DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES
Spanish and Portuguese Language Programs
Fall 2021 - SPAN 150: Spanish II

Blackboard: http://blackboard.usc.edu

Section Information

Instructor: M. Mercedes Fages Agudo
E-mail: fagesagu@usc.edu
Office Location: THH-156-H
Office Hours:M/W or by appointment via zoom: https://usc.zoom.us/j/7553281910
Meeting ID: 755 328 1910

Section: SPAN150 62059
Phone number: (213)-740-1269
Class Time: 12pm to 1:55pm
Location: THH211

REQUIRED COURSE MATERIAL

- **Textbook:** Goodall, G., & Lear, D., (2015). *Conéctate* (Vol. 2). ISBN: 9781308975474
- **Workbook:** Follow the instructions on Blackboard (under Online Homework) to register for the online workbook.

IMPORTANT DATES

Last day to add a class or drop without a mark of "W" and receive a refund	Friday, September 10
Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade.	Friday, October 8
Last day to drop with a mark of "W"	Friday, November 12

The final exam will be assigned by December 3rd and will be due December 10th at 11:59pm

COURSE OBJECTIVES

Interpersonal:

- List ideas and exchange basic information with members of their class on topics related to everyday life;
- Communicate using phrases and simple sentences;
- Effectively participate in controlled interactions with classmates and native speakers;
- Begin to use linguistic strategies to communicate lack of understanding and to ask for help;
- Begin to monitor their own language use;
- Perform the following functions and tasks:
    - talk about foods, beverages, and dining;
    - order food and beverages in a restaurant;
    - identify and talk about clothing and accessories;

- talk about shopping experiences;
- talk about holidays and special events;
- inquire and provide information about people, places and events;
- talk about transportation, lodging and other aspects of traveling; and
- share information about personal relationships and events like marriage.

Presentational:

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

Interpretive:

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

SPANISH LANGUAGE PROGRAM OBJECTIVES

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

Interpersonal:

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

Presentational:

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

Interpretive:

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

Cultures, Connections, Comparisons and Communities:

- Note similarities and differences between their own and target cultures in a variety of familiar contexts;
- Demonstrate knowledge of cultural topics introduced in class, and provide simple analysis and critique of the products of the target culture (e.g., film, literature, art, media);

- Demonstrate the ability to use the target language beyond the classroom to interact and collaborate in their community;
- Demonstrate a greater awareness of the Hispanic community in the LA area through reflections in English and the target language.

These goals require that you come to class prepared to engage in the day's work by having read all required material and completed <u>all</u> assignments listed on the schedule.

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:

<u>COMMUNICATION: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH</u>

- **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.

<u>CULTURES: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES</u>

- **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.

<u>CONNECTIONS: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</u>

- **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.

<u>COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</u>

- **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.

<u>COMMUNITIES: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD</u>

- **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.

STATEMENT ON 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 microaggressions 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: OSAS

Any student requesting academic accommodations based on a disability is required to register with Office of Dissability Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. 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 OSAS test proctoring form, signed by the student and the professor and submitted to OSAS by the student, two weeks prior to the beginning of the final exam period. OSAS 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 OSAS is (213) 740-0776. They can be reached via email at ability@usc.edu.

RESEARCH

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

CONTACT WITH INSTRUCTORS

Your first contact is your instructor who may be reached through email, by telephone, or in person during office hours or by appointment. You can find contact information for the Program and the faculty on the Language Program page of the Department of Latin American and Iberian Cultures https://dornsife.usc.edu/latin-american-and-iberian-cultures/faculty/.

COURSE EVALUATION

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

SUMMARY OF DISTRIBUTION OF GRADES

EVALUATION PROCEDURES	**%**
Effort and Preparedness (25%)	
Class Preparedness (Class-checked Homework) and Participation	15
Online Homework	10
Interpersonal (15%)	
One Short Conversation with Partner (4 minutes per student per conversation)	5
Final Interview with Instructor (8 minutes)	10
Interpretive, Interpersonal, and Presentational (15%)	

EVALUATION PROCEDURES	**%**
Two Portfolio Entries (Activities and Reflection)	10 (5% each)
One group presentation	5
Summative Assessment: Interpretive and Presentational (45%)	
Three Chapter Exams	25 (8.33% each)
Final Written Exam	20
TOTAL	**100**

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 the original of your excuse, who will verify it and attach it (or a copy of it) to the grade sheet.

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

2. Use of Spanish and Instructors' Feedback

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

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

3. Attendance and Participation

Students will be expected to attend all class meetings. All efforts will be made to make materials available for students who, due to connectivity are any other emergency-related issues, may miss class. Students will be responsible to cover any content they miss independently and seek assistance from the instructor in a timely manner for any questions that should ensue. Extensions will not be granted unless a documented emergency can be established by way of official documentation within 48 hours after the deadline it affected.

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). 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 at the end of this document completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor).

For greater flexibility homework activities are set to be available until 11:59 pm every Sunday. However, it is recommended that homework is completed nightly after class.

4. Homework

Purpose:

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

How it works:

Online Homework

- You will do your workbook exercises and practices outside of class in an electronic workbook. Use a web browser and go to the Blackboard portal. Click on your Spanish course and then on the folder named "Online Homework". In it you will see a list of all assignments for the course, as well as the date on which they are due.
- To complete your assignment, click on its title (e.g., Chapter 1 Comunicación). **It is important that you read the corresponding parts of your textbook before completing these assignments, as you will be graded for accuracy.**
- An assignment consists of a bundle of exercises. There are approximately 4-16 exercises per assignment. All the activities for each lesson are machine-scored, and some will accept multiple correct answers. Pay attention to spelling, capitalization, punctuation, and accentuation as you complete your work.
- Your scores are housed in the Blackboard grade book. You may check your scores at any time. You may repeat an exercise as many as 3 times. You must complete the activities **by the deadline stated on Blackboard. You will not have access to the online Blackboard exercises after the deadline.** You must complete all of the assignments for each of the lessons for your level unless otherwise instructed. No assignments will be dropped. **Activities that are not done or not submitted for scoring (work saved, but not submitted for scoring) are computed as a zero.**

5. Conversation with Partner

Purpose:

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

How they work:

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

6. Final Oral Interview

Purpose:

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

How it works:

The final oral interview will consist of a one-on-one conversation with your instructor. It will be conducted at the end of the semester, and you will be evaluated with regard to the expected proficiency level of students in your course. **The interview will last 8 minutes.**

7. Portfolio

Purpose:

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

How it works:

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

8. Chapter Exams

Purpose:

- To validate comprehension of material in the chapter (interpretive and presentational modes)
- 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:

Each presenter will talk for 2 minutes. Groups will have a maximum of three members. An additional 2 minutes will be added at the end of each presentation 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). Be advised that reading will result in a penalty to your grade.

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. The day before the presentation, presenters will need to send to the instructor the handouts

Presenters should reserve the last two minutes of the presentation to go over the questions with the audience to and make sure that the main points of their talk have been properly understood. Presenters should make sure to engage the audience to encourage their participation. If your audience is unable to answer your questions, your grade will be negatively affected. Presenters should make sure to rehearse their talks as needed prior to the date of their presentation. Choppy delivery will negatively impact your grade.

10. Final Exam

Purpose:

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

How it works:

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

TEMARIO/SCHEDULE:

- **The instructor reserves the right to make changes to the schedule (excluding exams and composition dates) if he/she deems it pedagogically appropriate.**
- The student is responsible for the notes/material from any classes missed.
- **Remember** to bring your textbook to class every day. **You are 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 August 23 to 27	Monday, 23rd: *Syllabus, Evaluation Rubrics, Blackboard. Introductions.* Capítulo 6: Comunicación ¡Cómo no! A-B (pp. 160-161); - ¿Quieres …? No, gracias. A-B (p. 162) **HW:** - Read all boxes on pp. 160-163 on your textbook and complete Chapter 6 Comunicación on Blackboard by Sunday. - Read the vocabulary on p. 164 and p. 166 and all boxes on p. 165 on your textbook and complete Chapter 6 Vocabulario Parte 1 on Blackboard by Sunday.
	Wednesday, 25th: Capítulo 6: Comunicación ¿Quieres …? No, gracias. C (p. 163) Capítulo 6: Vocabulario En la mesa A-E (pp. 164-169) **HW:** - Read all boxes on pp. 167-168 on your textbook and complete Chapter 6 Vocabulario Parte 2 on Blackboard by Sunday. - Read all boxes on pp. 171-172 on your textbook and complete Chapter 6 Estructura 6.1 Prep on Blackboard by Sunday. _Read all boxes on pp.174-176 on your textbook and complete Chapter 6 Estructure 6.2 Prep on Blackboard by Sunday.
Week 2 August 30 to September 3	Monday, 30th: 6.1 The preterit regular verbs Para empezar (pp. 170-171); Actividades analíticas 1-2 (pp. 171-172); Actividades prácticas A-D (pp. 172-173). 6.2 The preterit irregular verbs Para empezar (p. 174); Actividades analíticas 1-3 (pp. 175-176); Actividades prácticas A-C (pp. 176-177) **HW:** - Read all boxes on pp. 174-176 on your textbook and complete Chapter 6 Estructura 6.1 Practice. - Read all boxes on pp. 178-180 on your textbook and complete Chapter 6 Estructura 6.2 Practice and Estructura 6.3 Prep on Blackboard by Sunday.

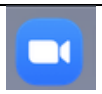
Week	Content
	Wednesday, 1st: 6.2 The preterit irregular verbs Actividades prácticas D (pp.177) 6.3 Direct objects and direct object pronouns Para empezar (p. 178); Actividades analíticas 1-5 (pp. 178-179); Actividades prácticas A-D (pp. 180-181) **HW:** - Complete Chapter 6 IPA by classtime. - Complete Chapter 6 Estructura 6.3 Practice and Chapter 6 Cultura on Blackboard by Sunday.
Week 3 September 6 to 10	Monday, 6th: Labor Day (no class)
	Wednesday, 8th: Chapter 6 IPA **HW:** - Complete Chapter 6 Learnsmart Vocabulario and Gramática on Blackboard by Sunday.
Week 4 September 13 to 17	Monday, 13th: **Zoom session hybrid modality** Exam 1 (Chapter 6) Chapter 7: Comunicación Lo pasé bien A-C (pp. 192-194); Felicitaciones/Felicidades/Enhorabuena A-B (p. 195) **HW:** - Read all boxes on pp. 192-195 on your textbook and complete Chapter 7 Comunicación on Blackboard by Sunday. - Read vocabulary and boxes on pp. 196-199 on your textbook and complete Chapter 7 Vocabulario Parte 1 on Blackboard by Sunday.

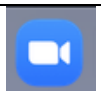
Week	Content
	Wednesday, 15th: Chapter: 7 Vocabulario ¿Cómo se celebra? A-D (pp. 196-198) Chapter: 7 Vocabulario: ¿Cómo se celebra? E-G (p. 199) Portfolio 1 Information **HW:** - Review all boxes on pp. 196-199 on your textbook and complete Chapter 7 Vocabulario Parte 2 on Blackboard by Sunday. - Read all boxes on pp. 200-201 on your textbook and complete Chapter 7 Estructura 7.1 Prep on Blackboard by Sunday. - Read pp. 205-206 on your textbook and complete Estructura 7.2 Prep on Blackboard by Sunday.
Week 5 September 20 to September 24	Monday, 20st: 7.1 The imperfect Para empezar (p. 200); Actividades analíticas 1-5 (pp. 200-201); Actividades prácticas A-E (pp. 202-203) 7.2 Indirect objects and indirect object pronouns Para empezar (p. 205); Actividades analíticas 1-5 (pp. 205-206); Actividades prácticas (pp. 207-208) **HW:** - Complete Chapter Estructura 7.1 Practice on Blackboard.. - Complete Chapter 7 Estructura 7.2 Practice and Cultura. - Read pp. 209-210 on your textbook and complete Estructura 7.3 Prep on Blackboard by Sunday.
	Wednesday, 22nd: **Zoom session hybrid modality** 7.3 Pronouns after prepositions Para empezar (p. 209); Actividades analíticas 1-4 (pp. 209-210); Actividades prácticas A-E (pp. 210-211) Participation grade 1 **HW:** - Complete Chapter 7 Estructura 7.3 Practice on Blackboard by Sunday. -Complete IPA Chapter 7 for next class

Week	Content
Week 6 September 27 to October 1	Monday, 27th: **Zoom session hybrid modality** Chapter 7 IPA **HW:** - Chapter 7 Learnsmart Vocabulario and Gramática on Blackboard by Sunday. - Read all boxes on pp. 220-222 on your textbook and complete Chapter 8 Comunicación on Blackboard by Sunday. - Read all boxes on pp. 224-225 and El cuerpo humano on p. 226 on your textbook, and complete Chapter 8 Vocabulario Parte 1 on Blackboard by Sunday. - Read pp. 230-231 on your textbook and complete Estructura 8.1 Prep on Blackboard by Sunday.
	Wednesday, 29th: Chapter 8: Comunicación ¡Qué padre! A-C (pp. 220-221). Disculpe … (pp. 222-223) Chapter 8: Vocabulario ¿Qué llevas? A-C (pp. 225-226); El cuerpo humano A-C (pp. 226-227); ¿Cómo te queda? A-B (pp. 227-228) **HW:** - Read the box on p. 227 on your textbook and complete Chapter 8 Vocabulario Parte 2. - Read pp. 230-231 on your textbook and complete Estructura 8.1 Practice on Blackboard by Sunday. - Read the explanations on pp. 233-236 on your book and complete Estructura 8.2 Prep on Blackboard by Sunday. - Portfolio 1 is due next week (available on Blackboard). Portfolios often require going out in the community, so please plan accordingly.
Week 7 October 4 to 8	Monday, 4th: 8.1 More irregular preterit forms Para empezar (p. 230); Actividades analíticas 1-4 (pp. 230-231) Actividades prácticas A-D (pp. 231-232) 8.2 The preterit and the imperfect together Para empezar (p. 233); Actividades analíticas 1-4 (pp. 234-236) **HW:** - Review explanations on pp. 233-236 as needed and complete Estructura 8.2 Practice Part 1 on Blackboard by Sunday.

Week	Content
	Wednesday, 6th: 8.2 The preterit and the imperfect together: Actividades prácticas A-F (pp. 237-239) 242); Actividades prácticas A-D (p. 242) 8.3 Object pronoun placement with infinitives Para empezar (p. 241); Actividades analíticas 1-4 (pp. 241- Review for conversation with partner. **HW:** - Portfolio 1 due tomorrow at 11:59pm. Upload your file(s) onto Blackboard. No emailed or late Portfolios will be accepted. - Complete Estructura 8.2 Practice Part 2 and Chapter 8 Cultura on Blackboard. - Read Actividades analíticas on pp. 241-242 on your textbook and complete Chapter 8 Estructura 8.3 Prep on Blackboard by Sunday.
Week 8 October 11 to 15	Monday, 11th: **Zoom session hybrid modality** Conversation with Partner. **HW:** - Portfolio 1 due today, Monday, October 11th at 11:59 pm. Upload your file(s) onto Blackboard. No emailed or late Portfolios will be accepted. - Complete Estructura 8.3 Practice on Blackboard by Sunday. - Complete Chapter 8 IPA by class time.
	Wednesday, 13th: **Zoom session hybrid modality** IPA Chapter 8 Talk about presentations, create groups, select topics. **HW:** - Complete Chapter 8 Learnsmart Vocabulary and Grammar on Blackboard by Sunday. - Read all the boxes on pp. 253-254 and complete Chapter 9 Comunicación on Blackboard by Sunday.

Week	Content
Week 9 October 18 to 22	Monday, 18th: **Zoom session hybrid modality** Exam 2 (Chapters 7 and 8) Chapter 9: Comunicación ¿Te gustaría …? / ¿Le gustaría …? A-B (p. 253-254); Favor de no fumar A-B (p. 254). Class presentations information **HW:** - Read pp. 255-256 on your textbook (pay close attention to the bolded vocabulary words) and complete Chapter 9 Vocabulario Parte 1 on Blackboard by Sunday. - Read the box on p. 258 and complete Chapter 9 Vocabulario Parte 2 on Blackboard by Sunday. - Read pp. 261-262 on your textbook and complete Chapter 9 Estructura 9.1 Prep.
	Wednesday, 20th: Chapter 9: Vocabulario Los mejores lugares turísticos A-I (p. 255-259) 9.1 Prepositions por y para Para empezar (p. 260-261); Actividades analíticas 1-4 (p. 261-262); Actividades prácticas A-E (p. 263-265) **HW:** - Complete Chapter 9 Estructura 9.1 Practice on Blackboard -Read ¿Por qué? on p. 267 on your textbook and complete Estructura 9.2 Prep on Blackboard by Sunday.

Week	Content
Week 10 October 25 to 29	Monday, 25th: 9.2 Impersonal *se* Para empezar (p. 266); Actividades analíticas 1-2 (p. 266); Actividades prácticas A-D (p. 267-268) 9.3 *Se* for unplanned events Para empezar (p. 270-271); Actividades Analíticas 1-3 (p. 271-272); Actividades prácticas A-E (pp. 272-274) Participation grade 2 **HW:** - Complete Chapter 9 Estructura 9.2 Practice and Chapter 9 Cultura on Blackboard. - Read pp. 271-272 and complete Chapter 9 Estructura 9.3 Prep on Blackboard by Sunday. - Complete Chapter 9 Estructura 9.3 Practice on Blackboard by Sunday. - Complete Chapter 9 IPA by class time. -Work on class presentations.
	Wednesday, 27th: **Zoom session hybrid modality**  Chapter 9 IPA **HW:** -Work on presentations. - Complete Chapter 9 Learnsmart Vocabulario and Gramática on Blackboard by Sunday. - Read boxes on pp. 284 and 286 and complete Chapter 10 Comunicación on Blackboard by Sunday. - Read the box on p. 288 and the vocabulary on p. 290, p. 291, and 293 on your textbook and complete Chapter 10 Vocabulario on Blackboard by Sunday.
Week 11 November 1 to 5	Monday, 1st: Chapter 10: Comunicación A sus órdenes A-E (pp. 284-287); Quiero presentarle a … A-B Paso 1 (pp. 288-289) Chapter 10: Vocabulario: Las profesiones y los oficios A-F (pp. 291-292) Chapter 10: Vocabulario: La tecnología en el lugar de trabajo A-C (pp.293-294) Portfolio 2 Information **HW:** - Read pp. 300-302 and complete Chapter 10 Estructura 10.2 Prep on Blackboard by Sunday.

Week	Content
	Wednesday, 3rd: 10.2 Informal (*tú*) commands Para empezar (p. 299); Actividades analíticas 1-7 (p. 300-302) 10.2 Actividades prácticas A-D (p. 303) **HW:** - Complete Chapter 10 Estructura 10.2 Practice and on Blackboard by Sunday. - Portfolio 2 is due soon (available on Blackboard). Portfolios often require going out in the community, so please plan accordingly.
Week 12 November 8 to 12	Monday, 8th: **Zoom session hybrid modality**  Presentaciones **HW:** - Complete Chapter 10 IPA by next class.
	Wednesday, 10th: **Zoom session hybrid modality** Chapter 10 IPA Repaso de mandatos informales. **HW:** - Portfolio 2 is due next week (available on Blackboard). Portfolios often require going out in the community, so please plan accordingly.
Week 13 November 15 to 19	Monday, 15th: Review for Oral Interviews **HW:** - Portfolio 2 due today, Monday, November 15th at 11:59 pm. Upload your file(s) onto Blackboard. No emailed or late Portfolios will be accepted. - Complete Chapter 10 Learnsmart Vocabulario and Gramática on Blackboard by Sunday.
	Wednesday, 17th: **Zoom session hybrid modality** Exam 3 (Chapters 9 and 10) Review for Oral Interviews **HW:** - Complete Final Exam IPA.

Week	Content
Week 14 November 22 to 26	Monday, 22nd: **Zoom session hybrid modality** Oral interviews **HW:** - Complete Final Exam IPA.
	Wednesday, 24th: Thanksgiving (no class)
Week 15 November 29 to December 3	Monday, 29th: **Zoom session hybrid modality** Oral interviews **HW:** Complete Final Exam IPA.
	Wednesday, 1st: Final Exam IPA and review for final exam Course evaluations. Participation grade 3
FINAL EXAM **The final exam will be assigned by December 3rd and will be due December 10th at 11:59pm**	