

DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES

Spanish and Portuguese Language Programs

Spring 2019 - SPAN 220: Spanish III

Blackboard: <http://blackboard.usc.edu>

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Office hours: MTWThF 8-8.50

and by appointment [gvierma.youcanbook.me](http://gvierma.youcanbook.me)

Course: Span 220

MWThF 9, 10, 11

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**REQUIRED COURSE MATERIAL**

- **Textbook:** Goodall, G., & Lear, D., (2015). *Conéctate* (Vol. 3). ISBN: 9781308975498
- **Workbook:** Follow the instructions on Blackboard (under Online Homework) to register for the online workbook.

**IMPORTANT DATES**

- Last day to add the course or drop without a mark of "W" and receive a refund Friday, January 25, 2019
- Last day to withdraw without a "W" or change pass/no pass to letter grade: Friday, February 22, 2019
- Last day to drop a class with a mark of "W" Friday, April 5, 2019

**Final Exam: Saturday, May 4th, 4.30-6.30pm (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. 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:

| 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 CONDUCT AND SUPPORT SYSTEMS**

### **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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. 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>.

### **Support Systems:**

#### ***Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call***

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

#### ***National Suicide Prevention Lifeline - 1-800-273-8255***

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

#### ***Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call***

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

#### ***Sexual Assault Resource Center***

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

#### ***Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086***

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

#### ***Bias Assessment Response and Support***

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

#### ***Student Support & Advocacy – (213) 821-4710***

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

#### ***Diversity at USC – <https://diversity.usc.edu/>***

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

## **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 at 3601 Watt Way, GFS 120: hours 8:30 a.m.–5:00 p.m., Monday-Friday. Phone: (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 and receive a certificate.

### The USC Spanish and Portuguese Community Service Award

This is given to three students participating in one of the Department's Community Outreach Programs – JEP or Feliz en Español. 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 (25%)</u></b>                               |            |
| Class Preparedness (Class-checked Homework) and Participation             | 15         |
| Online Homework   | 10         |
| <b><u>Interpersonal (15%)</u></b>   |            |
| Short Conversation with Partner (4 min/student)                           | 5          |
| Final Interview with Instructor (10 minutes)                              | 10         |
| <b><u>Interpretive, Interpersonal, and Presentational (15%)</u></b>       |            |
| <b>Two</b> Portfolio Entries (Activities and Reflection)<br>(5% each)     | 10         |
| <b>One</b> group presentation   | 5          |
| <b><u>Summative Assessment: Interpretive and Presentational (45%)</u></b> |            |
| <b>Three</b> Chapter Exams (8.33% each)                                   | 25         |
| Final Written Exam  | 20         |
| <b>TOTAL</b>  | <b>100</b> |

## GRADING SYSTEM

| <b>PERCENTAGES</b> | <b>LETTER</b> |
|--------------------|---------------|
| 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 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 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 be aware that only one self-reporting Medical Excuse note may be used per semester and it will only be valid to excuse a maximum of two consecutive fifty-minute periods. 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. 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, 10 and 15.

In-class Homework: Each day before class, students are expected to have the material outlined on the schedule (pp. 10 and on) 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. 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 **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.

## 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 **two 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, both in class and at home. **Because the written portion of the Portfolio will be partially completed in class, please note that the research portion of the portfolio, be it attending an event or gathering information, should be completed a week before the assignment is due at the very latest.** 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

**a) *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:*** If interested contact Prof. Fages Agudo ([fagesagu@usc.edu](mailto:fagesagu@usc.edu)) before January 15 in order to set up a brief oral proficiency evaluation. **Deadline to apply for JEP is Wednesday, January 16th at 5:00 pm; students must apply in person at the JEP House.** For more information about JEP visit: <http://dornsife.usc.edu/joint-educational-project/>.

**b) *Feliz en Glendale:*** is a community outreach program that allows students enrolled in SPAN220 to collaborate with John Muir Elementary School. (<https://www.gusd.net/muir>). In collaboration with JEP, this service-learning program provides students with the opportunity to share their skills and talents with the children of Muir Elementary School, 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 assist the Spanish Teachers of the School during regular class time **for 6 on-site classes** at John Muir Elementary School. Children's ages range from 4 to 7 years old. After each visit, students will be required to complete **3 written assignments** in Spanish and English to reflect on their service-learning experience.

**Applications:** If interested contact Prof. Fages Agudo (fagesagu@usc.edu) before January 15 in order to set up a brief oral proficiency evaluation. **Deadline to apply for JEP is Wednesday, January 16th at 5:00 pm; students must apply in person at the JEP House.** For more information about JEP visit: <http://dornsife.usc.edu/joint-educational-project/>.

**c) Spanish Brigades:** *Spanish Brigades* (SB) is a community outreach program that allows students enrolled in SPAN 220 and SPAN 240 to work with high-schoolers at USC Hybrid High School (<http://www.uschybridhigh.org/>). Through this service-learning program, students will practice their Spanish, teaching, and leadership skills while increasing their involvement in USC's culturally and socially diverse neighborhood. With the guidance of the program director and Hybrid High teachers, students will prepare and conduct a mini-course consisting of **3 brief classes in Spanish** to be taught at USC Hybrid High School. The classes will be directed to students at the beginner level (Spanish I) and complement the High School curriculum. For example, students might teach vocabulary related to clothing, sports, family, food, etc. Students are also required to complete **3 written assignments** in Spanish to reflect on their experience.

**Applications:** Please contact Prof. Fudacz (jamiefud@usc.edu) **before Monday January 14th**, in order to set up a brief interview. Written applications for the Spanish Brigades program are due by **Monday January 14th at 5:00pm**. To apply, click on the following link: <https://goo.gl/forms/8rXhNuXCCmdliQgE2>

**d) 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 and possibly grammar exercises, as well as 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 a presentation on a topic related to the Spanish-speaking world. Groups will have a maximum of three members, where each will present for 2 minutes, with 2 additional minutes added at the end for questions. 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 presentation to go over the questions with the audience and to 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 will consist of reading and listening comprehension and possibly grammar exercises, as well as 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 required to complete ALL assigned activities** listed on course calendar and/or Blackboard or any other tasks assigned by the instructor **BEFORE** you come to class.
- **NOTE: Any incomplete or late assignments** will receive an automatic grade of **ZERO**.

| Week                          | Content   |
|-------------------------------|---|
| Week 1<br>January<br>7 to 11  | <p>Monday, 7<sup>th</sup>:</p> <p><u>In class:</u><br/>Syllabus, Evaluation Rubrics, Blackboard. Introductions.</p> <p><u>Homework:</u><br/>Read all boxes on pp. 316-319 and complete Chapter 11 Comunicación on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Wednesday, 9<sup>th</sup>:</p> <p><u>In class:</u><br/><b>Chapter 11</b> Comunicación. Bienvenido A-B (pp. 316-317); Pasa A-B (318-319)</p> <p><u>Homework:</u><br/>Read vocabulary and boxes on pp. 320-322 and complete Chapter 11 Vocabulario on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Thursday, 10<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 11 Vocabulario.<br/>La casa y los muebles A (p. 320); Los muebles y los electrodomésticos A-D (pp. 321-323)</p> <p><u>Homework:</u><br/>Complete Estructura 11.1 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Friday, 11<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 11 Vocabulario. Los muebles y los electrodomésticos F and G (p. 322)<br/>Estructura 11.1 The Present Perfect.<br/>Para empezar (p. 325); Actividades analíticas 1-4 (p. 326-328); Actividades prácticas A-C (pp. 328-329)</p> <p><u>Homework:</u><br/>Complete Estructura 11.1 Practice and Chapter 11 Cultura on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> |
| Week 2<br>January<br>14 to 18 | <p>Monday, 14<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 11.1. Actividades prácticas D-F (p. 330)<br/>Chapter 11 Cultura. Mario Pani y la arquitectura moderna en México Paso 3 (p. 331)</p> <p><u>Homework:</u><br/>Complete Chapter 11 Estructura 11.2 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Wednesday, 16<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 11.2 Commands with Object Pronouns<br/>Para empezar (p. 332); Actividades analíticas 1-3 (pp. 332-333); Actividades prácticas A-D (333-334)</p> <p><u>Homework:</u><br/>Complete Chapter 11 Estructura 11.2 Practice and Chapter 11 Estructura 11.3 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>  |

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|   | <p>Thursday, 17<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 11.3 The Present Progressive<br/>Para empezar (p. 335); Actividades analíticas 1-4 (pp. 336-337); Actividades prácticas A-E (pp.337-338)</p> <p><u>Homework:</u><br/>Complete Chapter 11 Estructura 11.3 Practice on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Friday, 18<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 11 Escribamos. Antes de escribir; A escribir; Después de escribir (p. 343)</p> <p><u>Homework:</u><br/>TBD</p>  |
| <p>Week 3</p> <p>January 21<br/>to 25</p>             | <p>Monday, 21<sup>st</sup>: <b>Martin Luther King Jr. Day (no class)</b></p> <p>Wednesday, 23<sup>rd</sup>:</p> <p><u>In class:</u><br/>Chapter 11 Hablemos. Antes de hablar (p. 343); A hablar (p. 343); Después de hablar (p. 343).</p> <p><u>Homework:</u><br/>TBD</p> <p>Thursday, 24<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 11 IPA.</p> <p><u>Homework:</u><br/>TBD</p> <p>Friday, 25<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 11 IPA, cont.</p> <p><u>Homework:</u><br/>Complete Chapter 11 Learnsmart Vocabulario and Gramática on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> |
| <p>Week 4</p> <p>January<br/>28 to<br/>February 1</p> | <p>Monday, 28<sup>th</sup>:</p> <p><u>In class:</u><br/><b>Exam 1 (Chapter 11)</b></p> <p><u>Homework:</u><br/>Read all boxes on pp. 348-349 and complete Chapter 12 Comunicación on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>  |

Wednesday, 30<sup>th</sup>:

In class:

**Chapter 12** Comunicación.

¡Suerte! A-C (pp. A-C). Para mantenerse sano/a hay que .... A and B (p. 349)

Homework:

Read all vocabulary and boxes on pp. 351-354 and complete Chapter 12 Vocabulario Parte 1 on [Blackboard](#) by 11:59 pm before next class.

Thursday, 31<sup>st</sup>:

In class:

Chapter 12 Vocabulario. Los deportes y cómo mantenerse en forma A-D (pp. 350-353)

Homework:

Read all vocabulary and boxes on pp. 351-354 and complete Chapter 12 Vocabulario Parte 2 on [Blackboard](#) by 11:59 pm before next class.

Friday, 1<sup>st</sup>:

In class:

Chapter 12 Vocabulario. Los deportes y cómo mantenerse en forma E-I (pp. 354-356)

Homework:

Complete Chapter 12 Estructura 12.1 Prep by 11:59 pm on [Blackboard](#) by 11:59 pm before next class.

Week 5

Monday, 4<sup>th</sup>:

February

In class:

Estructura 12.1 The Present Perfect with Object Pronouns

Para empezar (p. 357); Actividades analíticas 1-2 (p. 358); Actividades prácticas A-D (pp. A-C)

4 to 8

Homework:

Complete Chapter 12 Estructura 12.1 Practice and Chapter 12 Cultura on [Blackboard](#) by 11:59 pm before next class.

Wednesday, 6<sup>th</sup>:

In class:

Chapter 12 Cultura. Los deportes en Colombia y Venezuela (p. 360). Reciclaje (p. 361)

Homework:

Complete Chapter 12 Estructura 12.2 Prep on [Blackboard](#) by 11:59 pm before next class.

Thursday, 7<sup>th</sup>:

In class:

Estructura 12.2 The Present Progressive with Object Pronouns

Para empezar (p. 362); Actividades analíticas 1-2 (p. 362); Actividades prácticas A-C (p. 363)

Reciclaje (p. 364)

Homework:

Complete Chapter 12 Estructura 12.2 Practice and Chapter 12 Estructura 12.3 Prep on [Blackboard](#) by 11:59 pm before next class.

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|   | <p>Friday, 8<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 12.3 The Subjunctive: Volition with Regular Verbs<br/>Para empezar (p. 364); Actividades analíticas 1-5 (p. 365-366); Actividades prácticas A-D (pp. 367-368)</p> <p><u>Homework:</u><br/>Complete Chapter 12 Estructura 12.3 Practice on <a href="#">Blackboard</a> by 11:59 pm before next class.<br/>On a separate sheet of paper, complete Antes de leer (p. 369) and A leer (pp. 369-370) by class time.</p>   |
| <p>Week 6</p> <p>February</p> <p>11 to 15</p> | <p>Monday, 11<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 12.3 The Subjunctive: Volition with Regular Verbs. Actividades prácticas E (p. 368).<br/>Chapter 12 Leamos. Después de leer (p. 370)<br/><b>Participation grade 1</b></p> <p><u>Homework:</u><br/>Portfolio 1 is due soon. Portfolios often require going out in the community or attending events; please plan accordingly.<br/>Complete Chapter 12 Learnsmart Vocabulario and Gramática on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> |
|   | <p>Wednesday, 13<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 12 IPA</p> <p><u>Homework:</u><br/>Read the box on p. 379 and complete Chapter 13 Comunicación Parte 1 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>  |
|   | <p>Thursday, 14<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 12 IPA, cont.<br/><b>Chapter 13</b> Comunicación. Debería ... A-C (pp. 378-379)</p> <p><u>Homework:</u><br/>Read boxes on pp. 380 and 381 and Chapter 13 Comunicación Parte 2 on <a href="#">Blackboard</a> by 11:59 before next class.<br/>Read box on p. 383 and complete Chapter 13 Vocabulario Parte 1 on <a href="#">Blackboard</a> by 11:59 before next class.</p>  |
|   | <p>Friday, 15<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 13 Comunicación. ¿Cuánto tiempo hace que ...? A-C (pp. 380-381)<br/>Chapter 13 Vocabulario. La naturaleza y el medio ambiente A (pp. 382-382)</p> <p><u>Homework:</u><br/>Complete Chapter 13 Vocabulario Parte 2 on <a href="#">Blackboard</a> by 11:59 before next class.</p>   |

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| Week 7                                 | Monday, 18 <sup>th</sup> : <b>Presidents' Day (no class)</b>   |
| February<br>18 to 22                   | <p>Wednesday, 20<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 13 Vocabulario. La naturaleza y el medio ambiente B-D (pp. 384-385). Reciclaje (p. 386)</p> <p><u>Homework:</u><br/>Complete Chapter 13 Estructura 13.1 Prep on <a href="#">Blackboard</a> by 11:59 before next class.</p> <p>Thursday, 21<sup>st</sup>:</p> <p><u>In class:</u><br/>Estructura 13.1 The subjunctive: Irregular verbs<br/>Para empezar (p. 386); Actividades analíticas 1-3 (p. 387); Actividades prácticas A-D (p. 387-388).</p> <p><u>Homework:</u><br/>Complete Chapter 13 Estructura 13.1 Practice.<br/>Complete Estructura 13.2 Prep on <a href="#">Blackboard</a> by 11:59 before next class.</p> <p>Friday, 22<sup>nd</sup>:</p> <p><u>In class:</u><br/>Reciclaje (p. 389). Estructura 13.2 The subjunctive: Disbelief and uncertainty<br/>Para empezar (p. 389); Actividades analíticas 1-3 (pp. 390); Actividades prácticas A-D (pp. 390-391)</p> <p><u>Homework:</u><br/>Complete Chapter 13 Estructura 13.2 Practice and Chapter 13 Cultura.<br/>Complete Chapter 13 Estructura 13.3 Prep on <a href="#">Blackboard</a> by 11:59 before next class.</p> |
| Week 8<br>February<br>25 to<br>Marzo 1 | <p>Monday, 25<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 13 Cultura. Las luchas ecológicas de Ecuador y Bolivia Paso 3 (p. 392)<br/>Estructura 13.3 The subjunctive: Purpose and Contingency<br/>Para empezar (p. 393); Actividades analíticas 1-3 (pp. 393-394); Actividades prácticas A and B (p. 395)</p> <p><u>Homework:</u><br/>Complete Chapter 13 Estructura 13.3 Practice on <a href="#">Blackboard</a> by 11:59 before next class.</p> <p>Wednesday, 27<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 13.3 The subjunctive: Purpose and Contingency. Actividades prácticas C and D (p. 396)<br/><b>In-class writing portion of Portfolio 1.</b><br/><b>Portfolio 1 is due today, 11:59 pm.</b></p> <p><u>Homework:</u><br/>On a separate sheet of paper, complete Antes de leer (p. 397) and A leer (p. 387) by class time.</p> <p>Thursday, 28<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 13 Leamos. Después de leer (p. 398)<br/>Review for conversation with partner.</p> <p><u>Homework:</u><br/>TBD</p>   |



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|   | <p>Friday 1<sup>st</sup>:</p> <p><u>In class:</u><br/><b>Conversation with Partner</b></p> <p><u>Homework:</u><br/>TBD</p>   |
| <p>Week 9</p> <p>March</p> <p>4 to 8</p>    | <p>Monday, 4<sup>th</sup>:</p> <p><u>In class:</u><br/><b>Conversation with Partner</b></p> <p><u>Homework:</u><br/>TBD</p> <p>Wednesday, 6<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 13 Hablemos. Antes de hablar (p. 401); A hablar (p. 401); Después de hablar (p. 401), IPA 13</p> <p><u>Homework:</u><br/>TBD</p> <p>Thursday, 7<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 13 IPA, cont.</p> <p><u>Homework:</u><br/>Complete Chapter 13 Learnsmart Vocabulario and Gramática on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Read boxes on pp. 406 and 407 and complete Chapter 14 Comunicación on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Friday, 8<sup>th</sup>:</p> <p><u>In class:</u><br/><b>Exam 2 (Chapters 12 and 13)</b></p> <p><u>Homework:</u><br/>TBD</p> |
| <p>March</p> <p>11 to 15</p>                | <p><b>Spring Break (no class)</b></p>  |
| <p>Week 10</p> <p>March</p> <p>18 to 22</p> | <p>Monday, 18<sup>th</sup>:</p> <p><u>In class:</u><br/><b>Chapter 14</b> Comunicación. Quizás. No sé. Tal vez ... A and B (p. 406). Quisiera A-C (p. 407)</p> <p><u>Homework:</u><br/>Read the box on p. 409 and complete Chapter 14 Vocabulario Parte 1 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>   |

Wednesday, 20<sup>th</sup>:

In class:

Chapter 14 Vocabulario. El nuevo centro cultural A-D (pp. 408-409)

Homework:

Read the box on p. 411 and complete Chapter 14 Vocabulario Parte 2 on [Blackboard](#) by 11:59 pm before next class.

Thursday, 21<sup>st</sup>:

In class:

Chapter 14 Vocabulario. El nuevo centro cultural E and F (p. 411). Reciclaje (p. 412)  
Estructura 14.1. Para empezar (p. 412)

Homework:

Complete Chapter 14 Estructura 14.1 Prep on [Blackboard](#) by 11:59 pm before next class.

Friday, 22<sup>nd</sup>:

In class:

Estructura 14.1 The Past Subjunctive  
Actividades analíticas 1-4 (pp. 413-414); Actividades prácticas A-D (pp. 414-416)

Homework:

Complete Chapter 14 Estructura 14.1 Practice and Chapter 14 Estructura 14.2 Prep on [Blackboard](#) by 11:59 pm before next class.

Week 11

March

25 to 29

Monday, 25<sup>th</sup>:

In class:

Estructura 14.2 The Future  
Para empezar (p. 417); Actividades analíticas 1-4 (pp. 417-418); Actividades prácticas A-D (p. 419)

Homework:

Complete Chapter 14 Estructura 14.2 Practice and Chapter 14 Cultura on [Blackboard](#) by 11:59 pm before next class.

Wednesday, 27<sup>th</sup>:

In class:

Chapter 14 IPA.

Homework:

Read box on pp. 430 and complete Chapter 15 Comunicación Parte 1 on [Blackboard](#) by 11:59 pm before next class.

Thursday, 28<sup>th</sup>:

In class:

Chapter 14 Hablemos. Antes de hablar (p. 425); A hablar (p. 425); Después de hablar (p. 425)

**Chapter 15** Comunicación. En mi opinión ... A-D (p. 430)

**Participation grade 2**

Homework:

Complete Chapter 14 Learnsmart Vocabulary and Grammar on [Blackboard](#) by 11:59 pm before next class.

Friday, 29<sup>th</sup>:

In class:

**Class presentations (3 pairs/groups)**

Homework:

Read the box on p. 431 and complete Chapter 15 Comunicación Parte 2 on [Blackboard](#) by 11:59 pm before next class.

Complete Chapter 15 Vocabulario on [Blackboard](#) by 11:59 pm before next class.

Week 12

Monday, 1<sup>st</sup>:

April

In class:

Chapter 15 Comunicación. ¿Qué sé yo? A (p. 431)

Chapter 15 Vocabulario. Los problemas sociales, económicos y políticos A-D (p. 432)

1 to 5

Homework:

Complete Chapter 15 Estructura 15.1 Prep on [Blackboard](#) by 11:59 pm before next class.

Portfolio 2 is due soon. Portfolios often require going out in the community or attending events; please plan accordingly.

Wednesday, 3<sup>rd</sup>:

In class:

Estructura 15.1 The conditional

Para empezar (p. 435); Actividades analíticas 1-4 (p. 436).

Homework:

Complete Chapter 15 Estructura 15.1 Practice on [Blackboard](#) by 11:59 pm before next class.

Thursday 4<sup>th</sup>:

In class:

**Class presentations (3 pairs/groups)**

Homework:

TBD

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|   | <p>Friday, 5<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 15.1 The conditional. Actividades prácticas D (p. 437).<br/><b>In-class writing portion of Portfolio 2.</b><br/><b>Portfolio 2 is due today by 11:59 pm.</b></p> <p><u>Homework:</u><br/>TBD</p>                                 |
| <p>Week 13</p> <p>April</p> <p>8 to 12</p>  | <p>Monday, 8<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 15.2 Si Clauses<br/>Para empezar (p. 438); Actividades analíticas 1-4 (p. 439)</p> <p><u>Homework:</u><br/>TBD</p>   |
|   | <p>Wednesday, 10<sup>th</sup>:</p> <p><u>In class:</u><br/>Estructura 15.2 Si Clauses<br/>Actividades prácticas A-D (p. 440-441)</p> <p><u>Homework:</u><br/>Complete Chapter 15 Estructura 15.2 Practice, and Chapter 15 Cultura on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> |
|   | <p>Thursday, 11<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 15 IPA</p> <p><u>Homework:</u><br/>TBD</p>   |
|   | <p>Friday, 12<sup>th</sup>:</p> <p><u>In class:</u><br/>Chapter 15 IPA</p> <p><u>Homework:</u><br/>TBD</p>   |
| <p>Week 14</p> <p>April</p> <p>15 to 19</p> | <p>Monday, 15<sup>th</sup>:</p> <p><u>In class:</u><br/><b>Class presentations (3 pairs/groups)</b></p> <p><u>Homework:</u><br/>Complete Chapter 15 Learnsmart Vocabulary and Grammar on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>   |

Wednesday, 17<sup>th</sup>:

In class:

Chapter 15 Hablemos. Antes de hablar (p. 449); A hablar (p. 449); Después de hablar (p. 449)  
Review for final oral interviews with instructor.

Homework: TBD

Thursday, 18<sup>th</sup>:

In class:

**Exam 3 (Chapter 14 and 15)**

Homework: TBD

Friday, 19<sup>th</sup>:

In class: **Oral interview with instructor**

Homework: TBD

Week 15

Monday, 22<sup>nd</sup>:

April

In class: **Oral interview with instructor**

22 to 26

Homework: TBD

Wednesday, 24<sup>th</sup>:

In class: **Oral interview with instructor**

Homework: TBD

Thursday, 25<sup>th</sup>:

In class: **Oral interview with instructor**

Homework: TBD

Friday, 26<sup>th</sup>:

**Student Learning Experience Evaluation, Review for final exam, Participation grade 3**

FINAL EXAM

**Saturday, May 4<sup>th</sup> 4.30-6.30 pm (location TBA).**

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