Blackboard:  http://blackboard.usc.edu

Instructor:  David Zarazúa  
Section:  62042  
E-mail:  zarazua@usc.edu  
Phone number:  213-740-1258  
Office Location:  THH 156L  
Class Time:  M-Th 10-10:50  
Office Hours:  M-Th 9-9:40 or by appt.  
Class Location(s):  TRF 152

REQUIRED COURSE MATERIAL

- Workbook:  Follow the instructions on Blackboard (under Online Homework) to register for the online workbook.

IMPORTANT DATES

- Last day of to add the course or change letter grade to pass/no pass  
  Friday, January 27, 2017
- Last day to drop a class without a mark of "W" or change pass/no pass to letter  
  Friday, February 24, 2017
- Last day to drop a class with a mark of “W”  
  Friday, April 7, 2017

Final Exam:  Saturday, May 6th, 4:30 pm to 6:30 pm (location TBA)

COURSE OBJECTIVES

Interpersonal:

- List ideas and exchange basic information with members of their class on topics related to everyday life;
- Communicate using phrases and simple sentences;
- Effectively participate in controlled interactions with classmates and native speakers;
- Begin to use linguistic strategies to communicate lack of understanding and to ask for help;
- Begin to monitor their own language use;
- Perform the following functions and tasks:
  - talk about foods, beverages, and dining;
  - identify and talk about food and beverages in a restaurant;
  - identify and talk about clothing and accessories;
  - talk about shopping experiences;
  - talk about holidays and special events;
  - inquire and provide information about people, places and events;
  - talk about transportation, lodging and other aspects of traveling; and
  - share information about personal relationships and events like marriage.

Presentational:

- Write messages, short articles, and reports on a variety of topics using phrases and complete sentences;
- Make rehearsed presentations on a variety of familiar topics using phrases and simple sentences (e.g., tell a simple story, describe a trip, talk about favorite events or celebrations);

Interpretive:

- Identify the main idea and some details on a number of familiar and personal topics in both oral and simple expository texts;
- Demonstrate understanding of authentic written texts (e.g., menus, websites, public signs, ads, blogs, songs).
SPANISH LANGUAGE PROGRAM OBJECTIVES

Upon successful completion of the Spanish basic language program (3 courses), 80% of students will be able to:

Interpersonal:
• Communicate and exchange information on a number of familiar topics using sentences and strings of sentences;
• Ask a number of questions;

Presentational:
• Make rehearsed presentations on a variety of familiar topics using sentences and strings of sentences;
• Write on a variety of familiar topics using strings of sentences and simple paragraphs;

Interpretive:
• Identify the main idea and some details, as well as demonstrate understanding of, visual, oral and written texts (e.g., dialogues, film/TV clips, and radio) on a variety of familiar topics;

Cultures, Connections, Comparisons and Communities:
• Note similarities and differences between their own and target cultures in a variety of familiar contexts;
• Demonstrate knowledge of cultural topics introduced in class, and provide simple analysis and critique of the products of the target culture (e.g., film, literature, art, media);
• Demonstrate the ability to use the target language beyond the classroom to interact and collaborate in their community;
• Demonstrate a greater awareness of the Hispanic community in the LA area through reflections in English and the target language.

These goals require 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 (p. 10 and on).

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:

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Interpretive</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Active negotiation of meaning among individuals</td>
<td>• Interpretation of what the author, speaker, or producer wants the receiver of the message to understand</td>
<td>• Creation of messages</td>
</tr>
<tr>
<td>• Participants observe and monitor one another to see how their meanings and intentions are being communicated</td>
<td>• One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer</td>
<td>• 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</td>
</tr>
<tr>
<td>• Adjustments and clarifications are made accordingly</td>
<td>• 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</td>
<td>• To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture</td>
</tr>
<tr>
<td>• Speaking and listening (conversation); reading and writing (text messages or via social media)</td>
<td>• Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials</td>
<td>• Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)</td>
</tr>
</tbody>
</table>


ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct/](http://policy.usc.edu/scientific-misconduct/).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu/](http://equity.usc.edu/) or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men [http://www.usc.edu/student-affairs/cwm](http://www.usc.edu/student-affairs/cwm) provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.
SUPPORT SYSTEMS

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

ACCOMMODATION 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 3601 Watt Way, Grace Ford Salvatori Hall 120, and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. They can be reached via email at ability@usc.edu.

RESEARCH:

The Department of Spanish and Portuguese routinely conducts research on instructional practices. This research provides valuable data for program assessment. Occasionally throughout the semester you may be invited to participate in on-going studies either during regular class time or outside of class hours. As the researcher and/or your instructor will explain, participation in any such studies is absolutely voluntary and your performance on tests intended for studies will in no way affect your grade in the course.

DEPARTMENTAL AWARDS

Basic Language Program Award

Every semester, the Department of Spanish and Portuguese grants students enrolled in Span 120, 150, 220, 240 and Port 120, 150, 220 and 240 the USC Spanish and Portuguese Achievement Award to acknowledge unique academic achievement. This award is based on student performance, overall progress and participation that go beyond the average course expectations, rather than high grades. Recipients of this award are recognized at the end of the semester, and receive a certificate.

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**

<table>
<thead>
<tr>
<th>EVALUATION PROCEDURES</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effort and Preparedness (25%)</strong></td>
<td>----</td>
</tr>
<tr>
<td>Class Preparedness (Class-checked Homework) and Participation</td>
<td>15</td>
</tr>
<tr>
<td>Online Homework</td>
<td>10</td>
</tr>
<tr>
<td><strong>Interpersonal (15%)</strong></td>
<td>----</td>
</tr>
<tr>
<td>One Short Conversation with Conversation Partner (4 minutes per student per conversation)</td>
<td>5</td>
</tr>
<tr>
<td>Final Interview with Instructor (6 minutes)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Interpretive, Interpersonal, and Presentational (15%)</strong></td>
<td>----</td>
</tr>
<tr>
<td>Two Portfolio Entries (Activities and Reflection)</td>
<td>10 (5% each)</td>
</tr>
<tr>
<td>One group presentation</td>
<td>5</td>
</tr>
<tr>
<td><strong>Summative Assessment: Interpretive and Presentational (45%)</strong></td>
<td>----</td>
</tr>
<tr>
<td>Four Chapter Exams</td>
<td>25 (6.25% each)</td>
</tr>
<tr>
<td>Final Written Exam</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
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</table>

**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>PERCENTAGES</th>
<th>LETTER GRADE</th>
<th>PERCENTAGES</th>
<th>LETTER GRADE</th>
</tr>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>73-76</td>
<td>C</td>
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<tr>
<td>90-92</td>
<td>A-</td>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>63-66</td>
<td>D</td>
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<tr>
<td>80-82</td>
<td>B-</td>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>
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. Attendance and Participation

PLEASE READ THIS SECTION CAREFULLY AND MAKE SURE YOU UNDERSTAND IT AS OUR ATTENDANCE POLICY CAN HAVE GREAT IMPACT ON YOUR FINAL GRADE.

Students are allowed a maximum of 4 unexcused absences (i.e. four fifty-minute class periods) throughout the semester. Note that if you are in a 2-hour class, each hour counts as 1 unexcused absence. Students who exceed the number of unexcused absences for the course will see their final grade lowered in the following way:

- 5 to 7 unexcused absences – Final grade lowered by 5 points
- 8 to 10 unexcused absences – Final grade lowered by 10 points
- 11 to 13 unexcused absences – Final grade lowered by 15 points
- 14 to 16 unexcused absences – Final grade lowered by 20 points
- 17 to 19 unexcused absences – Final grade lowered by 30 points
- 20 to 22 unexcused absences – Final grade lowered by 35 points
- 23 or more unexcused absences will result in an automatic F

Thus, for example, if a student obtained a final grade of 85.5 (B) in the course and he/she had 9 unexcused absences, his/her final grade would be lowered by 10 points, resulting in 75.5 (C).

Students must provide original documentation for all 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 an Authorization for Disclosure of Medical Information 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.

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. As such, perfect attendance in no way guarantees a good participation grade. 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, you will earn the average of your performance for participation based on the days you were present. You may consult with your instructor about your participation throughout the semester. Your participation grades will be posted on Blackboard in weeks 5, 9, and 16.

In-class Homework: Each day before class, students are expected to have the material outlined on the schedule at the end of this document completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor).

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:
Online Homework
- You will do your workbook exercises and practices outside of class in an electronic workbook. Use a web browser and go to the Blackboard portal. Click on your Spanish course and then on the folder named “Online Homework”. In it you will see a list of all assignments for the course, as well as the date on which they are due.
- To complete your assignment, click on its title (e.g., Chapter 1 Comunicación). It is important that you read the corresponding parts of your textbook before completing these assignments, as you will be graded for accuracy.
- An assignment consists of a bundle of exercises. There are approximately 4-16 exercises per assignment. 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 as 3 times. You must complete the activities by the deadline stated on Blackboard. You will not have access to the online Blackboard 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.

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 one short oral conversation with a partner. This conversation will be presented in front of your instructor. The oral conversation will last 8 minutes (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.
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 8 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 two comprehensive portfolio activities 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 the instructor at a later date during the semester.

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. Class Presentations

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 presentational mode.

How it works:
Students will be paired and asked to prepare an 8-minute presentation on a topic related to the Spanish-speaking world. In order to make content of the presentation more appealing and help the audience understand it better, presenters will be asked to prepare a PowerPoint with visuals (no text) to go with their speech. Importantly, the PowerPoint should be completely free of sentence-level text (only images or annotated graphs are allowed). No reading of any kind will be allowed during the presentation (i.e., no index cards or notes).

As part of the presentation, students will need to prepare a handout with (1) the names of the presenters, (2) the title of the presentation and (3) a minimum of three content questions (no yes/no questions or questions that can be answered with a single word are allowed) central to their talk. These questions are intended to help the audience focus their attention on the crucial points of the presentation. On the day of the presentation, presenters will need to bring to class enough handouts for each member of the audience, as well as the professor.

Presenters should reserve the last two minutes of the 8-minute presentation to go over the questions with the audience to and make sure that the main points of their talk have been properly understood. Presenters should make sure to engage the audience to encourage their participation. If your audience is unable to answer your questions, your grade will be negatively affected.

Presenters should make sure to rehearse their talks as needed prior to the date of their presentation. Choppy delivery will negatively impact your grade.
10. 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 to complete all the homework (HW) listed for each day by the date specified in the syllabus and/or Blackboard. Please note that instructors may assign additional homework as needed.
- NOTE: Any incomplete or late assignments will receive an automatic grade of ZERO.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Content:</th>
</tr>
</thead>
</table>
| January 9 to 13 | Monday, January 9th:  
Syllabus, Evaluation Rubrics, Blackboard. Introductions.

**HW**  
- Check Blackboard for online homework to be completed by 1/27 at 11:59 pm.

| |  
| Tuesday, January 10th:  
**Comunicación**  
¿Quieres …? No, gracias. (p. 162); A. ¿Por qué no? (p. 162); B. Gracias, pero … (p. 162); ¿Dónde quieres comer? (p. 163).

**HW**  
- Check Blackboard for online homework to be completed by 1/27 at 11:59 pm.

| |  
| Wednesday, January 11th:  
**Vocabulario**  
B. Las comidas (p. 165-166); D. Tus platos favoritos (p. 166); B. Vamos de compras (p. 167); C. ¿Para pedir o para evitar? (p. 168); D. Nunca como … (P. 169).

**HW**  
- Check Blackboard for online homework to be completed by 1/27 at 11:59 pm.

| |  
| Thursday, January 12th:  
**6.1 The preterit regular verbs**  
En clase: A. Preguntas y respuestas (p. 172); B. Entrevistas (p. 172-173); C. ¿Cómo comen los estudiantes? (p. 173); D. ¡A juntarse! (p. 173).

**HW**  
- Check Blackboard for online homework to be completed by 1/27 at 11:59 pm.
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday, January 16th: <em>Martin Luther King Day (no class)</em></th>
</tr>
</thead>
</table>
| January 16 to 20 | Tuesday, January 17th: **6.2 The preterit irregular verbs**  
|       | A. Arepas (p. 176); B. Completar la oración (p.177); C. ¿Adónde fuiste a comer? (p.177); D. ¿Qué hicieron? (p. 177). |
|       | **HW**  
|       | -Check Blackboard for online homework to be completed by 1/27 at 11:59 pm. |
| Wednesday, January 18th: | **6.3 Direct objects and direct object pronouns**  
|       | A. El maíz y las tortillas (p. 180); Conéctate al mundo hispano (p. 180); B. Preguntas y respuestas (p. 180); C. La comida mexicana en tu país (p. 181); D. El tenedor y el cuchillo (p. 181); E. ¿A quién ves fuera de la clase? (p. 181). |
|       | **HW**  
|       | -Check Blackboard for online homework to be completed by 1/27 at 11:59 pm. |
| Thursday, January 19th: | **F. Cultura: Los productos agrícolas en Chile Paso 3 (p. 182).**  
|       | Chapter 6 Info Gap. |
|       | **HW**  
|       | -Check Blackboard for online homework to be completed by 1/27 at 11:59 pm.  
|       | -On a separate sheet of paper, complete Antes de leer (p. 183) and A leer Paso 1 (p. 183). |

| Week 3 | Monday, January 23th: **Leamos**  
|       | A leer Paso 2 (p. 184); Después de leer (p. 184); En español (p. 184). |
| January 23 to 27 | **Escuchemos**  
|       | Antes de escuchar (p. 185); A escuchar ceviche y gallo pinto (p. 185). |
|       | **HW**  
|       | -Check Blackboard for online homework to be completed by 1/27 at 11:59 pm.  
|       | -On a separate sheet of paper, complete Antes de escribir (p. 186) and A escribir (p. 187).  
|       | -Chapter 6 IPA. |
| Tuesday, January 24th: | **Escuchemos**  
|       | A escuchar gazpacho y pico de gallo (p. 185); Después de escuchar (p. 186). |
|       | **Escribamos**  
|       | Después de escribir (p. 187). |
|       | **HW**  
<p>|       | -Check Blackboard for online homework to be completed by 1/27 at 11:59 pm. |</p>
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Monday, January 30th:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Vocabulario</strong></td>
</tr>
<tr>
<td></td>
<td>B. Asociaciones (p. 198); C. Vocabulario: ¿Qué le dices? (p. 198); D. ¿Para cuándo? (p. 198); G. Nuestras tradiciones (p. 199).</td>
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<td><strong>HW</strong></td>
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<td>-Check Blackboard for online homework to be completed by 11:59 pm before next class.</td>
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<table>
<thead>
<tr>
<th>Tuesday, January 31st:</th>
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<tbody>
<tr>
<td><strong>7.1 The imperfect</strong></td>
</tr>
<tr>
<td>A. Las tradiciones de mi familia (p. 202); B. España y América antes de 1492 (p. 202); C. El Día de los Muertos (p. 203); D. ¿Qué hacías antes? (p. 203); E. Tus padres cuando tenían tu edad (p. 203).</td>
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<tr>
<td><strong>HW</strong></td>
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<tr>
<td>-Check Blackboard for online homework to be completed by 11:59 pm before next class.</td>
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<thead>
<tr>
<th>Wednesday, February 1st:</th>
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<tbody>
<tr>
<td><strong>F. Cultura: El carnaval de Uruguay</strong> Paso 3 (p. 204).</td>
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<tr>
<td>Info Gap Chapter 7.</td>
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<tr>
<td><strong>HW</strong></td>
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<tr>
<td>-Check Blackboard for online homework to be completed by 11:59 pm before next class.</td>
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<thead>
<tr>
<th>Thursday, February 2nd:</th>
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<tbody>
<tr>
<td><strong>7.2 Indirect objects and indirect object pronouns</strong></td>
</tr>
<tr>
<td>A. ¿Por qué no …? (p. 207); B. Los padres y los hijos (p. 207); C. ¿A quién le pides ayuda? (p. 208); D. El problema de “Anónimo” (p. 208).</td>
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<tr>
<td><strong>HW</strong></td>
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<tr>
<td>-Check Blackboard for online homework to be completed by 11:59 pm before next class.</td>
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</table>
### Week 5
#### February 6 to 10

**Monday, February 6th:**

**7.3 Pronouns after prepositions**
A. Completa la oración (p. 210); B. ¿Le gusta o le molesta? (p. 211); C. El Día del Amor y la Amistad (p. 211); D. Los cumpleaños (p. 211); E. Las diferencias (p. 211).

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- On a separate sheet of paper, complete Antes de leer (p. 212) and A leer (p. 213).

**Tuesday, February 7th:**

**Leamos**
Después de leer (p. 213).

**Escuchemos**
Antes de escuchar (p. 214); A escuchar (p. 214); Después de escuchar (p. 214).

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- On a separate sheet of paper, complete Antes de escribir (p. 215) and A escribir (p. 215).
- Chapter 7 IPA.

**Wednesday, February 8th:**

**Escribamos**
Después de escribir (p. 215).

**Hablemos**
Antes de hablar (p. 216); A hablar (p. 216); Después de hablar (p. 216).

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

**Thursday, February 9th:**

**Chapter 7 Exam.**

**Participation Grade 1.**

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

### Week 6
#### February 13 to 17

**Monday, February 13th:**

**Comunicación**
C. Las marcas más chéveres (p. 221); A. ¿Puedo pasar? (p. 222-223); B. ¡Sí, gracias! (p. 223); C. Perdón, ¿puedo usar el teléfono? (p. 223).

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

**Tuesday, February 14th:**

**Vocabulario**
### Week 7

#### February 20 to 24

**Monday, February 20th:** *President’s Day (No class).*

**Tuesday, February 21st:**

8.2 The preterit and the imperfect together

E. Una excusa (p. 239); F. Un cuento de cuando era niño (p. 239); G. Cultura: Los modistas de la República Dominicana y Cuba Paso 3 (p. 240).

**HW**

- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- On a separate sheet of paper, complete Antes de leer (do it about yourself; no need for a partner) (p. 243) and A leer (p. 243-244).
- Portfolio due soon!

**Wednesday, February 22nd:**

8.3 Object pronoun placement with infinitives

A. Corbatas, sombreros y zapatos (p. 242); B. Preguntas y respuestas (p. 242); C. Pregúntales a tus compañeros (p. 242); D. ¿Cómo puedes usar este libro? (p. 242).

**Leamos**

Después de leer (p. 244).

**HW**

- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- Chapter 8 IPA.
Thursday, February 23rd:

**Escribamos**
Antes de escribir (p. 247); A escribir (p. 247); Después de escribir (p. 247).

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- Portfolio Entry 1 Due on Friday, February 24, 11:59 pm.

<table>
<thead>
<tr>
<th>Week 8</th>
<th>February 27 to March 3</th>
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<tbody>
<tr>
<td>Monday, February 27th:</td>
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<tr>
<td><strong>Chapter 8 exam.</strong></td>
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<tr>
<td><strong>HW</strong></td>
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<tr>
<td>- Check Blackboard for online homework to be completed by 11:59 pm before next class.</td>
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<tr>
<td>Tuesday, February 28th:</td>
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<tr>
<td><strong>Comunicación</strong></td>
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<tr>
<td>A. A ver: ¿Qué le gustaría hacer algún día? (p. 253); B. ¿Cuáles son tus preferencias? (p. 253); A. No … (p. 254); B. Las reglas de la universidad (p. 254).</td>
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<tr>
<td><strong>HW</strong></td>
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<tr>
<td>- Check Blackboard for online homework to be completed by 11:59 pm before next class.</td>
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<tr>
<td>Wednesday, March 1st:</td>
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<tr>
<td><strong>Vocabulario</strong></td>
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<tr>
<td>A. De vacaciones Paso 2 (p. 256); C. El sitio ideal (p. 256); E. ¿Adónde van ustedes? (p. 257); F. El mejor transporte (p. 258).</td>
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<tr>
<td><strong>HW</strong></td>
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<tr>
<td>- Check Blackboard for online homework to be completed by 11:59 pm before next class.</td>
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<tr>
<td>Thursday, March 2nd:</td>
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<tr>
<td><strong>Vocabulario</strong></td>
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<tr>
<td>H. ¿Qué estación es? ¿Qué tiempo hace? (p. 259); I. ¿Qué tiempo hace en el destino ideal? (p. 259).</td>
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<tr>
<td><strong>9.1 Prepositions por y para</strong></td>
<td></td>
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<tr>
<td>A. La agenda (p. 263); C. Los viajes (p. 264); D. Tu agenda (p. 264); E. Tu itinerario (p. 265).</td>
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<tr>
<td><strong>HW</strong></td>
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<tr>
<td>- Check Blackboard for online homework to be completed by 11:59 pm before next class.</td>
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<tr>
<td>Week 9</td>
<td>Monday, March 6th:</td>
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<tr>
<td>March 6 to 10</td>
<td><strong>9.2 Impersonal se</strong></td>
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<td></td>
<td>A. Tres países chicos (p. 267); B. El turismo sostenible (p. 268); C. Tu ciudad o tu región (p. 268); D. ¡Adivinanzas! (p. 268).</td>
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**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

<table>
<thead>
<tr>
<th>Monday, March 7th:</th>
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<tbody>
<tr>
<td><strong>E. Cultura: El ecoturismo en Costa Rica</strong> Paso 3 (p. 269).</td>
</tr>
<tr>
<td>Chapter 9 Info Gap.</td>
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<tr>
<td>Review for conversation with partner.</td>
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<tr>
<td><strong>Participation Grade 2.</strong></td>
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**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

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<tr>
<th>Wednesday, March 8th:</th>
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<tr>
<td><strong>Conversation with Partner (8 minutes at time designated by instructor).</strong></td>
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**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

<table>
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<tr>
<th>Thursday, March 9th:</th>
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<tbody>
<tr>
<td><strong>Conversation with Partner (8 minutes at time designated by instructor).</strong></td>
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</table>

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Spring Break (no class)</th>
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<tbody>
<tr>
<td>March 13 to 17</td>
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<tr>
<th>Week 11</th>
<th>Monday, March 20th:</th>
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<tbody>
<tr>
<td>March 20 to 24</td>
<td><strong>9.3 Se for unplanned events</strong></td>
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<tr>
<td></td>
<td>Para empezar (p. 270); Actividades analíticas 1-3 (p. 271-272); A. ¿Qué paso? (p. 272); B. Reacciones (p. 272).</td>
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**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

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<tr>
<th>Tuesday, March 21st:</th>
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<tbody>
<tr>
<td><strong>9.3 Se for unplanned events</strong></td>
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<tr>
<td>C. ¿Qué se te olvida llevar? (p. 272); D. Historias (p. 273); E. ¿Adónde se te antoja ir? (p. 274).</td>
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<tr>
<td>HW</td>
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Wednesday, March 22nd:

**Group presentation (3 groups/pairs).**

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- On a separate sheet of paper, complete Antes de leer (p. 275) and A leer (p. 275).

Thursday, March 23rd:

**Leamos**
Después de leer (p. 276);

**Escuchemos**
Antes de escuchar (p. 277); A escuchar (p. 277); Después de escuchar (p. 278).

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Monday, March 27th:</th>
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</thead>
<tbody>
<tr>
<td>March 27 to 31</td>
<td>Group presentation (3 groups/pairs).</td>
</tr>
</tbody>
</table>

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- On a separate sheet of paper, complete Antes de escribir (p. 279); and A escribir (p. 279).
- Chapter 9 IPA.

Tuesday, March 28th:

**Escribamos**
Después de escribir (p. 279).

**Hablemos**
Antes de hablar (p. 280); A hablar (p. 280); Después de hablar (p. 280).

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

Wednesday, March 29th:

**Chapter exam 9.**

**HW**
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

Thursday, March 30th:

**Comunicación**
- C. ¿Qué se hace? (p. 285); E. ¡Rin, rin! (p. 287); A. A presenter (p. 288); B. Quiero presentar … (p. 289); C. A conoceros … (p. 289).
**Week 13**

**April 3 to 7**

**Monday, April 3rd:**

*HW*
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

**Group presentation (3 groups/pairs).**

**Tuesday, April 4th:**

*Vocabulario*

B. La jerarquía en el lugar de trabajo (p. 291); E. ¿Quién es? (p. 292); F. ¿Qué profesiones te interesan? (p. 292); B. ¿Para qué lo usas? (p. 294); C. Los beneficios y riesgos de la tecnología (p. 294).

*HW*
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

**Wednesday, April 5th:**

**10.1 The relative pronoun que**

A. Beto Cuevas (p. 296); B. Los profesionales (p. 297); C. Una encuesta sobre tecnología (p. 297); D. ¿Cómo se llama? (p. 298).

*HW*
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

**Thursday, April 6th:**

**E. Cultura: El empleo en el Perú Paso 3** (p. 298).

Chapter 10 Info Gap.

*HW*
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

- Portfolio due soon!

**Week 14**

**April 10 to 14**

**Monday, April 10th:**

**10.2 Informal (tú) commands**

Complete Reciclaje (p. 299); Para empezar (p. 299); Actividades analíticas 1-7 (p. 300-302). Read En español (p. 302).

*HW*
- Check Blackboard for online homework to be completed by 11:59 pm before next class.

- Portfolio due soon!

**Tuesday, April 11th:**

**10.2 Informal (tú) commands**

A. Organiza tu día (p. 303); B. Consejos buenos y consejos malos (p. 303); C. ¿Qué hacer con tantos emails? (p. 303).
HW
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- Portfolio due soon!

Wednesday, April 12th:

10.3 Formal (Ud./Uds.) commands
Completar Reciclaje (p. 304); Para empezar (p. 304); Actividades analíticas 1-3 (p. 304-305); En español (p. 305); Autoprueba (p. 305); A. Problemas y soluciones (p. 306).

HW
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- Portfolio due soon!

Thursday, April 13th:

10.3 Formal (Ud./Uds.) commands
B. Deseos (p. 306); C. Descripciones y consejos (p. 306); D. Amor en la oficina (p. 307); E. ¿Qué les dices a los nuevos? (p. 307).

HW
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- On a separate sheet of paper, complete Antes de leer (do it individually) (p. 308) and A leer (p. 308-309).
- Portfolio Entry #2 due on Friday, April 14, at 11:59 pm.

Week 15 April 17 to 21

Monday, April 17th:
Leamos
Después de leer (p. 309).

Escuchemos
Antes de escuchar (p. 310); A escuchar (p. 310); Después de escuchar (p. 310).

HW
- Check Blackboard for online homework to be completed by 11:59 pm before next class.
- On a separate sheet of paper, complete Antes de escribir (p. 311) and A escribir (p. 311).

Tuesday, April 18th:

Escribamos
Después de escribir (p. 311).

Review for oral interviews.

Wednesday, April 19th:

Oral interviews (10 minutes per student at time designated by instructor).

Thursday, April 20th:

Oral interviews (10 minutes per student at time designated by instructor).
<table>
<thead>
<tr>
<th>Week 16</th>
<th>April 24 to 28</th>
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<tbody>
<tr>
<td>Monday, April 24th:</td>
<td><strong>Oral interviews (10 minutes per student at time designated by instructor).</strong></td>
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<tr>
<td>Tuesday, April 25th:</td>
<td><strong>Oral interviews (10 minutes per student at time designated by instructor).</strong></td>
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<tr>
<td><strong>HW</strong></td>
<td>-Chapter 10 IPA.</td>
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<tr>
<td>Wednesday, April 26th:</td>
<td>Review for Final Exam.</td>
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<tr>
<td>Thursday, April 27th:</td>
<td>Review for Final Exam.</td>
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<td>Course Evaluations.</td>
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<td><strong>Participation Grade 3.</strong></td>
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**FINAL EXAM**

Saturday, May 6th, 4:30 pm to 6:30 pm (location TBA)

DSP Students will need to take the exam at an earlier hour and different location.