

**DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES**  
**Spanish and Portuguese Language Programs**  
**Fall 2021 - SPAN 220: Spanish II**

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

**Section Information**

**Instructor: Carolina Castillo Larrea, Ph.D.**

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**Office Location: Online**

**Office Hours: MW 12-2pm**

**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 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 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
<ul style="list-style-type: none"> <li>Active negotiation of meaning among individuals</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of what the author, speaker, or producer wants the receiver of the message to understand</li> </ul>	<ul style="list-style-type: none"> <li>Creation of messages</li> </ul>
<ul style="list-style-type: none"> <li>Participants observe and monitor one another to see how their meanings and intentions are being communicated</li> </ul>	<ul style="list-style-type: none"> <li>One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer</li> </ul>	<ul style="list-style-type: none"> <li>One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists</li> </ul>
<ul style="list-style-type: none"> <li>Adjustments and clarifications are made accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) "between the lines," including understanding from within the cultural mindset or perspective</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture</li> </ul>
<ul style="list-style-type: none"> <li>Speaking and listening (conversation); reading and writing (text messages or via social media)</li> </ul>	<ul style="list-style-type: none"> <li>Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials</li> </ul>	<ul style="list-style-type: none"> <li>Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)</li> </ul>

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

## **ACADEMIC CONDUCT 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/>*

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

### **RESEARCH**

The Department of 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.

#### **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, Feliz en Español and Spanish Brigades. It acknowledges their unique effort and commitment to the community. Recipients of this award are recognized by the department and are awarded a certificate at the end of the semester.

### **CONTACT WITH INSTRUCTORS**

Your first contact is your instructor who may be reached through email, by telephone, or in person during office hours or by appointment. You can find contact information for the Program and the faculty on the Language Program page of the Department of 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**

<b>EVALUATION PROCEDURES</b>	<b>%</b>
<b>Effort and Preparedness (25%)</b>	
Class Preparedness (Class-checked Homework) and Participation	15%
Online Homework	10%
<b>Interpersonal (15%)</b>	
One Short Conversation with Conversation Partner (4 min. per student)	5%
Final Oral Interview with Instructor (10 min. per student)	10%
<b>Interpretive, Interpersonal, and Presentational (15%)</b>	
<b>Two</b> Portfolio Entries (Activities and Reflection)	10% (5% each)
<b>One</b> group presentation	5%
<b>Summative Assessment: Interpretive and Presentational (45%)</b>	
<b>Three</b> Chapter Exams	25% (8.33% each)
Final Written Exam	20%
<b>TOTAL</b>	<b>100%</b>

### **GRADING SYSTEM**

<b>PERCENTAGES</b>	<b>LETTER GRADE</b>	<b>PERCENTAGES</b>	<b>LETTER GRADE</b>
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

## **EXPLANATION OF EVALUATION PROCEDURES**

### **1. Make Up Policy**

Be aware that the Language Program has a Make Up Policy, and that all course work responds to it. This means that in order to make up any work (specific assignments, exams, etc.) that you miss, you must present valid, original documentation to your instructor.

General university policy states that students who can verify that they were prevented from completing assignments due to illness or religious holidays are permitted to make up the work they missed. Students who miss class because of their performance in university-sponsored events, such as athletic competitions, fine-arts performances, ROTC activities, etc. are also allowed to make up the work they missed. The other valid reason for making up work is a death in the immediate family. Personal reasons for missing class cannot be excused. These include personal trips to attend university-sponsored events as a spectator, to visit family, to attend weddings (and the like), to attend court (except for jury duty), and other personal reasons, even when plane tickets have been purchased. To make up missed class work, consult your instructor. Give your instructor original documentation of your excuse and he/she will verify it and attach it (or a copy of it) to the grade sheet.

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

### **2. Use of Spanish and Instructors' Feedback**

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

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

### **3. Attendance and Participation**

Students will be expected to attend all class meetings. All efforts will be made to make materials available for students who, due to connectivity or 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. 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.

## 8. Portfolio Alternative Programs

**Feliz en la Comunidad:** is a community outreach program that allows students enrolled in SPAN 220, SPAN 240 and SPAN260 to work with various schools in the greater Los Angeles area. Through this service-learning program, students will practice their Spanish, teaching, and leadership skills while increasing their involvement in Los Angeles' culturally and socially diverse neighborhoods. With the guidance of the program directors, participants will engage in activities such as, but not limited to:

- preparing and conducting **brief classes in Spanish** for elementary, middle or high-school students. Classes will be conducted in person, **recorded** or taught via Zoom. These classes may cover such topics as vocabulary sets for food, sports, hobbies, or review basic grammar points such as regular - ar verb conjugations, gustar and others.
- preparing **supplementary Spanish activities** for elementary or high-school teachers. Materials could include the reading of a short story followed by comprehension questions, worksheets, games and other extension activities. Technologies such as videos, PP presentations, and Pear Deck can be utilized.
- providing technological support for Spanish-speaking parents through the **creation of instructional videos or guides in Spanish.**

Participants are also required to pass a background check, complete an **online training** and attend a **mandatory one-hour orientation session** via Zoom prior to the beginning of the program. In addition to the above activities, participants will also be required to reflect on their experience through the use of a **discussion board and/or Zoom debriefing sessions.** The combined evaluation of participants' outreach and reflection activities will replace their portfolio grades for their Spanish courses.



**Please, complete the following document before the interview:**

<https://forms.gle/wshBtxGPaHu6WRd47> and sign up for an interview here:

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUFhaE13LW00b1pxfGRIZmF1bHR8NzVI NmE5OTVhNWl3NmE0ZmExNmE4ZTgzNDlyYjA0MDg> by **Friday September 2nd at 11am**. Contact the program directors, Prof. Fages ([fagesagu@usc.edu](mailto:fagesagu@usc.edu)), and Prof. Fudacz ([jamiefud@usc.edu](mailto:jamiefud@usc.edu)), with any questions.

## 9. 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. 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 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	<p>Monday, 23<sup>rd</sup>:</p> <p><u>In class:</u></p> <p>Syllabus, Evaluation Rubrics, Blackboard. Introductions. <b>Chapter 11</b> Comunicación. Bienvenido A-B (pp. 316-317); Pasa A-B (318-319)</p> <p><u>Homework:</u></p> <p>Read all boxes on pp. 316-319 and complete Chapter 11 Comunicación on <a href="#">Blackboard</a> by Sunday. Read vocabulary and boxes on pp. 320-322 and complete Chapter 11 Vocabulario on <a href="#">Blackboard</a> by Sunday. Complete Estructura 11.1 Prep on <a href="#">Blackboard</a> by Sunday.</p>
	<p>Wednesday, 25<sup>th</sup>:</p> <p><u>In class:</u></p> <p>Chapter 11 Vocabulario. La casa y los muebles A (p. 320); Los muebles y los electrodomésticos A-D (pp. 321-323), F and G (p. 322) Estructura 11.1 The Present Perfect. Para empezar (p. 325); Actividades analíticas 1-4 (p. 326-328); Actividades prácticas A-C (pp. 328-329)</p> <p><u>Homework:</u></p> <p>Complete Estructura 11.1 Practice and Chapter 11 Cultura on <a href="#">Blackboard</a> by Sunday. Complete Chapter 11 Estructura 11.2 Prep on <a href="#">Blackboard</a> by Sunday.</p>

<p>Week 2 August 30 to September 3</p>	<p>Monday, 30<sup>th</sup>: <u>In class:</u> Estructura 11.1. Actividades prácticas D-F (p. 330) Chapter 11 Cultura. Mario Pani y la arquitectura moderna en México Paso 3 (p. 331) Estructura 11.2 Commands with Object Pronouns Para empezar (p. 332); Actividades analíticas 1-3 (pp. 332-333); Actividades prácticas A-D (333-334)</p> <p><u>Homework:</u> Complete Chapter 11 Estructura 11.2 Practice and Chapter 11 Estructura 11.3 Prep on <a href="#">Blackboard</a> by Sunday.</p>
	<p>Wednesday, 1<sup>st</sup>: <u>In class:</u> Estructura 11.3 The Present Progressive Para empezar (p. 335); Actividades analíticas 1-4 (pp. 336-337); Actividades prácticas A-E (pp.337-338)</p> <p><u>Homework:</u> Complete Chapter 11 Estructura 11.3 Practice on <a href="#">Blackboard</a> by Sunday. Complete IPA Chapter 11 by next class (TBD by instructor). Complete Chapter 11 Learnsmart Vocabulario and Gramática on <a href="#">Blackboard</a> by Sunday.</p>
<p>Week 3 September 6 to 10</p>	<p>Monday, 6<sup>th</sup>: Labor Day (no class)</p>
	<p>Wednesday, 8<sup>th</sup>: <u>In class:</u> Chapter 11 IPA. <b>Exam 1 (Chapter 11)</b></p> <p><u>Homework:</u> Read all boxes on pp. 348-349 and complete Chapter 12 Comunicación on <a href="#">Blackboard</a> by Sunday. Read all vocabulary and boxes on pp. 351-354 and complete Chapter 12 Vocabulario Parte 1 on <a href="#">Blackboard</a> by Sunday.</p>

<p>Week 4 September 13 to 17</p>	<p>Monday, 13<sup>th</sup>: <u>In class:</u> <b>Chapter 12</b> Comunicación. ¡Suerte! A-C (pp. A-C). Para mantenerse sano/a hay que .... A and B (p. 349) Chapter 12 Vocabulario. Los deportes y cómo mantenerse en forma A-D (pp. 350-353) y E-I (pp. 354-356)</p> <p><u>Homework:</u> Read all vocabulary and boxes on pp. 351-354 and complete Chapter 12 Vocabulario Parte 2 on <a href="#">Blackboard</a> by Sunday. Complete Chapter 12 Estructura 12.1 Prep by 11:59 pm on <a href="#">Blackboard</a> by Sunday.</p> <hr/> <p>Wednesday, 15<sup>th</sup>: <u>In class:</u> 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) Chapter 12 Cultura. Los deportes en Colombia y Venezuela (p. 360). Reciclaje (p. 361)</p> <p><u>Homework:</u> Complete Chapter 12 Estructura 12.1 Practice and Chapter 12 Cultura on <a href="#">Blackboard</a> by Sunday. Complete Chapter 12 Estructura 12.2 Prep on <a href="#">Blackboard</a> by Sunday.</p>
<p>Week 5 September 20 to September 24</p>	<p>Monday, 20<sup>th</sup>: <u>In class:</u> 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)</p> <p><u>Homework:</u> Complete Chapter 12 Estructura 12.2 Practice and Chapter 12 Estructura 12.3 Prep on <a href="#">Blackboard</a> by Sunday. On a separate sheet of paper, complete Antes de leer (p. 369) and A leer (pp. 369-370) by class time.</p>

	<p>Wednesday, 22<sup>nd</sup>:</p> <p><u>In class:</u></p> <p>Estructura 12.3 The Subjunctive: Volition with Regular Verbs Para empezar (p. 364); Actividades analíticas 1-5 (p. 365-366); Actividades prácticas A-D (pp. 367-368)</p> <p>Estructura 12.3 The Subjunctive: Volition with Regular Verbs. Actividades prácticas E (p. 368).</p> <p><b>Participation grade 1</b></p> <p><u>Homework:</u></p> <p>Complete Chapter 12 Estructura 12.3 Practice on <a href="#">Blackboard</a> by Sunday. Complete Chapter 12 Learnsmart Vocabulario and Gramática on <a href="#">Blackboard</a> by Sunday.</p> <p>Read the box on p. 379 and complete Chapter 13 Comunicación Parte 1 on <a href="#">Blackboard</a> by Sunday.</p> <p>Read box on p. 383 and complete Chapter 13 Vocabulario Parte 1 on <a href="#">Blackboard</a> by Sunday.</p> <p>Chapter 12 IPA (TBD by instructor).</p>
<p>Week 6 September 27 to October 1</p>	<p>Monday, 27<sup>th</sup>:</p> <p><u>In class:</u></p> <p>Chapter 12 IPA.</p> <p><b>Chapter 13</b> Comunicación. Debería ... A-C (pp. 378-379) y ¿Cuánto tiempo hace que ...? A-C (pp. 380-381)</p> <p>Chapter 13 Vocabulario. La naturaleza y el medio ambiente A (pp. 382-382)</p> <p><u>Homework:</u></p> <p>Read boxes on pp. 380 and 381 and Chapter 13 Comunicación Parte 2 on <a href="#">Blackboard</a> by Sunday.</p> <p>Complete Chapter 13 Vocabulario Parte 2 on <a href="#">Blackboard</a> by Sunday.</p> <p>Complete Chapter 13 Estructura 13.1 Prep on <a href="#">Blackboard</a> by Sunday.</p> <p>Portfolio 1 is due soon. Portfolios often require going out in the community or attending events; please plan accordingly.</p>

	<p>Wednesday, 29<sup>th</sup>:</p> <p><u>In class:</u>  Chapter 13 Vocabulario. La naturaleza y el medio ambiente A-D (pp. 382-385). Reciclaje (p. 386)  Estructura 13.1 The subjunctive: Irregular verbs  Para empezar (p. 386); Actividades analíticas 1-3 (p. 387); Actividades prácticas A-D (p. 387-388).</p> <p><u>Homework:</u>  Complete Chapter 13 Estructura 13.1 Practice  Complete Estructura 13.2 Prep on <a href="#">Blackboard</a> by Sunday.  Complete Chapter 13 Estructura 13.3 Prep on <a href="#">Blackboard</a> by Sunday.</p>
<p>Week 7  October  4 to 8</p>	<p>Monday, 4<sup>th</sup>:</p> <p><u>In class:</u>  Reciclaje (p. 389). Estructura 13.2 The subjunctive: Disbelief and uncertainty  Para empezar (p. 389); Actividades analíticas 1-3 (pp. 390); Actividades prácticas A-D (pp. 390-391)  Estructura 13.3 The subjunctive: Purpose and Contingency  Para empezar (p. 393); Actividades analíticas 1-3 (pp. 393-394);</p> <p><u>Homework:</u>  Complete Chapter 13 Estructura 13.2 Practice and Chapter 13 Cultura  Complete Chapter 13 Estructura 13.3 Practice on <a href="#">Blackboard</a> by Sunday.  <b>Portfolio 1 (Part 1) before next class.</b></p> <p>Wednesday, 6<sup>th</sup>:</p> <p><u>In class:</u>  Actividades prácticas A-C (p. 395-396)  Review for conversation with partner.  <b>In-class writing portion of Portfolio 1.</b></p> <p><u>Homework:</u>  TBD</p>
<p>Week 8  October  11 to 15</p>	<p>Monday, 11<sup>th</sup>:</p> <p><u>In class:</u>  <b>Conversation with Partner</b></p> <p><u>Homework:</u>  TBD</p>

	<p>Wednesday, 13<sup>th</sup>:  <u>In class:</u>  Chapter 13 IPA</p> <p><u>Homework:</u>  Complete Chapter 13 Learnsmart Vocabulario and Gramática on <a href="#">Blackboard</a> by Sunday.</p>
<p>Week 9  October  18 to 22</p>	<p>Monday, 18<sup>th</sup>:  <u>In class:</u>  Chapter 13 IPA, cont.  <b>Exam 2 (Chapters 12 and 13)</b></p> <p><u>Homework:</u>  Read boxes on pp. 406 and 407 and complete Chapter 14 Comunicación on <a href="#">Blackboard</a> by Sunday.  Read the box on p. 409 and complete Chapter 14 Vocabulario Parte 1 on <a href="#">Blackboard</a> by Sunday.</p> <p>Wednesday, 20<sup>th</sup>:  <u>In class:</u>  <b>Chapter 14</b> Comunicación. Quizás. No sé. Tal vez ... A and B (p. 406).  Quisiera A-C (p. 407)  Chapter 14 Vocabulario. El nuevo centro cultural A-F (pp. 408-411)</p> <p><u>Homework:</u>  Read the box on p. 411 and complete Chapter 14 Vocabulario Parte 2 on <a href="#">Blackboard</a> by Sunday.  Complete Chapter 14 Estructura 14.1 Prep on <a href="#">Blackboard</a> by Sunday.</p>
<p>Week 10  October  25 to 29</p>	<p>Monday, 25<sup>th</sup>:  <u>In class:</u>  Estructura 14.1 The Past Subjunctive  Para empezar (p. 412); Actividades analíticas 1-4 (pp. 413-414);  Actividades prácticas A-D (pp. 414-416)</p> <p><u>Homework:</u>  Complete Chapter 14 Estructura 14.1 Practice  Complete Chapter 14 Estructura 14.2 Prep on <a href="#">Blackboard</a> by Sunday.  Complete IPA Chapter 14 by next class (TBD by instructor).</p>

	<p>Wednesday, 27<sup>th</sup>:</p> <p><u>In class:</u></p> <p>Estructura 14.2 The Future          Para empezar (p. 417); Actividades analíticas 1-4 (pp. 417-418);          Actividades prácticas A-D (p. 419)          Chapter 14 IPA.</p> <p><u>Homework:</u></p> <p>Complete Chapter 14 Estructura 14.2 Practice and Chapter 14 Cultura on <a href="#">Blackboard</a> by Sunday.          Complete Chapter 14 Learnsmart Vocabulary and Grammar on <a href="#">Blackboard</a> by Sunday.          Read box on pp. 430 and complete Chapter 15 Comunicación Parte 1 on <a href="#">Blackboard</a> by Sunday.          Complete Chapter 15 Estructura 15.1 Prep on <a href="#">Blackboard</a> by Sunday.          Portfolio 2 is due soon. Portfolios often require going out in the community or attending events; please plan accordingly.</p>
<p>Week 11          November          1 to 5</p>	<p>Monday, 1<sup>st</sup>:</p> <p><u>In class:</u></p> <p><b>Chapter 15</b> Comunicación. En mi opinión ... A-D (p. 430)          Chapter 15 Vocabulario. Los problemas sociales, económicos y políticos A-D (p. 432).          Estructura 15.1 The conditional          Para empezar (p. 435); Actividades analíticas 1-4 (p. 436); Estructura 15.1          Actividades prácticas D (p. 437).</p> <p><u>Homework:</u></p> <p>Complete Chapter 15 Vocabulario on <a href="#">Blackboard</a> by Sunday.          Read the box on p. 431 and complete Chapter 15 Comunicación Parte 2 on <a href="#">Blackboard</a> by Sunday.          Complete Chapter 15 Estructura 15.1 Practice on <a href="#">Blackboard</a> by Sunday.  <b>Portfolio 2 (Part 1) before next class.</b></p> <hr/> <p>Wednesday, 3<sup>rd</sup>:</p> <p><u>In class:</u></p> <p><b>In-class writing portion of Portfolio 2.</b>  <b>Class presentations (3 pairs/groups)</b>  <b>Participation grade 2</b></p> <p><u>Homework:</u></p> <p>TBD</p>



Week 12 November 8 to 12	<p>Monday, 8<sup>th</sup>:</p> <p><u>In class:</u> Estructura 15.2 Si Clauses Para empezar (p. 438); Actividades analíticas 1-4 (p. 439) <b>Class presentations (3 pairs/groups)</b></p> <p><u>Homework:</u> TBD</p>
	<p>Wednesday, 10<sup>th</sup>:</p> <p><u>In class:</u> Estructura 15.2 Si Clauses (cnt'd.) Actividades prácticas A-D (p. 440-441)</p> <p><u>Homework:</u> Complete Chapter 15 Estructura 15.2 Practice, and Chapter 15 Cultura on <a href="#">Blackboard</a> by Sunday.</p>
Week 13 November 15 to 19	<p>Monday, 15<sup>th</sup>:</p> <p><u>In class:</u> Chapter 15 IPA <b>Class presentations (3 pairs/groups)</b></p> <p><u>Homework:</u> TBD</p>
	<p>Wednesday, 17<sup>th</sup>:</p> <p><u>In class:</u> Chapter 15 IPA, cont. Review for final oral interviews with instructor.</p> <p><u>Homework:</u> Complete Chapter 15 Learnsmart Vocabulary and Grammar on <a href="#">Blackboard</a> by Sunday.</p>
Week 14 November 22 to 26	<p>Monday, 22<sup>nd</sup>:</p> <p><u>In class:</u> <b>Oral interview with instructor</b></p> <p><u>Homework:</u> TBD</p>
	<p>Wednesday, 24<sup>th</sup>: Thanksgiving (no class)</p>

<p>Week 15 November 29 to December 3</p>	<p>Monday, 29<sup>th</sup>: <u>In class:</u> <b>Oral interview with instructor</b></p> <p><u>Homework:</u> TBD</p> <p>Wednesday, 1<sup>st</sup>: <u>In class:</u> <b>Exam 3 (Chapter 14 and 15)</b> Review for final exam Course evaluations <b>Participation grade 3</b></p> <p><u>Homework:</u> TBD</p>
<p style="text-align: center;"><b>FINAL EXAM</b> The final exam will be assigned by December 3<sup>rd</sup> and will be due December 10th at 11:59pm</p>	