

**DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES**  
**Spanish and Portuguese Language Programs**  
**Spring 2023 - SPAN 120: Spanish I**

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

**Section Information**

Instructor: David Zarazúa  
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Office Location: THH156L  
Office Hours: M/Tu 1:30-2:50pm  
or by appointment

Section: 62006  
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Class Time: M/T/Th/F 10-10:50am  
Class Location(s): WPH 202

**REQUIRED COURSE MATERIAL**

**Textbook:** University of Southern California - SPAN 120: SPANISH I VOL 1. ISBN: 9781266552472.

**Workbook:** Follow the instructions on Blackboard (under Online Homework) to register for the online workbook.

**Bilingual online dictionary:** [WordRefence](#) (please avoid Google translate and similar).

**IMPORTANT DATES**

Last day to add/drop a class or change to Pass/No Pass.	Friday, January 27th.
Last day to change Pass/No Pass to letter grade.	Friday, February 24th.
Last day to drop with a mark of "W".	Friday, April 7th.

**The final exam will be assigned by April 28<sup>th</sup> and will be due May 5<sup>th</sup> at 11:59 pm.**

**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 materials, taken notes as needed, and completed all 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:

**COMMUNICATION: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**CULTURES: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**CONNECTIONS: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## COMMUNITIES: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD

- **Standard 5.1:** Students use the language both within and beyond the school setting.
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. (Source: <http://www.actfl.org/publications/all/national-standards-foreign-language-education>)

The activities and homework assignments that you will complete in class and the assessment tools with which your work will be evaluated have been created to accomplish and reflect the instructional objectives described in the Standards. The content of your class has also been designed to develop your ability to communicate in three different modes—interpersonal, interpretive, and presentational:

Interpersonal	Interpretive	Presentational
• Active negotiation of meaning among individuals	• Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	• Creation of messages
• Participants observe and monitor one another to see how their meanings and intentions are being communicated	• One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer	• One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
• Adjustments and clarifications are made accordingly	• Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective	• To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture
• Speaking and listening (conversation); reading and writing (text messages or via social media)	• Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	• Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

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

## **ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

**ACADEMIC CONDUCT:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**SUPPORT SYSTEMS:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services - (213) 740-0776*  
<https://osas.usc.edu/>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*  
[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*  
[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

### **ACCOMODATION IN THE LANGUAGE PROGRAM: OSAS**

Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility 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](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 Latin American and Iberian Cultures 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 <http://dornsife.usc.edu/spanish/faculty/>.

## **COURSE EVALUATION**

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

## **SUMMARY OF DISTRIBUTION OF GRADES**

<b>EVALUATION PROCEDURES</b>	<b>%</b>
<b><u>Effort and Preparedness (25%)</u></b>	
Class Preparedness (Class-checked Homework) and Participation	15
Online Homework	10
<b><u>Interpersonal (15%)</u></b>	
One Short Conversation with Conversation Partner (3 minutes per student per conversation)	5
Final Interview with Instructor (6 minutes)	10

<b><u>Interpretive, Interpersonal, and Presentational (15%)</u></b>	
<b>Two</b> Portfolio Entries (Activities and Reflection)	10 (5% each)
<b>One</b> group presentation	5
<b><u>Summative Assessment: Interpretive and Presentational (45%)</u></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 the original documentation of your excuse; s/he will verify it and attach it (or a copy of it) to the grade sheet.

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

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

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

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

## **3. Attendance and Participation**

**PLEASE READ THIS SECTION CAREFULLY AND MAKE SURE YOU UNDERSTAND IT AS OUR ATTENDANCE POLICY CAN HAVE GREAT IMPACT ON YOUR FINAL GRADE.**

Students 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 (pp. 10 and on) completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor).

#### **4. Homework**

##### Purpose:

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

##### How it works:

##### Online Homework

- You will do your workbook exercises and practices outside of class. Your homework will take the form of worksheets or activities in an electronic workbook. In the latter case, 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 HW Question 1). **It is important that you read the corresponding parts of your textbook before completing these assignments, or watch videos, as advised on your syllabus. In the course calendar below to find out what parts of the textbook go with the activities.**

- 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 check your answers up to 3 times before submitting. You must complete the activities **by the deadline stated in the schedule.** **You will not have access to the online BB exercises after the deadline.** You must complete all of the assignments for each of the lessons for your level unless otherwise instructed. No assignments will be dropped. **Activities that are not done or not submitted for scoring (work saved, but not submitted for scoring) are computed as a zero.**
- Homework may require the use of a [bilingual dictionary](#) (not to be confused with translators).

## 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. These conversations will be presented in front of your instructor. **The oral conversations will last 6 minutes** (3 minutes per student). The dates for the conversations are listed on the schedule. **The topics of the conversations 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 6 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 comprehensive portfolio activities** 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 or record (audio and/or video) 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. Video Presentation + Q&A

### **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 record a video on different aspects of student and campus life. Groups will have a maximum of three members, where each member will speak for a minimum of 2 minutes. Students are responsible to make the videos as visually appealing as possible. For that purpose, students are welcome to walk around campus as they record or incorporate other production elements.

Importantly, the video should be completely free of sentence-level text (only images or annotated graphs are allowed) and presenters should be speaking extemporaneously during their interventions in the video (no reading from cards or notes).

As part of their presentation, students will need to prepare a handout with (1) the names of each presenter, (2) the title of the presentation and (3) a minimum of three content questions central to the content of their video (avoid yes/no questions and questions that can be answered with a single word). 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. On the day of the presentation, each group will play their video to the class. After the video, presenters should lead a Q&A session to make sure the audience understood the main points in the video (i.e., to make sure the audience can answer the questions in the handout). Presenters should make sure to engage the audience to encourage their participation, rewind the video to the point containing

the answer after the audience responds, etc. If your audience is unilaterally unable to answer your questions, your grade will be negatively affected.

Presenters should make sure to rehearse their talks as needed prior recording the video and prior to showing it in class. Choppy delivery will negatively impact your grade.

## 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. 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**.

Dates	MTThF
<b>Monday, January 9</b>	<p>In class: Introduction to the course.</p> <p>Capítulo 1: Lenguaje en contexto – Vocabulario I Q1. Antes de escuchar;</p> <p>Homework: Complete Chapter 1 <b>HW Q1. Empareja cada fotografía</b> on Blackboard by 11:59 pm before next class. Complete Chapter 1 <b>HW Q2. Escucha a Alejandro</b> on Blackboard by 11:59 pm before next class. Complete Chapter 1 <b>HW Q17. Lee la siguiente información ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Tuesday, January 10</b>	<p>In class: Capítulo 1: Lenguaje en contexto – Vocabulario I Q2. La vida de Alejandro en USC; Q3. Mira la transcripción; Q4. Las rutinas de Clara y Martín.</p> <p>Homework: Complete Chapter 1 HW <b>Q10. Reading Comprehension</b> on Blackboard by 11:59 pm before next class. Complete Chapter 1 HW <b>Q11. Drag and drop</b> on Blackboard by 11:59 pm before next class. Complete Chapter 1 HW <b>Q16. Listen to the audio ...</b> on Blackboard by 11:59 pm before next class. Complete <a href="#">PRESENTACIONES</a> by next class.</p>
<b>Thursday, January 12</b>	<p>In class: Capítulo 1: Lenguaje en contexto – Vocabulario I Q5. ¿Cómo es tu día? Capítulo 1: Lenguaje en contexto – Vocabulario II. Presentaciones. Q6. Compresión de lectura; Q7. ¡Hola! ¿Qué tal?; Q8. ¿Cómo te llamas?</p> <p>Homework: Complete Chapter 1 HW <b>Q3. Es el primer día ...</b> on Blackboard by 11:59 pm before next class. Complete Chapter 1 HW <b>Q4. Según sus actividades ...</b> on Blackboard by 11:59 pm before next class. Complete Chapter 1 HW <b>Q5. En el texto anterior hay pronombres ...</b> (be sure to watch the video!) on Blackboard by 11:59 pm before next class. Complete Chapter 1 HW <b>Q6. The previous question ...</b> on Blackboard by 11:59 pm before next class.</p>

	<p>Complete Chapter 1 HW <b>Q7. Escucha el siguiente audio sobre Raúl ...</b> on Blackboard by 11:59 pm before next class.  Complete Chapter 1 HW <b>Q12. Pair the questions ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Friday, January 13</b>	<p>In class:</p> <p>Capítulo 1: Punto Gramatical 1: Articles, Gender and Pluralization. Q9. Escucha los siguientes audios; Q10. ¿Qué necesita Raúl?; Q11. Mira la siguiente nota.</p> <p>Homework:</p> <p>Review the information above <b>Q14. Actividades prácticas ...</b> (números cardinales y ordinales) in your classroom textbook and complete Chapter 1 HW Q8 on Blackboard by 11:59 pm before next class.  Complete Chapter 1 <b>HW Q8. Mira el horario de Juan</b> and <b>Q9. Escucha los siguientes mensajes de voz ...</b> on Blackboard by 11:59 pm before next class.  Complete Chapter 1 HW <b>Q13. Using the example below ...</b> (be sure to watch the video!) on Blackboard by 11:59 pm before next class.</p>
<b>Monday, January 16</b>	<b>No class</b>
<b>Tuesday, January 17</b>	<p>In class:</p> <p>Capítulo 1: Punto Gramatical 1: Articles, Gender and Pluralization. Q12. Gramática en contexto; Q13. Completa la tabla., Q14. ¿Qué tiene tu clase?</p> <p>Homework:</p> <p>Review the information above <b>Q14. Actividades prácticas ...</b> (números cardinales y ordinales) in your classroom textbook and complete Chapter 1 HW Q8 on Blackboard by 11:59 pm before next class.  Complete Chapter 1 <b>HW Q8. Mira el horario de Juan</b> and <b>Q9. Escucha los siguientes mensajes de voz ...</b> on Blackboard by 11:59 pm before next class.  Complete Chapter 1 HW <b>Q13. Using the example below ...</b> (be sure to watch the video!) on Blackboard by 11:59 pm before next class.</p>
<b>Thursday, January 19</b>	<p>In class:</p> <p>Capítulo 1: Lenguaje en contexto – Vocabulario II. Números cardinales y ordinales.  Q14. ¿Qué tiene tu clase?; Q15. Completa la tabla;  Capítulo 1: Punto Gramatical 3: Ser, tener y pronombres personales.  Q16. Read the dialogue.</p> <p>Homework:</p>

	<p>Complete Chapter 1 HW <b>Q14. Actividades prácticas, Q15. ¿Qué clases tienen? ...</b> and <b>Q18. Grammar comprehension for ser and tener ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Friday, January 20</b>	<p>In class:</p> <p>Capítulo 1: Punto Gramatical 3: Ser, tener y pronombres personales. Q17. Actividades practices; Q18. Paso 1. ¿Qué clases tienes?; Q19. Paso 2. ¿Qué clases tienes?</p> <p>Homework: TBD</p>
<b>Monday, January 23</b>	<p>In class:</p> <p>Capítulo 1: Lenguaje en contexto – Vocabulario III. Los días de la semana y las clases. Q20. El momento más productivo de la semana; Q21. Comprensión de lectura (T/F questions only); Capítulo 1: Lenguaje en contexto – Cultura. Los apellidos hispanos. Q23. Antes de leer. Apellidos hispanos. Q24. Di si las afirmaciones son correctas o falsas (T/F questions).</p> <p>Homework: TBD</p>
<b>Tuesday, January 24</b>	<p>In class:</p> <p>Capítulo 1: Lenguaje en contexto – Cultura. Los apellidos hispanos. Q24. Di si las afirmaciones (open ended questions); Q26. Mira la lectura otra vez. Q27. A escribir.</p> <p>Homework: TBD</p>
<b>Thursday, January 26</b>	<p>In class:</p> <p>Exam 1: Capítulo 1.</p> <p>Homework:</p> <p>Complete Chapter 2 HW <b>Q1. ¿Qué actividades menciona el audio?, Q2. Escucha el audio ..., Q3. Comprensión, Q4. According to the audio ...</b> and <b>Q5. Below you have the statement ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Friday, January 27</b>	<p>In class:</p> <p>Capítulo 2: Lenguaje en contexto – Vocabulario I Antes de leer. Hobbies para escapar el estrés y la rutina.</p>



	<p>Q1. Además de ser ... , Q2. Mira las siguientes ..., Q3. Con un compañero ..., <b>Q4. ¿Qué actividades físicas ...?</b></p> <p>Homework:</p> <p>Complete Chapter 2 HW <b>Q7. ¿Qué actividades menciona el audio?</b>, and <b>Q8. Look at the transcription ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Monday, January 30</b>	<p>In class:</p> <p>Capítulo 2: Lenguaje en contexto – Vocabulario I Q4. ¿Qué actividades físicas ...?</p> <p>Capítulo 2: Lenguaje en contexto – Vocabulario II Antes de leer. Hobbies para escapar el estrés y la rutina. Q5. Mira las siguientes ideas ..., Q6. ¿Cuántas veces por mes ...?</p> <p>Homework: TBD</p>
<b>Tuesday, January 31</b>	<p>In class:</p> <p>Capítulo 2: Lenguaje en contexto – Vocabulario II Q7. ¿Con quién tienes mucho y poco en común?, Q8. Actividades para liberar estrés en casa ...</p> <p>Capítulo 2: Lenguaje en contexto – Vocabulario II Antes de leer. Hobbies para escapar el estrés y la rutina. Q9. Daniela necesita un compañero ...</p> <p>Homework: Complete Chapter 2 HW <b>Q9. Look at the image ...</b> and <b>Q10. Observa el calendario ...</b> (be sure to watch the video!) on Blackboard by 11:59 pm before next class.</p>
<b>Thursday, February 2</b>	<p>In class:</p> <p><b>Capítulo 2: Lenguaje en contexto – Vocabulario II</b> <b>Q10. Ahora decidan el grado ..., Q11. Escucha los siguientes audios ..., Q12. ¿Cuándo hacen esas actividades?</b></p> <p>Homework: Complete Chapter 2 HW <b>Q11. Mira el horario de María ...</b> and <b>Q12. ¿Qué deporte practicas?</b> on Blackboard by 11:59 pm before next class.</p> <p>Complete Chapter 2 HW <b>Q13. Escucha los audios ..., Q14. Mira las actividades ...</b> and <b>Q15. ¿Qué hay en su dormitorio? ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Friday, February 3</b>	<p>In class:</p> <p>Capítulo 2: Lenguaje en contexto – Vocabulario II</p>

	<p>Antes de leer. Hobbies para escapar el estrés y la rutina. Q13. ¿Y tú? ¿Qué necesitas para relajarte?, Q14. Habla con algunos ..., Q15. Regresa al texto ...</p> <p>Homework:</p> <p>Read information over Q17. <b>Punto Gramatical: Hay</b> in your homework volume, available on Blackboard, by 11:59 pm before next class.</p>
<b>Monday, February 6</b>	<p>In class:</p> <p>Capítulo 2: Punto Gramatical II: HAY Q16. Resumen ..., Q17. Parte 1. Lugares favoritos ...</p> <p>Homework: TBD</p>
<b>Tuesday, February 7</b>	<p>In class:</p> <p>Capítulo 2: Punto Gramatical II: HAY Q18. Parte 2. Con la información ..., Q19. ¿Qué hay en las mochilas de estas ..., Q20. Escucha las siguientes ...,</p> <p>Homework: Complete Chapter 2 <b>HW Q16. Escucha los audios de nuevo ...</b> (be sure to watch the video!) and <b>HW Q17. Mira las respuestas de la actividad ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Thursday, February 9</b>	<p>In class:</p> <p>Capítulo 2: Punto Gramatical III: GUSTAR Q21. Ahora mira las ..., Q22. Mira las imágenes de abajo ..., Q23. Los gustos de los estudiantes ..., Q24. ¿Eres un estudiante típico?</p> <p>Homework:</p> <p>Complete Chapter 2 <b>HW Q18. Completa los espacios ...</b> on Blackboard by 11:59 pm before next class. Complete <b>HW Q19. Usos de tú y usted ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Friday, February 10</b>	<p>In class:</p> <p>Capítulo 2: Punto Gramatical III: GUSTAR Q25. En base a la información ..., Q26. Mira las siguientes ideas ... Capítulo 2: Lenguaje en Contexto: Cultura Q27. ¿Tú, usted o ustedes?</p> <p>Complete Participation 1</p> <p>Homework: TBD</p>

<p><b>Monday, February 13</b></p>	<p>In class:</p> <p>Capítulo 2: Lenguaje en Contexto: Cultura Q28. Mira las respuestas ..., Q29. Ahora mira las dos imágenes ...</p> <p>Explain and assign groups for Video Presentation + Q&amp;A</p> <p>Homework:</p> <p>Complete the worksheet <a href="#">HERMANOS GEMELOS</a> before next class. Complete Chapter 3 HW <b>Q1. Vocabulario de la familia, Q2. Vocabulario de la familia (cont.), Q3. Vocabulario de adjetivos</b> on Blackboard by 11:59 pm before next class.</p>
<p><b>Tuesday, February 14</b></p>	<p>In class:</p> <p>Capítulo 3: Lenguaje en Contexto La familia y adjetivos posesivos Q1. ¿Qué hay en estas fotos?, Q2. Compresión, Q3. Vocabulario – Ahora mira ..., Q4. ¿Cuál es la regla ...?, Q5. ¿Acertaste?, Q6. A escribir ...</p> <p>Homework:</p> <p>Review <a href="#">ADJECTIVE PLACEMENT AND GENDER AGREEMENT</a> before next class. Complete Chapter 3 HW <b>Q4. Emparejar</b> on Blackboard by 11:59 pm before next class.</p>
<p><b>Thursday, February 16</b></p>	<p>In class:</p> <p>Capítulo 3: Lenguaje en Contexto La familia y adjetivos posesivos Q7. Conversación, Q9. Antes de leer ..., Q10. A leer, Q11. Preguntas de comprensión.</p> <p>Homework:</p> <p>Complete Chapter 3 <b>HW Q5. Actividad 1, HW Q6. Actividad 2</b> (be sure to watch the video!), <b>HW Q7. Actividad 3 on Blackboard by 11:59 pm before next class.</b></p>
<p><b>Friday, February 17</b></p>	<p>In class:</p> <p>Capítulo 3: Lenguaje en Contexto La familia y adjetivos posesivos Q12., Encuesta sobre nuestros hogares, Q13. Resultados,</p> <p>Homework:</p> <p>Complete Chapter 3 <b>HW Q8. Actividad 1, HW Q9. Gramática en context: verbos e→ ie</b> (be sure to watch the video!), <b>HW Q10. Gramática en context: verbos o→ ue , HW Q11. Gramática</b></p>

	<b>en context: verbos e→ i</b> on Blackboard by 11:59 pm before next class.
<b>Monday, February 20</b>	<b>No class</b>
<b>Tuesday, February 21</b>	In class: Capítulo 3: Lenguaje en Contexto Q14. A conversar, Q15. Práctica, Q16. Nuestros favoritos.  Homework: TBD
<b>Thursday, February 23</b>	In class:  Capítulo 3: Lenguaje en Contexto La familia y adjetivos posesivos Q17. Conversación, Capítulo 3: Punto Gramatical II Verbos con cambio de raíz Q18. Familia moderna  Homework: TBD
<b>Friday, February 24</b>	In class: Capítulo 3: Lenguaje en Contexto Verbos con cambio de raíz Q19. Escritura, Q20. Lenguaje en context.  Homework: TBD
<b>Monday, February 27</b>	In class:  Capítulo 3: Lenguaje en Contexto Verbos con cambio de raíz Q21. Mira las siguientes fotos ..., Q22. Las familias pueden ser ..., Q23. En tu familia prefieres ..., Q24. Conversación en grupos  Homework:  Portfolio 1 today due at 11:59 pm on Blackboard.  Complete Chapter 3 HW <b>Q12. Escucha el siguiente audio, Q13. Escucha el audio otra vez, Q14. Responde a las siguientes preguntas</b> on Blackboard by 11:59 pm before next class.
<b>Tuesday, February 28</b>	In class:  Capítulo 3: Punto Gramatical III

	<p>Verbos reflexivos Q25. Escucha el siguiente audio ..., Q26. Ahora escucha el audio ..., Q27. Mira la transcripción del audio ..., Q28. Mira el texto de arriba ...</p> <p>Homework:</p> <p>Complete Chapter 3 HW <b>Q15. Can you fill in the following ... , Q16. Pick one item ... , Q17. Elige la palabra apropiada ...</b> on Blackboard by 11:59 pm before next class.</p>
<b>Thursday, March 2</b>	<p>In class:</p> <p>Capítulo 3: Punto Gramatical III Verbos reflexivos Q29. Elige la palabra ..., Q30. Preguntas en grupo ...</p> <p>Capítulo 3: Lenguaje en Contexto Una rutina diaria Q31. Lenguaje en context ...</p> <p>Homework: TBD</p>
<b>Friday, March 3</b>	<p>In class:</p> <p>Capítulo 3: Lenguaje en Contexto Cultura Q32. La madre de Rodrigo ..., Q33. Gramática</p> <p><b>Dry run for conversation with partner</b></p> <p>Homework: TBD</p>
<b>Monday, March 6</b>	<p>In class:</p> <p>Exam 2: Chapters 2 and 3</p> <p>Homework:</p> <p>Complete Chapter 4 <b>HW Q1. Empareja la foto ... , HW Q2. ¿Qué actividad se hace ...?, HW Q3. Comprensión,</b> on Blackboard by 11:59 pm before next class.</p>
<b>Tuesday, March 7</b>	<p>In class:</p> <p>Capítulo 4: Lenguaje en contexto – Vocabulario I La casa y los muebles Q1. Lee el artículo más arriba ..., Q2. Comprensión: Mira ..., Q3. Opinión, Q4. Encuesta</p> <p><b>Dry run for conversation with partner</b></p>

	Homework: TBD
<b>Thursday, March 9</b>	In class:  Complete Chapter 4 HW <b>Q4. Below are two statements ..., Q5. ¿Dónde están los muebles? Escoja ..., Q6. Dónde están los muebles? Completa ...</b> , on Blackboard by 11:59 pm before next class.  Video presentations due on Blackboard on October 12 <sup>th</sup> at 11:59 pm  Homework: TBD
<b>Friday, March 10</b>	In class:  Conversation with partner  Homework: TBD
<b>March 13- 17</b>	<b>No class</b>
<b>Monday, March 20</b>	In class:  Conversation with partner  Homework: TBD
<b>Tuesday, March 21</b>	In class:  Capítulo 4: Punto grammatical I Estar + Posición Q5. ¿Dónde está?, Q6. Marta la distraída, Q7. A escribir, Q8. A conversar  Homework:  <b>Video for Video Presentation due today.</b>
<b>Thursday, March 23</b>	In class:  Capítulo 4: Lenguaje en contexto – Vocabulario II Los quehaceres domésticos Q9. Antes de escuchar, Q10. Comprensión, Q11. Comparación y opinión, Q12. Análisis, Q13. ¿Y tú? ¿Eres más como Raúl o como sus compañeros de cuarto?  Homework:

	<p>Complete Chapter 4 <b>HW Q7. Comprensión, HW Q8. Vocabulario: Los quehaceres</b> (be sure to watch the video!), <b>HW Q9. Vocabulario: Los lugares de mi pueblo</b>, on Blackboard by 11:59 pm before next class.</p>
<b>Friday, March 24</b>	<p>In class:</p> <p>Capítulo 4: Punto grammatical II Tener + que + infinitivo Q14. Análisis parte 1. , Q15. Análisis parte 2., Q16. Explicación, Q17. Práctica, Q18. ¿Qué tienen que hacer ustedes?</p> <p>Homework:</p> <p>Complete Chapter 4 <b>HW Q10. Usa el verbo <i>querer</i> y <i>preferir</i></b> ... (be sure to watch the video!), on Blackboard by 11:59 pm before next class.</p>
<b>Monday, March 27</b>	<p>In class:</p> <p>Capítulo 4: Punto grammatical III Querer/preferir + infinitivo Q19. Preguntas, Q20. Análisis parte 1., Q21. Explicación</p> <p>Homework: TBD</p>
<b>Tuesday, March 28</b>	<p>In class:</p> <p>Capítulo 4: Punto grammatical III Querer/preferir + infinitivo Q22. Conversación: Usa el verbo ..., Q23. Conversación: Mira las siguientes, Q24. Escritura</p> <p>Homework: TBD</p>
<b>Thursday, March 30</b>	<p>In class:</p> <p>Capítulo 4: Escritura Q24. Escritura (cont'd), Q25. En el texto sobre ..., Q26. Raúl va a hacer ..., Q27. ¿Dónde está?</p> <p>Homework:</p> <p>Complete Chapter 4 <b>HW Q11. Comprensión lectora, HW Q12. Comprensión auditiva y lectora</b>, on Blackboard by 11:59 pm before next class.</p>
<b>Friday, March 31</b>	<p>In class:</p>

	<p>Capítulo 4: Lenguaje en contexto Cultura Q28. Comprensión, Q29. Las fiestas en EE.UU., Q30. Punto gramatical: Comparativos de Superioridad, Q31. Práctica</p> <p>Complete Participation 2</p> <p>Homework:</p> <p>Complete Chapter 5 <b>HW Q1. Paso B. Después de ...</b> and <b>HW Q2. Paso C. Viajar en avión ...</b> , on Blackboard by 11:59 pm before next class.</p>
<p><b>Monday, April 3</b></p>	<p>In class:</p> <p>Capítulo 5: Lenguaje en contexto I – Vocabulario Un viaje a Morelia Q1. Trabajo de pareja, Q2. Ahora escucha el audio ... Capítulo 5: Lenguaje en contexto II – Vocabulario Los viajes Q3. En el aeropuerto, Q4. Vocabulario útil</p> <p>Homework:</p> <p>Complete Chapter 5 <b>HW Q3. ¿Qué van a hacer en Brasil?, HW Q4. Paso B., HW Q5. Lenguaje en contexto: El Subte ...</b> on Blackboard by 11:59 pm before next class. Complete Chapter 5 <b>HW Q6. Punto gramatical: Ir+a+INF, HW Q7. Paso B. Repaso del verbo ir</b> on Blackboard by 11:59 pm before next class.</p>
<p><b>Tuesday, April 4</b></p>	<p>In class:</p> <p>Capítulo 5: Lenguaje en contexto II – Vocabulario Los viajes Q5. ¿Cómo viajas? Capítulo 5: Punto Gramatical I Ir+a+INFINITIVO Q6. Completa la table ..., Q7. De viaje, Q8. Trabajo en pareja</p> <p>Video Presentation</p> <p>Homework:</p> <p>Complete Chapter 5 <b>HW Q8. Paso D. ¿Qué van a hacer?</b> (be sure to watch the video!) and <b>HW Q9. Paso D. Las actividades</b> on Blackboard by 11:59 pm before next class.</p>
<p><b>Thursday, April 6</b></p>	<p>In class:</p> <p>Capítulo 5: Punto Gramatical I Los verbos -go Q9. El diario de Teresa, Q10. ¿Y tú? ¿Qué haces?</p>



	<p>Video Presentation</p> <p>Homework:</p> <p>Complete Chapter 5 <b>HW Q10. Paso A. Conversaciones</b> (be sure to watch the video!) and <b>HW Q11. Paso B. ¿Qué hacen en primavera?</b> on Blackboard by 11:59 pm before next class.</p>
<b>Friday, April 7</b>	<p>In class:</p> <p>Capítulo 5: Lenguaje en contexto II – Vocabulario El tiempo y las estaciones Q11. ¡Visiten Ecuador con Viajes Ecuatorianos!, Q12. Las estaciones y el tiempo</p> <p>Video Presentation</p> <p>Homework:</p> <p>Complete Chapter 5 HW Q12. <b>Paso C. ¿Qué estación prefieren?</b>, on Blackboard by 11:59 pm before next class.</p>
<b>Monday, April 10</b>	<p>In class:</p> <p>Capítulo 5: Lenguaje en contexto II – Vocabulario El tiempo y las estaciones Q13. ¿Qué tiempo hace?, Q14. Algunas actividades de temporada, Q15. Viajes en el futuro</p> <p>Video Presentation</p> <p>Homework:</p> <p>Complete Chapter 5 HW Q13. <b>Paso B. ¿Cómo están?</b>, on Blackboard by 11:59 pm before next class.</p>
<b>Tuesday, April 11</b>	<p>In class:</p> <p>Capítulo 5: Lenguaje en contexto II – Vocabulario El tiempo y las estaciones Q16. Escritura</p> <p>Capítulo 5: Punto Gramatical III Estados de ánimo Q17. Antes de seguir ...</p> <p>Video Presentation</p> <p>Homework:</p>

	Complete Chapter 5 HW Q14. <b>Cultura: Turismo Responsable</b> , on Blackboard by 11:59 pm before next class.
<b>Thursday, April 13</b>	<p>In class:</p> <p>Capítulo 5: Punto Gramatical III Estados de ánimo Q18. Ahora mira las imágenes, Q19. ¿Y tú? ¿Cómo estás?</p> <p>Video Presentation</p> <p>Portfolio 2 today due at 11:59 pm on Blackboard.</p> <p>Homework: TBD</p> <p>Portfolio 2 today due at 11:59 pm on Blackboard.</p>
<b>Friday, April 14</b>	<p>In class:</p> <p>Capítulo 5: Lenguaje en contexto Cultura Q20. Antes de leer, Q21. Ahora lee el texto, Q22. ¿Viajeros reponsables?</p> <p>Video Presentation</p> <p>Homework:</p> <p>TBD</p>
<b>Monday, April 17</b>	<p>In class:</p> <p>Capítulo 5: Lenguaje en contexto Cultura Q23. Un sondeo Capítulo 5: Punto grammatical IV Pretérito de ser, ir, hacer Q24. Comprensión, Q25. Ahora lee el texto de nuevo.</p> <p>Video Presentation</p> <p>Homework:</p> <p>Complete Chapter 5 <b>HW Q15. Paso A. ¿Cómo fueron a la universidad?</b> (be sure to watch the video!), <b>HW Q16. Paso B. ¿Qué hicieron durante las vacaciones?</b> , <b>HW Q17. Paso C. Mi primer viaje en avión</b> on Blackboard by 11:59 pm before next class.</p>
<b>Tuesday, April 18</b>	In class:

	<p>Capítulo 5: Punto grammatical IV  Pretérito de ser, ir, hacer  Q26. Ahora mira el texto de nuevo  Q27. A conversar. Piedad y José ..., Q28. A conversar. Ahora habla con tu ...</p> <p>Homework: TBD</p>
<b>Thursday, April 20</b>	<p>In class:</p> <p>Exam 3: Chapters 4 and 5</p> <p>Homework: TBD</p>
<b>Friday, April 21</b>	<b>Final Oral Interview HW:</b>
<b>Monday, April 24</b>	<b>Final Oral Interview HW:</b>
<b>Tuesday, April 25</b>	<b>Final Oral Interview HW:</b>
<b>Thursday, April 27</b>	<b>Final Oral Interview HW:</b>
<b>Friday, April 28</b>	<b>Final Exam Review, Participation 3 and Student Learning Experience</b>
	<b>The final exam will be assigned by April 28<sup>th</sup> and will be due May 5<sup>th</sup> at 11:59 pm.</b>