

DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES
Spanish and Portuguese Language Programs
Summer 2019 (Session 050: 15 May-25 June)- SPAN 120: Spanish I

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

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Course: Span 120 62005

MTWTh 9-11.20 THH 209

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REQUIRED COURSE MATERIAL

- **Textbook:** Goodall, G., & Lear, D., (2015). *Conéctate* (Vol. 1). ISBN: 9781260023008
- **Workbook:** Follow the instructions on Blackboard to register for the online workbook.

IMPORTANT DATES

- **Last day to add the course** **Wednesday, 22 May 2019**
 - **Last day to drop a class without a mark of "W" or change pass/no pass to letter** **Friday, 31 May 2019**
 - **Last day to drop a class with a mark of "W"** **Monday, 17 June 2019**
- Final Exam: Tuesday, 25 June 2019, 9-11am, THH 209**

COURSE OBJECTIVES

Interpersonal:

- Students will be able to list ideas and exchange basic information with members of their class on topics related mostly to themselves.
- Students will communicate using lists, phrases and very simple sentences.
- Students will effectively participate in controlled classroom interactions.
- Students will begin to use linguistic strategies to communicate lack of understanding and to ask for help.
- Students will begin to monitor their own language use.

At the end of the semester students will be able to:

- Meet, greet and introduce themselves.
- Name and talk about their immediate world: school, academic courses, places and things in educational settings, share information about when and where common daily activities happen.
- Identify and discuss family members and relationships, briefly describe people and things, and indicate nationality.
- Talk about daily activities at home and at school, talk about leisure activities, express likes and dislikes.
- Give simple instructions.

Presentational:

- Students will be able to write simple messages, articles, short reports, etc. on a variety of familiar topics using phrases and simple sentences.
- Students will be able to make rehearsed presentations on a variety of familiar topics using phrases and simple sentences. Examples of the oral interactions are telling a simple story, describing an image, etc.

Interpretive:

- Students will be able to identify the main idea and some details on a limited number of familiar topics in both oral and straightforward expository texts.
- Students will be able to demonstrate understanding of authentic everyday simple written texts such as schedules, websites, public signs, ads, weather reports, songs, etc.

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. 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. 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

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 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.

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.

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

COURSE EVALUATION

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

SUMMARY OF DISTRIBUTION OF GRADES

EVALUATION PROCEDURES	%
Effort and Preparedness (25%)	
Class Preparedness (Class-checked Homework) and Participation	15
Online Homework	10
Interpersonal (15%)	
Short Conversation with Partner (4 min/student)	5
Final Interview with Instructor (10 minutes)	10
Interpretive, Interpersonal, and Presentational (10%)	
One individual presentation	5
One group presentation	5
Summative Assessment: Interpretive and Presentational (50%)	
Three Chapter Exams (10% each)	30
Final Written Exam	20
TOTAL	100

GRADING SYSTEM

PERCENTAGES	LETTER
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

READ THIS CAREFULLY AND MAKE SURE YOU UNDERSTAND IT AS OUR ATTENDANCE POLICY IMPACTS YOUR FINAL GRADE.

Students are allowed a maximum of 2 unexcused absences throughout the session. Note that this is a compressed session. Students who exceed the number of unexcused absences for the course will see their final grade lowered 2.5% per class session missed.

For example, if a student obtained a final grade of 85.5 (B) in the course and he/she had 4 unexcused absences (beyond the 2 "free" 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. You will evaluate your participation in Bb in weeks 2, 3, 4, 5, and 6.

Note: As a part of the participation grade, students are expected to complete the material on the schedule completed (e.g., all textbook exercises, reading, listening comprehension, or other tasks 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:

- 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 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 it works:

You will be required to participate in **a short oral conversation** with a partner. This conversation will be **recorded** and uploaded to Bb. **The conversation will last 8 minutes** (approx. 4 minutes per student). The date for the conversation is 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 toward the end of the session, and you will be evaluated with regard to the expected proficiency level of students in your course. **The interview will last at least 8 minutes.**

7. Class Presentations (Description)

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:

Individual: You will record yourself introducing yourself to your classmates and will upload the recording to Bb. You will view your classmates' introductions and comment on them in the blog.

Group: You will work in pairs or trios to prepare a presentation on a topic related to the Spanish-speaking world. Each speaker will present for 2 minutes, with 2 additional minutes added at the end for questions. Groups will have a maximum of three members. 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). You should rehearse your presentation so that you have a smooth delivery that is easy to understand. Choppy delivery will negatively impact your grade.

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.

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, as well as grammar 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 assignments will receive an automatic grade of **ZERO**.

Week	Content
Week 1	Wednesday, 15 May
May 15-16	<p>Introduction to the course</p> <p>Capítulo 1: En la clase</p> <p>Comunicación</p> <p>¡Hola! A-C (pp. 2-3); ¿Cómo te llamas?/¿Cómo se llama? A-D (pp. 4-6); ¿Cómo estás?/¿Cómo está? A-C (pp. 7-8), ¿De dónde eres?/¿De dónde es? A-C (pp. 8-9); ¡Adiós! A-B (p. 9).</p> <p>Vocabulario</p> <p>¿Cómo se escribe? A-C (pp. 10-12). Los meses y las estaciones A-C (p. 13). Los números y las fechas A-E (pp. 14-15)</p> <p>Actividad oral</p> <p>Presentar a un compañero de clase (handout)</p> <p>Homework:</p> <p>Read chapter 1, memorize vocabulary pages 33-34</p> <p>Complete Chapter 1 Estructura 1.1 Prep and Chapter 1 Vocabulario Parte 1 on Blackboard</p> <p>Introduce yourself (2 min. max.) in a video, post in blog. Watch at least one video and comment on it:</p> <p><i>Actividades>Orales>Presentación personal</i></p>
	Thursday, 16 May
	<p>Crucigrama: vocabulario capítulo 1</p> <p>1.1. Singular nouns and articles</p> <p>Para empezar (p. 16); Actividades analíticas 1-4 (pp. 16-17); Actividades prácticas A-D (pp. 17-18);</p> <p>1.2 Plural nouns and articles</p> <p>Para empezar (p. 18); Actividades analíticas 1-4 (p. 10); Actividades prácticas A-C (pp. 20-21).</p> <p>1.3 The verb <i>ser</i> (to be) and <i>tener</i> (to have)</p> <p>Para empezar (p.21); Actividades analíticas 1-3 (p. 22); Actividades prácticas A-D (pp. 22-23)</p> <p>Homework:</p> <p>Chapter 1 Vocabulario Parte 2, Chapter 1 Estructura 1.1 Practice, Chapter 1 Estructura 1.2 Prep, Chapter 1 Estructura 1.3 Prep, Chapter 1 Estructura 1.2 Practice, Chapter 1 Estructura 1.4 Prep, Chapter 1 Cultura on Blackboard</p>

<p>Week 2</p> <p>May 21-24</p>	<p>Monday, 20 May</p> <p>Chapter 1 Cultura Paso 3 (p. 24)</p> <p>1.4 Possessive adjectives</p> <p>Para empezar (p. 25); Actividades analíticas 1-2 (pp. 25-26); Actividades prácticas A-D (p. 26)</p> <p>Comprensión auditiva, comprensión de lectura</p> <p>Homework:</p> <p>Chapter 1 Estructura 1.4 Practice, Complete Learnsmart Chapter 1 Vocabulary and Grammar on Blackboard</p> <p>Tuesday, 21 May</p> <p>Ensayo, actividad oral</p> <p>Repaso para el examen</p> <p>Homework:</p> <p>Prepare for Chapter 1 exam</p>
	<p>Wednesday, 22 May</p> <p>Exam: Chapter 1</p> <p>Participación 1</p> <p>Capítulo 2: Mis amigos y yo</p> <p>Comunicación</p> <p>¿Cuántos años tienes?/¿Cuántos años tiene Ud.? A-B (pp. 36-37); ¿A dónde vas? / ¿A dónde va? A and C (pp. 37-39);</p> <p>Homework:</p> <p>Read chapter 2, memorize vocabulary pages 61-62</p> <p>Chapter 2 Vocabulario Parte 1, Chapter 2 Estructura 2.1 Prep on Blackboard</p> <p>Thursday, 23 May</p> <p>Crucigrama: vocabulario capítulo 2</p> <p>Cultura: Panamá (p.48)</p> <p>Investigación en internet, presentar</p>

	<p>2.1 Adjectives</p> <p>¿Cómo son?; ¿Quién es?; Más listas (p. 47)</p> <p>2.2 Verbs estar and ir</p> <p>Para empezar (p. 49); Actividades analíticas 1-3 (pp. 49-50); Actividades prácticas A-E (pp. 50-52)</p> <p>2.3 The verb gustar</p> <p>Para empezar (p. 52); Actividades analíticas 1-3 (pp. 52-53); Actividades prácticas A-D (pp. 54)</p> <p>2.4 ¿Qué te gusta hacer? ¿Qué vas a hacer?</p> <p>Para empezar (p. 54); Actividades analíticas 1-3 (pp. 55); Actividades prácticas A-D (pp. 55)</p> <p>Homework:</p> <p>Chapter 2 Estructura 2.2 Practice, Chapter 2 Estructura 2.3 Prep, Chapter 2 Estructura 2.4 Prep, Chapter 2 Estructura 2.3 Practice, Chapter 2 Estructura 2.4 Practice on Blackboard</p>
<p>Week 3</p> <p>May 28-30</p>	<p>Tuesday 28 May</p> <p>IPA Chapter 2</p> <p>Actividad oral, ensayo</p> <p>Homework:</p> <p>Antes de leer (p. 56) and A leer (p. 57)</p> <p>Chapter 2 Learnsmart Vocabulario and Gramática on Blackboard</p> <p>Read Capítulo 3: ¿Qué haces?, memorize vocabulary page 94</p> <p>Chapter 3 Comunicación Parte 1 on Blackboard</p>

	<p>Wednesday, 29 May</p> <p>Chapter 3: ¿Qué haces?</p> <p>Crucigrama: vocabulario capítulo 3</p> <p>Comunicación: Disculpa, ¿Qué hora es? A-B (pp. 64-66)</p> <p>¿A qué hora? A-D (p. 66-67)</p> <p>Vocabulario</p> <p>¿Cómo es tu rutina diaria? A-E (p. 69-73)</p> <p>3.1 Present Indicative Singular Forms</p> <p>Para empezar (pp. 74-75); Actividades analíticas 1-3 (p. 75); Actividades prácticas A-D (p. 75-77)</p> <p>3.2 Present Indicative Plural Forms</p> <p>Para empezar (p. 77); Actividades analíticas 1-4 (pp.78-79); Actividades prácticas A-E (pp. 79-81)</p> <p>Homework:</p> <p>Chapter 3 Comunicación Parte 2, Chapter 3 Vocabulario Parte 1, Chapter 3 Vocabulario Parte 2 Practice, Chapter 3 Estructura 3.1 Prep, 3.2 Prep, Chapter 3 Estructura 3.1 Practice, Chapter 3 Estructura 3.2 Practice on Blackboard</p>
	<p>Thursday, 30 May</p> <p>Comprensión auditiva, actividad oral</p> <p>3.3 Stem changing verbs o→ue</p> <p>Para empezar (p. 82); Actividades analíticas 1-3 (p. 83); Actividades prácticas A-D (p. 84)</p> <p>3.4 Demonstrative adjectives</p> <p>Para empezar (p. 85); Actividades analíticas 1-3 (p. 86); Actividades prácticas A-D (p. 87)</p> <p>Homework:</p> <p>Chapter 3 Estructura 3.3 Prep, Chapter 3 Estructura 3.4 Prep, Chapter 3 Estructura 3.3 Practice, Chapter 3 Estructura 3.4 Practice, Chapter 3 Learnsmart Vocabulary and Grammar on Blackboard</p>
<p>Week 4</p> <p>June 3-6</p>	<p>Monday, 03 June</p> <p>IPA Chapter 3</p> <p>Conversation Exam, Ensayo</p> <p>Homework:</p> <p>Prepare for exam</p>

Tuesday, 04 June

Exam 2: Chapters 2 and 3

Participación 2

Capítulo 4: ¡Qué bonita familia!

Comunicación

¿A qué te dedicas?/ ¿A qué se dedica? A and B (pp. 96-97)

¡Qué lindo!

A-C (pp. 97-98)

Homework

Read chapter 4, memorize vocabulary pages 122-123

Chapter 4 Comunicación Parte 1, Chapter 4 Vocabulario Parte 1 and Parte 2, Chapter 4 Comunicación Parte 2 on [Blackboard](#)

Wednesday, 05 June

Crucigrama: vocabulario capítulo 4

Individual presentation (4 presenters)

Vocabulario

¿Cómo es la familia de Camila?

A-G (pp. 99-103)

4.1 Comparatives

Para empezar (p. 104); Actividades analíticas 1-2 (p. 105); Actividades prácticas A-F (pp. 105-107)

Homework

Chapter 4 Estructura 4.1 Prep , Chapter 4 Estructura 4.1 Practice on [Blackboard](#)

Thursday, 06 June

Individual presentation (4 presenters)

Class time to work on presentations

Catch-up, as needed

Homework

Prepare group presentations

<p>Week 5</p> <p>June 10-13</p>	<p>Monday, 10 June</p> <p>Individual presentation (4 presenters)</p> <p>4.2 Stem changing verbs e→i</p> <p>Para empezar (p. 108); Actividades analíticas 1-3 (pp. 108-109); Actividades prácticas A-E (pp. 110-111)</p> <p>Homework</p> <p>Chapter 4 Estructura 4.2 Prep, Chapter 4 Estructura 4.2 Practice on Blackboard</p>
	<p>Tuesday, 11 June</p> <p>Individual presentation (4 presenters)</p> <p>4.3 Stem changing verbs e→ie</p> <p>Para empezar (p. 112); Actividades analíticas 1-3 (pp. 112-113); Actividades prácticas A-D (pp. 113-114)</p> <p>Homework:</p> <p>Chapter 4 Estructura 4.3 Prep, Chapter 4 Estructura 4.3 Practice on Blackboard</p>
	<p>Wednesday, 12 June</p> <p>IPA 4</p> <p>4.4 Ser and estar for identity and location</p> <p>Para empezar (p. 115); Actividades analíticas 1-4 (pp. 115-116); Actividades prácticas A-D (pp. 117-118)</p> <p>Class presentations (4 groups)</p> <p>Homework:</p> <p>Chapter 4.4 Prep, Chapter 4 Estructura 4.4 Practice, Chapter 4 Learnsmart Vocabulario and Grammar on Blackboard</p>

	<p>Thursday, 13 June</p> <p>Chapter 5: Por la ciudad</p> <p>Crucigrama: vocabulario capítulo 5</p> <p>Comunicación</p> <p>Muchas gracias A-D (pp. 125-126), ¿Dónde está? A-C (pp. 128-130)</p> <p>Vocabulario</p> <p>Paisajes urbanos A-B (pp. 131-133), Los números del 100 al 9.999 A-E (pp. 133-134)</p> <p>Homework:</p> <p>Chapter 5 Comunicación Parte, Chapter 5 Comunicación Parte 2, Chapter 5 Vocabulario, Chapter 5 Estructura 5.1 Prep on Blackboard</p>
<p>Week 6</p> <p>June 17-20</p>	<p>Monday, 17 June</p> <p>Class presentations (4 groups)</p> <p>5.1 Verbs with irregular yo forms</p> <p>Para empezar (p. 135); Actividades analíticas 1-4 (pp. 136-137); Actividades prácticas A-D (pp. 137-138)</p> <p>Homework:</p> <p>Chapter 5 5.2 Prep, Estructura 5.3 prepb on Blackboard</p> <hr/> <p>Tuesday, 18 June</p> <p>Class presentations (4 groups)</p> <p>5.2 Verbos reflexivos</p> <p>Para empezar (p. 140); Actividades analíticas 1-5 (pp. 140-142); Actividades prácticas A-F (pp. 142-143)</p> <p>5.3 Ser and estar with adjectives</p> <p>Para empezar (p. 144); Actividades analíticas 1-4 (pp. 144-145); Actividades prácticas A-E (pp. 146-147)</p> <p>Homework to be completed by 11:59 pm before next class:</p> <p>Chapter 5 Estructura 5.2 Practice, Chapter 5 Estructura 5.3 Practice, Chapter 5 Learnsmart Vocabulario and Grammar on Blackboard</p>

	Wednesday, 19 June Exam 3: Chapters 4 and 5 Participación 3 Class presentations (4 groups) Oral Interviews
	Thursday, 20 June Class presentations (4 groups) Review for final exam Oral interviews Homework: Prepare for final exam
Week 7 June 24-25	Monday, 24 June Review for final exam Oral interviews Homework: Prepare for final exam
	Tuesday, 25 June Final exam Oral interviews