed to develop your ability to communicate in three different modes—interpersonal, interpretive, and presentational:

Interpersonal	Interpretive	Presentational
• Active negotiation of meaning among individuals	• Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	• Creation of messages
• Participants observe and monitor one another to see how their meanings and intentions are being communicated	• One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer	• One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
• Adjustments and clarifications are made accordingly	• Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective	• To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture
• Speaking and listening (conversation); reading and writing (text messages or via social media)	• Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	• Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

Source: ACTFL (2012). *ACTFL Performance Descriptors for Language Learners: 2012 Edition*. Alexandria, VA: ACTFL.

ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

The Language Program supports and follows the Student Conduct Code in the Scampus. Please familiarize yourself with this code as it governs acceptable classroom behavior, describes what constitutes cheating or plagiarism, and defines the procedure for responding to code violations. For the purposes of the Language Program, every task assigned by an instructor is an individual assignment unless specifically, stated otherwise. **There may be no collaboration amongst students, no collaboration with tutors in the completion of assignments, and no use of online translation programs.** See the Statement on Academic Integrity for more specific information. Language Program instructors are required to report all acts of suspected academic dishonesty to Student Judicial Affairs and Community Standards (SJACS).

In order to have a classroom environment conducive to learning and free of distractions, we ask that you turn your cell phones to silent or vibrate (or off) prior to entering your Spanish class. You are allowed to use your laptop or tablet during your regular classes, but you cannot turn them on during any of your exams. In addition, you may not take out any devices during examinations or it will be considered an attempt to gain an unfair academic advantage and you will be referred to SJACS.

ACCOMODATION IN THE LANGUAGE PROGRAM: DSP

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please present your letter of accommodation to your instructor as early in the semester as possible, preferably during the first week of classes. Arrangements for accommodations for chapter exams are done individually with your instructor. Requests for accommodations for final exams require the DSP test proctoring form, signed by the student and the professor and submitted to DSP by the student, two weeks prior to the beginning of the final exam period. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

CONTACT WITH INSTRUCTORS

Your first contact is your instructor who may be reached through email, by telephone, or in person during office hours or by appointment. You can find contact information for the Program and the faculty on the Language Program page of the Department of Spanish and Portuguese <http://dornsife.usc.edu/spanish/faculty/>.

COURSE EVALUATION

The evaluation system is based on students' ability to participate actively and effectively in a wide variety of language related activities both in and out of the classroom. This entails a kind of apprenticeship into the language and progress is a result of the students' own efforts. A strategy of continuous application and fulfillment of course requirements will enable students to exercise a great deal of direct control over their final grade for this course.

SUMMARY OF DISTRIBUTION OF GRADES

EVALUATION PROCEDURES	%
<u>Effort and Preparedness (24%)</u>	
Class Preparedness (Class-checked Homework) and Participation	16
Blackboard Homework	8
<u>Interpersonal (20%)</u>	
Short Conversation with Partner (4 minutes per student per conversation)	8
Final Interview with Instructor (10 minutes)	12
<u>Interpretive, Interpersonal, and Presentational (15%)</u>	
Three Portfolio Entries (Activities and Reflection)	15 (5% each)
<u>Summative Assessment: Interpretive and Presentational (41%)</u>	
Three Chapter Exams	21 (7% each)
Final Written Exam	20
TOTAL	100

GRADING SYSTEM

PERCENTAGES	LETTER GRADE
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

EXPLANATION OF EVALUATION PROCEDURES

1. Make Up Policy

Be aware that the Language Program has a Make Up Policy, and that all course work responds to it. This means that in order to make up any work (specific assignments, exams, etc.) that you miss, you must present valid, original documentation to your instructor.

General university policy states that students who can verify that they were prevented from completing assignments due to illness or religious holidays are permitted to make up the work they missed. Students who miss class because of their performance in university-sponsored events, such as athletic competitions, fine-arts performances, ROTC activities, etc. are also allowed to make up the work they missed. The other valid reason for making up work is a death in the immediate family. Personal reasons for missing class cannot be excused. These include personal trips to attend university-sponsored events as a spectator, to visit family, to attend weddings (and the like), to attend court (except for jury duty), and other personal reasons, even when plane tickets have been purchased. To make up missed class work, consult your instructor. Give your instructor the original of your excuse, who will verify it and attach it (or a copy of it) to the grade sheet.

In order to assist you, we have summarized below the different components of the Spanish courses. If after reading these sections, you have questions about your course, please be sure to ask your instructor.

2. Use of Spanish and Instructors' Feedback

This is a Spanish course, therefore it will be taught in Spanish. However, your instructor may occasionally use English if it is deemed pedagogically appropriate. For example, when providing feedback on the result of an exercise or assessment tool (e.g., a quiz), he/she may resort to English to ensure full understanding of the reason why an error was made, and to provide practical suggestions for improvement. To benefit from this course and to acquire a greater understanding of the language, students are expected to speak Spanish as much as possible in class.

Throughout the semester, instructors will make constructive comments on students' errors with the objective of helping students to recognize weaknesses in their learning process, and, above all, to provide them with ways to improve. You should take advantage of your instructors' comments, following suggestions for improvement and continuing using Spanish actively. Your instructor's feedback should not be seen as a form of criticism, but as another facet of the learning process.

3. Preparedness, Participation, and Attendance

Purpose:

- To provide multiple evaluations of participation (oral and written) and engagement.
- To help you prepare for your in-class work.

Participation consists of the assessment of the quality of the student's contributions to the class and language learning. Participation is not an attendance grade, but rather a measure of each student's language learning activity. If you appear not to be prepared (e.g., if you haven't completed the exercises assigned the previous class), your grade will reflect this. If you are prepared and do not participate, your grade will suffer similarly. We expect that all students will engage in the course in ways that will advance language learning.

Participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Spanish as the language of communication in the classroom. You are expected to use Spanish to communicate with your fellow students and instructor at all times during your class (except when discussing your grades or any administrative matters related to your class). If you are absent and excused, you will earn the average of your performance for participation. You may consult with your instructor about your participation throughout the semester. Your participation grades will be posted on Blackboard in weeks 3, 7, 11, and 15.

Any unexcused absence will result in a **grade of ZERO** for the **"participation" component on each day (or hour) absent**, as well as, a **grade of ZERO** will be given for any exams, assignments, or participation grade sheets that are not handed in or completed as a result of an unexcused absence. **This grade will be included in your total participation grade calculation.**

Students must provide original documentation for all valid absences. For illness, a medical excuse from a doctor or other appropriate health-care provider is required and is subject to confirmation. Students using the University Park Health Center should have a valid release on file at the UPHC with their instructor's name on it. For university-sponsored events, an original memo from the appropriate advisor must be provided. Documentation from a newspaper, funeral, memorial service, etc., must be provided in the event of absence due to a death in the immediate family.

In-class Homework: Each day before class, students are expected to have the material outlined on the schedule (pp. 8-11) completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor). **Any incomplete work will receive a grade of zero and a loss of points for the "Participation" component of the course.**

4. Homework

Purpose:

- To give you the opportunity to experiment with and use Spanish in a variety of activities/contexts.
- To help you prepare for your in-class work.

How it works:

Blackboard Homework

- You will do your workbook exercises and practices outside of class in an electronic workbook. Use a web browser and go to the myusc portal <https://my.usc.edu/portal/guest.php> or the Blackboard website <https://blackboard.usc.edu>. Once inside Blackboard, click on your Spanish class. Blackboard is the framework for the electronic workbook. You will also have to enter the key in your book to access the assignments. Your instructor can assist you with this matter.
- To do your assignment, click on the **Mandatory Homework** icon. Click on the lesson you are working on (note the deadlines), and go to an activity. **You need to do the activities in both the Mandatory Workbook Exercises and Mandatory Lab Manual Exercises** folders. To prepare for the activities, read the lesson in the text before starting your homework exercises. Note that most activities will direct you to the appropriate pages in your text if you encounter difficulties.
- An assignment consists of every single activity for the lesson. There are approximately twenty-five activities per lesson. All the activities for each lesson are machine-scored, and some will accept multiple correct answers. Pay attention to spelling, capitalization, punctuation, and accentuation as you complete your work.
- Your scores are housed in the Blackboard grade book. You may check your scores at any time. You may repeat an exercise as many times as you would like. You must, however, complete the activities **by the deadline stated in the schedule.** **You will not have access to the online BB exercises after the deadline.** You must complete all of the assignments for each of the lessons for your level unless otherwise instructed. No assignments will be dropped. **Activities that are not done or not submitted for scoring (work saved, but not submitted for scoring) are computed as a zero.**
- **NOTE:** When doing your workbook, if you open multiple instances (windows) of Bb, submit your activities for scoring from the original instance (window) of Bb. It is the original instance that the system uses to record your grades.

5. Conversation with Partner

Purpose:

- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode

How they work:

You will be required to participate in **a short oral conversation** with a partner. This conversation will be presented in front of your instructor. **The oral conversation will last 8 minutes** (approx. 4 minutes per student). The dates for the conversation are listed on the schedule. **The topics of the conversation will NOT be announced beforehand;** however they will be based on the topics covered in class, for example in the **A conversar, En contexto, and A comunicarnos sections of each chapter.**

6. Final Oral Interview

Purpose:

- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode

How it works:

The final oral interview will consist of a one-on-one conversation with your instructor. It will be conducted at the end of the semester, and you will be evaluated with regard to the expected proficiency level of students in your course. **The interview will last at least 10 minutes.**

7. Portfolio

Purpose: To give you the opportunity to work on different oral and written texts, to interact with native speakers, and to know more about the target culture.

How it works:

You will have to complete **three portfolio tasks** related to the topics discussed in class. These tasks will require you to work with authentic materials, or to use Spanish in the community, and to write reflections on your experience. The completed assignments will be submitted online (on Blackboard) on the deadline established in the schedule. Further details about the portfolio entries will be provided by your instructor at a later date during the semester.

Portfolio Alternative Activities

Students can participate in three projects with the USC and LA communities instead of completing the portfolio assignments.

1. Lingua Franca: *Lingua Franca* is a community outreach program that allows students enrolled in Span 220 to collaborate with the USC Child Development center at the UPC campus: <http://www.cclc.com/center/ca/upc-child-development-center>. This service-learning program provides students with the opportunity to share their skills and talents with the children of the USC Child Development Center, while practicing their Spanish and increasing their awareness of USC's culturally and socially diverse neighborhood.

As part of this program, students will prepare and conduct a mini-course consisting of **4 on-site classes**. These 30-minute long classes will be conducted at the UPC Child Development Center, and must be related to one of the following fields: art, literacy, music, dance, sports, games, science, etc. Students are also required to complete **3 written assignments** in Spanish to reflect on their service-learning experience.

Applications: Applications for the *Lingua Franca* program are due by Friday, September 12, 2014. Students will have to fill out the application form on Blackboard, and email it to Professor Liana Stepanyan (lstepany@usc.edu). Please note that we accept a limited number of applications per semester.

Evaluation: Students will be evaluated based on their on-site classes (70%) and written assignments (30%). Their participation in this project will count for the 15% allotted to the "Portfolio" category.

2. Feliz En Español: *Feliz En Español* is a community outreach program that allows students enrolled in SPAN220 to collaborate with Los Feliz Charter School for The Arts (<http://www.losfelizarts.org>). This service-learning program provides students with the opportunity to share their skills and talents with the children of LFCSA, while practicing their Spanish and increasing their awareness of a culturally and socially diverse neighborhood of Los Angeles.

As part of the program, students will prepare and teach **3 on-site classes** at LFCSA during the after-school program. These 45-minute long classes must be related to one of the following fields: art, literacy, music, dance, sports, games, or science. Children's age ranges from 6 to 9 years old. If needed, transportation to the site will be provided by the school. After each visit to LFCSA, students will be required to complete **3 written assignments** in Spanish to reflect on their service-learning experience.

Applications: Applications for the *Feliz En Español* program are due by Wednesday, September 3, 2014. Students will have to fill out the application form on Blackboard, and email it to Professor Mercedes Fages Agudo (fagesagu@usc.edu). Please note that we can only accept a limited number of applications per semester.

Evaluation: Students will be evaluated based on their on-site classes (70%) and written assignments (30%). Their participation in this project will count for the 15% allotted to the “Portfolio” category.

3. Joint Educational Project (JEP): JEP is a voluntary activity that can be used in lieu of the portfolio assignments for this class. It is a community service project that trains students and sends them into the local schools, community centers, and health clinics. At the beginning of the semester, a representative from JEP will visit your class and explain the program. It is an excellent cultural and linguistic experience and will enhance speaking, listening, and writing skills in Spanish. Students who participate will submit a portfolio with all their activities and assignments at the JEP site towards the end of the semester (April 23 or 24, depending on class schedule), and they will be assessed with the same criteria used for the assessment of portfolios. Students who are accepted in the JEP program will receive more information about requirements, assignments, and assessment at the JEP introductory meeting. **You can learn more about the JEP program at <http://dornsife.usc.edu/joint-educational-project/>**

8. Chapter Exams

Purpose: To validate comprehension of material in the chapter (interpretive and presentational modes), and to allow students to assess their knowledge of the material learned.

How they work:

Each exam may cover any and all of the material related to a particular lesson, and it will consist of reading and listening comprehension exercises and a short composition. The exams are significant measurements of your comprehension of the material in the lesson and should be viewed as interim assessments with regard to the final exam. The number of items on an exam is variable.

9. Final Exam

Purpose: To evaluate your progress in the acquisition of Spanish in the interpretive and presentational modes.

How it works:

The exam will cover the material learned in all the chapters discussed during the semester, and it will consist of reading and listening comprehension exercises and a composition.

TEMARIO/SCHEDULE:

- The **instructor** reserves the right to make changes to the schedule (excluding exams and composition dates) if he/she deems it pedagogically appropriate.
- The student is responsible for the notes/material from any classes missed.
- **Remember** to bring your textbook to class every day. You are responsible for all the material assigned that is listed on each day, and **you are required to complete ALL assigned activities** listed on the schedule or any assigned by the instructor **BEFORE** you come to class.
- **NOTE:** Any incomplete or late assignments will receive an automatic grade of **ZERO**.

Week/Date	Content
01 25-28 August	<u>Monday 25:</u> Syllabus, Introductions <u>Capítulo 11: El mundo del trabajo</u> Vocabulario 1 (pp. 354-355); ¡A practicar! (p. 356): 11-1, 11-2; ¡A conversar! (p. 357): 11-3, 11-4 <u>Wednesday 27:</u> En contexto (pp. 358-359); Estructura 1 (pp. 360-361); ¡A practicar! (p. 362): 11-5, 11-6, 11-7; ¡A conversar! (p. 363): 11-8, 11-9; Encuentro cultural (pp. 364-365); Vocabulario 2 (pp. 366-367); ¡A practicar! (p. 368): 11-10, 11-11, 11-12
02	<u>Monday 1:</u> No hay clases: Labor Day

1-4 September	<p><u>Wednesday 3:</u> ¡A conversar! (p. 369): 11-14; Estructura 2 (p. 370); ¡A practicar! (p. 371): 11-15, 11-16 ¡A conversar! (p. 371): 11-18; ¡Así se dice! (p. 372); ¡A practicar! (p. 373): 11-19; ¡A conversar! (p. 373): 11-20, 11-21 ¡A escribir! (p. 384): to write and hand in]</p>
03 8-11 September	<p><u>Monday 8:</u> Estructura 3 (pp. 374-376); ¡A practicar! (pp. 377-378): 11-22, 11-23, 11-24, 11-25, 11-26; A comunicarnos! (p. 385); ¡A repasar! (pp. 386-387); ¡A leer! (pp. 382-383) Workbook Blackboard Activities for Capítulo 11 due on Tuesday, September 9 at 11:59 p.m. <u>Wednesday 10:</u> Actividad extra (BB)/Review <u>Examen 1: contenidos del capítulo 11</u> <u>Nota de participación 1</u></p>
04 15-19 September	<p><u>Monday 15: Capítulo 12: El medio ambiente</u> Vocabulario 1 (pp. 390-391); ¡A practicar! (p. 392): 12-1, 12-2, 12-3; ¡A conversar! (p. 393): 12-4, 12-6 En contexto (pp. 394-395); Estructura 1 (pp. 396-397); ¡A practicar! (p. 398): 12-7, 12-8, 12-9, 12-10 <u>Wednesday 17:</u> ¡A conversar! (p. 399): 12-11, 12-13; Encuentro cultural (pp. 400-401) Vocabulario 2 (pp. 402-403); ¡A practicar! (p. 404): 12-14, 12-15, 12-16, 12-17; [A escribir (p. 414): to write and hand in]</p>
05 22-25 September	<p><u>Monday 22:</u> ¡A conversar! (p. 405): 12-18, 12-20; ¡A ver! (pp. 410-411) Actividad extra (BB)/Review <u>Wednesday 24:</u> ¡A leer! (pp. 412-413); ¡A comunicarnos! (p. 415—don't do point 4 in "En acción"); ¡A repasar! (pp. 416-417): Actividad 2 <u>Portfolio Entry 1 Due</u> Class presentation of portfolio (or alternative options) projects #1: Prepare a brief presentation (2 minutes) on your conversation for Portfolio 1 or the work you've done so far for Lingua Franca, Los Feliz En Español, or JEP to share with your classmates. This presentation is mandatory, and it will count towards your in-class homework participation grade. Workbook Blackboard Activities for Capítulo 12 due on Sunday, September 28 at 11:59 p.m.</p>
06 29-30 September 1-2 October	<p><u>Monday 29: Capítulo 13: El mundo del espectáculo</u> Vocabulario 1 (pp. 420-421); ¡A practicar! (p. 422): 13-1, 13-3; ¡A conversar! (p. 423): 13-5, 13-6 En contexto (pp. 424-425); Encuentro cultural (pp. 430-431); Vocabulario 2 (p. 432-433); ¡A practicar! (p. 434): 13-15, 13-16 <u>Wednesday 1:</u> En contexto (pp. 424-425); Encuentro cultural (pp. 430-431); Vocabulario 2 (p. 432-433); ¡A practicar! (p. 434): 13-15, 13-16 ¡A practicar! (p. 434): 13-17; ¡A conversar! (p. 435): 13-19, 13-20; [A escribir (p. 444): to write and discuss in class]</p>
07 6-9 October	<p><u>Monday 6:</u> Estructura 2 (p. 436); ¡A practicar! (pp. 437-438): 13-21, 13-22, 13-23, 13-24; ¡A conversar! (p. 439): 13-25 ¡A conversar! (p. 439): 13-26; 13-27; ¡A ver! (pp. 440-441); ¡A leer! (p. 442-443) <u>Wednesday 8:</u> ¡A comunicarnos! (p. 445): "En acción"—only points 1, 2, 4, 5, 6, and 7; ¡A repasar! (p. 447): Actividades 3 y 4 Actividad extra (BB)/Review</p>

	<u>Nota de participación 2</u> Workbook Blackboard Activities for Capítulo 13 due on Sunday, October 12 at 11:59 p.m.
08 13-16 October	<u>Monday 13: Examen 2:</u> contenidos de los Capítulos 12 y 13 Conversation with Partner (8 minutes at time designated by instructor) <u>Wednesday 15:</u> Conversation with Partner (8 minutes at time designated by instructor) <i>Capítulo 14: La vida pública</i> Vocabulario 1 (pp. 450-451); ¡A practicar! (p. 452): 14-1, 14-2, 14-3; ¡A conversar! (p. 453): 12-5
09 20-23 October	<u>Monday 20:</u> En contexto (pp. 454-455); Estructura 1 (p. 456); ¡A practicar! (p. 457): 14-6, 14-7, 14-8, 14-9 ¡A conversar! (pp. 458-459): 14-10, 14-11, 14-12, 14-13 <u>Wednesday 22:</u> Encuentro cultural (pp. 460-461); Vocabulario 2 (pp. 462-463); ¡A practicar! (p. 464): 14-15, 14-16, [14-17: to write and hand in] Estructura 2 (pp. 466-467); ¡A practicar! (p. 468): 14-21, 14-22, 14-23; ¡A conversar! (p. 469): 14-26
10 27-30 October	<u>Monday 27:</u> Actividad extra (BB)/Review ¡A ver! (pp. 474-475) (don't do Actividad 2); ¡A leer! (pp. 476-477); ¡A comunicarnos! (p. 479) (don't do #6); Review <u>Wednesday 29:</u> ¡A repasar! (p. 480): Actividades 1 y 2 Portfolio Entry #2 due Class presentation of portfolio (or alternative options) projects #2: Prepare a brief presentation (2 minutes) on your conversation for Portfolio 2 or the work you've done so far for Lingua Franca, Los Feliz En Español, or JEP to share with your classmates. This presentation is mandatory, and it will count towards your in-class homework participation grade. Workbook Blackboard Activities for Capítulo 14 due on Sunday, November 2 at 11:59 p.m.
11 3-6 November	<u>Monday 3:</u> Review of Tenses/Oral Practice <i>Capítulo 15: Los avances tecnológicos</i> Vocabulario 1 (pp. 484-485); ¡A practicar! (p. 486): 15-1, 15-2, 15-3; ¡A conversar! (p. 487): 15-5 <u>Wednesday 5:</u> ¡A conversar! (p. 487): 15-6; Encuentro cultural (pp. 494-495); Vocabulario 2 (pp. 496-497); ¡A practicar! (p. 498): 15-14 ¡A practicar! (p. 498): 15-12, 15-13; ¡A conversar! (p. 499): 15-15, 15-16 <u>Nota de participación 3</u>
12 10-13 November	<u>Monday 10:</u> ¡A escribir! (p. 506): to write and bring to class: peer review Actividad extra 1 (BB) and Review <u>Wednesday 12:</u> ¡A ver! (p. 502) & extra comprehension activities (BB); ¡A leer! (pp. 504-505) Review of past tenses, future, conditional/ Review of vocabulary Workbook Blackboard Activities for Capítulo 15 due on Sunday, November 16 at 11:59 p.m.
13 and 14 17-20 November 24-25 November 26-29 November: Thanksgiving Holiday	<u>Monday 17:</u> Actividad extra 2 (BB) and Review Review of past tenses, future, conditional/ Review of vocabulary <u>Wednesday 19:</u> Review of past tenses, future, conditional/ Review of vocabulary <u>Examen 3:</u> contenidos de los Capítulos 14 y 15 <u>Monday 24:</u> Review for Final Exam Review for oral interview

15 1-4 December	<p><u>Monday 1:</u> Course Evaluations (First 10 minutes of class) Oral interviews (10 minutes per student at time designated by instructor)</p> <p><u>Wednesday 3:</u> Oral interviews (10 minutes per student at time designated by instructor) <u>Portfolio Entry 3 due</u> <u>Nota de participación 4</u></p> <p>FINAL EXAM: Saturday, December 13, 11:00 a.m.-4:00 p.m.; LOCATION TBA</p>
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