

**DEPARTMENT OF SPANISH AND PORTUGUESE**  
**Spanish and Portuguese Language Programs**  
**Spring 2107 - SPAN 220: Spanish III**

Blackboard: <http://blackboard.usc.edu>  
Textbook Website: [http://college.cengage.com/site\\_engine/#0840066767](http://college.cengage.com/site_engine/#0840066767)

Instructor: <u>David Zarazúa</u>	Section: <u>62114</u>
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Office Location: <u>THH 156L</u>	Class Time: <u>M-Th 11-11:50</u>
Office Hours: <u>M-Th 9-9:40 or by appt.</u>	Class Location(s): <u>TRF 152</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 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 6<sup>th</sup> from 4:30pm to 6:30 pm (location TBA).**

**COURSE AND 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. 9 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:

Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none"> <li>Active negotiation of meaning among individuals</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of what the author, speaker, or producer wants the receiver of the message to understand</li> </ul>	<ul style="list-style-type: none"> <li>Creation of messages</li> </ul>
<ul style="list-style-type: none"> <li>Participants observe and monitor one another to see how their meanings and intentions are being communicated</li> </ul>	<ul style="list-style-type: none"> <li>One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>Adjustments and clarifications are made accordingly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture</li> </ul>
<ul style="list-style-type: none"> <li>Speaking and listening (conversation); reading and writing (text messages or via social media)</li> </ul>	<ul style="list-style-type: none"> <li>Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials</li> </ul>	<ul style="list-style-type: none"> <li>Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)</li> </ul>

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

## **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/>. 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/>. 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/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety 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/> 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](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.

## **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 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](mailto: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.

### **The USC Spanish and Portuguese Community Service Award**

This is given to four students participating in one of the Department's Community Outreach Programs – JEP, Lingua Franca, Feliz en Español and Spanish Brigades. It acknowledges their unique effort and commitment to the community. Recipients of this award are recognized by the department and are awarded a certificate at the end of the semester.

## **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**

<b>EVALUATION PROCEDURES</b>	<b>%</b>
<b><u>Effort and Preparedness (24%)</u></b>	
Class Preparedness (Class-checked Homework) and Participation	16

Blackboard Homework	8
<b><u>Interpersonal (20%)</u></b>	
Short Conversation with Partner (4 minutes per student per conversation)	8
Final Interview with Instructor (10 minutes)	12
<b><u>Interpretive, Interpersonal, and Presentational (15%)</u></b>	
<b>Three Portfolio</b> Entries or Participation in <b>Alternative Programs</b> (Activities, Reflection and 2 brief in-class Presentations)	15 (5% each)
<b><u>Summative Assessment: Interpretive and Presentational (41%)</u></b>	
<b>Three</b> Chapter Exams	21 (7% each)
Final Written Exam	20
<b>TOTAL</b>	<b>100</b>

## **GRADING SYSTEM**

PERCENTAGES	LETTER GRADE	PERCENTAGES	LETTER GRADE
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	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 original documentation of your excuse and he/she 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 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.

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 3, 7, 11, and 15.

In-class Homework: Each day before class, students are expected to have the material outlined on the schedule (pp. 9-11) 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:

##### 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. Your instructor will provide further details about the portfolio entries at a later date during the semester.

### **Portfolio Alternative Programs**

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

**b) 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>). In collaboration with JEP, 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 neighbourhood of Los Angeles.

As part of the program, students will prepare and teach **3 on-site classes** at LFCSA during the after-school program. Children's age ranges from 6 to 10 years old. After each visit to LFCSA, students will be required to complete **3 written assignments** in Spanish and English to reflect on their service-learning experience.

#### **Applications:**

1. Contact Prof. Fages Agudo ([fagesagu@usc.edu](mailto:fagesagu@usc.edu)) before Tuesday January 17th in order to **set up a brief oral proficiency evaluation**.
2. **After** the interview, the deadline to **apply** is Wednesday, January 18th at 5:00PM students must apply in person at the JEP House.

**b) Spanish Brigades:** *Spanish Brigades* (SB) is a community outreach program that allows students enrolled in SPAN 220 and SPAN 240 to collaborate with USC Hybrid High School (<http://www.uschybridhigh.org/>). This service-learning program provides students with the opportunity to explore their teaching and leadership talents with the students of USC Hybrid High School, while practicing their Spanish and increasing their awareness of USC's culturally and socially diverse neighborhood. Students will prepare and conduct a mini-course consisting on **3 on-site classes in Spanish** to be taught at USC Hybrid High School. The classes will be directed to students at the beginner level (Spanish I) on topics related to the Spanish teaching curriculum of the High School. For example, students might teach vocabulary related to clothing, sports, family, food, etc.; structures to talk about personal likes and dislikes, physical descriptions, questions to solve personal needs; and/or basic cultural aspects of Spain and Latin America. Students are also required to complete **3 written assignments** in Spanish to reflect on their service-learning experience.

#### **Applications:**

Please contact Dr. Fudacz ([jamiefud@usc.edu](mailto:jamiefud@usc.edu)) **before Tuesday, January 17th** in order to set up a brief oral proficiency evaluation. Written applications for the Spanish Brigades program are due by **January 17th at 5:00pm**. Please click on the following link and fill out the application with all the information requested. If you have any questions, please email the Director of the Program, Dr. Jamie Fudacz ([jamiefud@usc.edu](mailto:jamiefud@usc.edu)). Please note that we accept a limited number of applications per semester.

<https://goo.gl/forms/0i1pdI4V7edpJSUr2>

**c) 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 (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**.

	<b>Content:</b>
<b>Week 1</b>	Monday, January 9th:
<b>January</b>	<i>Syllabus, Evaluation Rubrics, Blackboard. Introductions.</i>
<b>9 to 13</b>	Tuesday, January 10th:
	<i>Review basic tenses: present, preterit, imperfect.</i>
	Wednesday, January 11th:
	<i>Review how to ask questions. Strategies to write a paragraph; cohesive devices.</i>
	Thursday, January 12th:
	<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
<b>Week 2</b>	Monday, January 16th: <i>Martin Luther King Day (no class)</i>

<b>January</b>  <b>16 to 20</b>	Tuesday, January 17th:  En contexto (pp. 358-359); Estructura 1 (pp. 360-361); ¡A practicar! (p. 362): 11-5 [Audio], 11-6, 11-7.  ¡A conversar! (p. 363): 11-8, 11-9
	Wednesday, January 18th:  Encuentro cultural (pp. 364-365); Vocabulario 2 (pp. 366-367); ¡A practicar! (p. 368): 11-10, 11-11 [Audio], 11-12; A conversar! (p. 369): 11-14;
	Thursday, January 19th:  <i>Estructura 2</i> (p. 370); ¡A practicar! (p. 371): 11-15, 11-16. ¡A conversar! (p. 371): 11-18.
<b>Week 3</b>  <b>January</b>  <b>23 to 27</b>	Monday, January 23th:  <i>¡Así se dice!</i> (p. 372); <i>¡A practicar!</i> (p. 373): 11-19; <i>¡A conversar!</i> (p. 373): 11-20, 11-21
	Tuesday, January 24th:  <i>Estructura 3</i> (pp. 374-376); <i>¡A practicar!</i> (pp. 377-378): 11-22, 11-23, 11-24, 11-25, 11-26; [ <i>¡A escribir!</i> (p. 384): <i>to write and hand in</i> ] <i>¡A conversar!</i> (p. 379): 11-27, 11-28, 11-29; <i>¡A ver!</i> (pp. 380-381)
	Wednesday, January 25th:  <i>¡A comunicarnos!</i> (p. 385); <i>¡A repasar!</i> (pp. 386-387); <i>¡A leer!</i> (pp. 382-383)
	Thursday, January 26th:  Actividad extra (BB)  <i>Review chapter 11.</i>  <i>Nota de participación 1</i>  <b><u>Workbook Blackboard Activities for Capítulo 11 due on Sunday, January 29 at 11:59 p.m.</u></b>
<b>Week 4</b>  <b>January</b>  <b>30</b>  <b>to</b>  <b>February</b>  <b>3</b>	Monday, January 30th:  <b><u>Examen 1: capítulo 11</u></b>
	Tuesday, January 31st:  <i>Vocabulario 1</i> (pp. 390-391); <i>¡A practicar!</i> (p. 392): 12-1, 12-2, 12-3 [Audio]; <i>¡A conversar!</i> (p. 393): 12-4, 12-6
	Wednesday, February 1st:  <i>En contexto</i> (pp. 394-395); <i>Estructura 1</i> (pp. 396-397); <i>¡A practicar!</i> (p. 398): 12-7, 12-8, 12-9, 12-10
	Thursday, February 2nd:  <i>¡A conversar!</i> (p. 399): 12-11, 12-13; <i>Encuentro cultural</i> (pp. 400-401).

<b>Week 5</b>  <b>February</b>  <b>6 to 10</b>	Monday, February 6th:  <i>Vocabulario 2 (pp. 402-403); ¡A practicar! (p. 404): 12-14, 12-15, 12-16, 12-17 [Audio]; ¡A conversar! (p. 405): 12-18, 12-20;</i>
	Tuesday, February 7th:  <i>¡A ver! (pp. 410-411); Estructura 2 (p.406); ¡A practicar! (p.409): 12-23, 12-24, 12-25.</i>
	Wednesday, February 8th:  <i>¡A leer! (pp. 412-413); ¡A comunicarnos!</i>
	Thursday, February 9th:  <i>[A escribir (p. 414): to write and hand in]; ¡A repasar! (pp. 416-417)</i>  <u><b>Portfolio Entry 1 Due on Friday, February 10, 11:59 pm.</b></u>
<b>Week 6</b>  <b>February</b>  <b>13 to 17</b>	Monday, February 13th:  Class <b><u>presentation #1 on portfolio or alternative program</u></b> : Prepare a 2-minute presentation on your conversation for Portfolio 1 or the work you've done so far for the community outreach program to share your experience with your classmates. This presentation is mandatory, and it is part of your grade for the portfolio or alternative program.
	Tuesday, February 14th:  <i>Actividad extra (BB)</i>
	Wednesday, February 15th:  Review chapter 12
	Thursday, February 16th:  <u>Capítulo 13: El mundo del espectáculo.</u>  Vocabulario 1 (pp. 420-421); ¡A practicar! (p. 422): 13-1, 13-3 [Audio]; ¡A conversar! (p. 423): 13-5, 13-6.  <u><b>Workbook Blackboard Activities for Capítulo 12 due on Sunday, February 19, at 11:59 p.m.</b></u>
<b>Week 7</b>  <b>February</b>  <b>20 to 24</b>	Monday, February 20th: <i>President's Day (No class)</i>
	Tuesday, February 21st:  <i>En contexto (pp. 424-425); Encuentro cultural (pp. 430-431); Vocabulario 2 (p. 432-433); ¡A practicar! (p. 434): 13-15, 13-16</i>
	Wednesday, February 22nd:  <i>¡A practicar! (p. 434): 13-17 [Audio]; ¡A conversar! (p. 435): 13-19, 13-20; [A escribir (p. 444): to write and discuss in class]</i>

	<p>Thursday, February 23rd:</p> <p><i>Estructura 2 (p. 436); ¡A practicar! (pp. 437-438): 13-21, 13-22, 13-23, 13-24; ¡A conversar! (p. 439): 13-25</i></p> <p><b>Nota de participación 2</b></p>
<b>Week 8</b>	Monday, February 27th:
<b>February</b>	<i>¡A conversar! (p. 439): 13-26; 13-27; ¡A ver! (pp. 440-441); ¡A leer! (p. 442-443).</i>
<b>27 to</b>	Tuesday, February 28th:
<b>March 3</b>	<i>¡A comunicarnos! (p. 445): “En acción”—only points 1, 2, 4, 5, 6, and 7; ¡A repasar! (p. 447): Actividades 3 &amp; 4.</i>
	Wednesday, March 1st:
	<i>Actividad extra (BB).</i>
	Thursday, March 2nd:
	<i>Review chapter 13.</i>
	<b><u>Workbook Blackboard Activities for Capítulo 13 due on Sunday, March 5, at 11:59 p.m.</u></b>
<b>Week 9</b>	Monday, March 6th:
<b>March</b>	<i>Review chapter 12 and 13.</i>
<b>6 to 10</b>	<i>Practice for conversation with partner</i>
	Tuesday, March 7th:
	<b><u>Examen 2: capítulos 12 &amp; 13</u></b>
	Wednesday, March 8th:
	<b><u>Conversation with Partner (8 minutes at time designated by instructor)</u></b>
	Thursday, March 9th:
	<b><u>Conversation with Partner (8 minutes at time designated by instructor)</u></b>
<b>March</b>	
<b>13 to 17</b>	<b>Spring Break (no class)</b>
<b>Week 10</b>	Monday, March 20th:
<b>March</b>	<u>Capítulo 14: La vida pública.</u>
<b>20 to 24</b>	<i>Vocabulario 1 (pp. 450-451); ¡A practicar! (p. 452): 14-1, 14-2, 14-3; ¡A conversar! (p. 453): 14-5</i>

	Tuesday, March 21st:  <i>En contexto</i> (pp. 454-455); <i>Estructura 1</i> (p. 456); ¡A practicar! (p. 457): 14-6, 14-7 [Audio], 14-8, 14-9  ¡A conversar! (pp. 458-459): 14-10, 14-11, 14-12, 14-13
	Wednesday, March 22nd:  <i>Encuentro cultural</i> (pp. 460-461); <i>Vocabulario 2</i> (pp. 462-463); ¡A practicar! (p. 464): 14-15, 14-16 [Audio], [14-17: to write and hand in]
	Thursday, March 23rd:  <i>Estructura 2</i> (pp. 466-467); ¡A practicar! (p. 468): 14-21, 14-22, 14-23; ¡A conversar! (p. 469): 14-26  <b><u>Portfolio Entry #2 due on Friday, March 24, at 11:59 pm.</u></b>
<b>Week 11</b>  <b>March</b>  <b>27 to 31</b>	Monday, March 27th:  Class <b><u>presentation #2 on portfolio or alternative program:</u></b> Prepare a 2-minute presentation on your conversation for Portfolio 1 or the work you've done so far for the community outreach program to share your experience with your classmates. This presentation is mandatory, and it is part of your grade for the portfolio or alternative program.
	Tuesday, March 28th:  ¡A ver! (pp. 474-475) (don't do Actividad 2); ¡A leer! (pp. 476-477); ¡A comunicarnos! (p. 479) (don't do #6).
	Wednesday, March 29th:  ¡A repasar! (p. 480): Actividades 1 y 2  Review chapter 14.
	Thursday, March 30th:  Actividad extra (BB)  <b>Nota de participación 3</b>  <b><u>Workbook Blackboard Activities for Capítulo 14 due on Sunday, April 2, at 11:59 p.m.</u></b>
<b>Week 12</b>  <b>April</b>  <b>3 to 7</b>	Monday, April 3rd:  <u>Capítulo 15: Los avances tecnológicos.</u>  Vocabulario 1 (pp. 484-485); ¡A practicar! (p. 486): 15-1, 15-2 [Audio], 15-3; ¡A conversar! (p. 487): 15-5, 15-6
	Tuesday, April 4th:

	<i>En contexto</i> (pp. 488-489); <i>Estructura 1</i> (p. 490-491; only section “uses of the past subjunctive with noun clauses”); ¡A practicar! (p. 492): 15-7 (do not do #3 and 5), 15-8 (do not do #2), 15-9; ¡A conversar! (pp. 493): 15-10, 15-11
	<p>Wednesday, April 5th:</p> <p><i>Encuentro cultural</i> (pp. 494-495); <i>Vocabulario 2</i> (pp. 496-497); ¡A practicar! (p. 498): 15-12, 15-13, 15-14 [Audio] A conversar! (p. 499): 15-15, 15-16</p>
	<p>Thursday, April 6th:</p> <p>¡A escribir! (p. 506): to write and bring to class: peer review</p> <p>Actividad extra 1 (BB)</p>
<b>Week 13</b>  <b>April</b>  <b>10 to 14</b>	<p>Monday, April 10th:</p> <p>¡A ver! (p. 502); ¡A leer! (pp. 504-505)</p>
	<p>Tuesday, April 11th:</p> <p>Actividad extra 2 (BB)</p>
	<p>Wednesday, April 12th:</p> <p>Review chapter 15</p>
	<p>Thursday, April 13th:</p> <p>Review chapters 14 &amp; 15</p>
	<b><u>Workbook Blackboard Activities for Capítulo 15 due on Sunday, April 16, 11:59 p.m.</u></b>
<b>Week 14</b>  <b>17 to 21</b>	<p>Monday, April 17<sup>th</sup>:</p> <p><b><u>Examen 3: capítulos 14 y 15</u></b></p>
	<p>Tuesday, April 18th:</p> <p>Review for the oral interview</p>
	<p>Wednesday, April 19th:</p> <p><b><u>Oral interviews (10 minutes per student at time designated by instructor)</u></b></p>
	<p>Thursday, April 20th:</p> <p><b><u>Oral interviews (10 minutes per student at time designated by instructor)</u></b></p>
<b>Week 15</b>  <b>24 to 28</b>	<p>Monday, April 24th:</p> <p><b><u>Oral interviews (10 minutes per student at time designated by instructor)</u></b></p>
	<p>Tuesday, April 25th:</p>

	<u><i>Oral interviews (10 minutes per student at time designated by instructor)</i></u>  <u><i>Portfolio Entry 3 due on Tuesday, April 25, 11:59 pm.</i></u>
	Wednesday, April 26th:  <i>Review for Final Exam</i>
	Thursday, April 27 <sup>th</sup> :  <i>Review for Final Exam</i>  <i>Course Evaluations</i>  <b>Nota de participación 4</b>
<b>FINAL EXAM</b>  <b>Saturday, May 6<sup>th</sup> from 4:30pm to 6:30 pm (location TBA)</b>  <b>DSP Students who have double time will need to take the exam at an earlier hour and different location.</b>	