

## DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES

### Spanish and Portuguese Language Programs

#### Spring 2023 - SPAN 220: Spanish III

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

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And by appointment:

<https://gvierma.youcanbook.me>

#### **REQUIRED COURSE MATERIAL**

- **Textbook:** Goodall, G., & Lear, D., (2020). *Conéctate* (Vol. 3). ISBN: 9781307774115
- **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 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 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:

<b>Interpersonal</b>	<b>Interpretive</b>	<b>Presentational</b>
• 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 INTEGRITY AND SUPPORT SYSTEMS**

### **INTEGRITY AND ACCOUNTABILITY: STUDENT COMMUNITY EXPECTATIONS:**

[The USC Student Handbook: Living Our Unifying Values](#) describes student rights and responsibilities as members of the USC community. Familiarize yourself with the types of conduct that violate academic integrity on pages 10-13. Plagiarism: representing someone else's work as your own (verbatim or paraphrased), re-using and submitting your own work without previous permission from your professor, improper citation, or acquiring and submitting the academic work of others, etc. (p. 11). Cheating: submitting work created or substantially revised by another person, using or attempting to use any unauthorized sources, submitting work altered after grading or the work of another, collaborating on work without prior approval, etc. (p.12). Other violations of academic integrity (p. 13).

### **SUPPORT SYSTEMS:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free, 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.symplcity.com/care\\_report](http://usc-advocate.symplcity.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 unfeasible.

*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 the 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 Grace Ford Salvatori Hall 120, 3601 Watt Way,, 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 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) (5% each)	10%
<b>One</b> group presentation	5%
<b>Summative Assessment: Interpretive and Presentational (45%)</b>	
<b>Three</b> Chapter Exams (8.33% each)	25%
Final Written Exam	20%
<b>TOTAL</b>	<b>100%</b>

## **GRADING SYSTEM**

<b>PERCENTAGES</b>	<b>LETTER 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. 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 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, founded in 2014, is a community outreach program that has allows students enrolled in SPAN 220, SPAN 240, SPAN260 and SPAN270 to work with various K-12 schools in the greater Los Angeles area. Through this service-learning program, students 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 engage in activities such as, but not limited to:

- preparing and conducting brief classes in Spanish for elementary or high-school students.
- preparing supplementary Spanish activities for elementary or high-school teachers.
- Assisting Spanish instructors.
- completing reflection sessions about their service-learning experience.

Participating students will need to complete a training on Mandated Reporting/Protecting Minors. Students may also need to undergo a Live Scan background check (minors will not be eligible for this program) and COVID and TB test before they can work directly with students. When needed, transportation will be provided to the site.

Evaluation: Students will be evaluated based on their class preparation (70%) and written or oral reflections in Spanish (30%). Their participation and completion of this project will count for the 10% percent allotted in their syllabi towards “Portfolios” in Spanish 220 and Spanish240, and “Presentations” for Spanish 260 and Spanish 270.

Applications:

Please sign up for an interview here:

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUFhaE13LW00b1pxfGRIZmF1bHR8NzVINmE5OTVhNWl3NmE0ZmExNmE4ZTgzNDIyYjA0MDg> by Thursday January 19 at noon.

Please indicate your preferences **before your interview** here:

<https://forms.gle/3fEUoa2N9L3v34D1A>

## 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. 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 2-3 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 to recording the video and prior to showing it in class. Choppy delivery will negatively impact your grade

## **11. 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 they deem 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.**

Dates	MWTfF
<b>Week 1</b> <b>Monday,</b> <b>January 9</b>	<u>In class:</u> <i>Syllabus, Evaluation Rubrics, Blackboard. Introductions.</i>  <u>Homework:</u> Read all boxes on pp. 321-323 and complete Chapter 11 Comunicación on <a href="#">Blackboard</a> by 11:59 pm before next class.
<b>Wednesday,</b> <b>January 11</b>	<u>In class:</u> Chapter 11 Comunicación. Bienvenido A-B (pp. 321-322); Pasa A-B (323-324)  <u>Homework:</u> Read vocabulary and boxes on pp. 325-327 and complete Chapter 11 Vocabulario on <a href="#">Blackboard</a> by 11:59 pm before next class.
<b>Thursday,</b> <b>January 12</b>	<u>In class:</u> Chapter 11 Vocabulario. La casa y los muebles A (p. 325); Los muebles y los electrodomésticos A-D (pp. 326-328)  <u>Homework:</u> Complete Estructura 11.1 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.
<b>Friday,</b> <b>January 13</b>	<u>In class:</u> Chapter 11 Vocabulario. Los muebles y los electrodomésticos F and G (p. 329) Estructura 11.1 The Present Perfect. Para empezar (p. 330); Actividades analíticas 1-4 (pp. 331-332); Actividades prácticas A-C (pp. 333-334)  <u>Homework:</u> Complete Estructura 11.1 Practice and Chapter 11 Cultura on <a href="#">Blackboard</a> by 11:59 pm before next class.
<b>Week 2</b> <b>Monday,</b> <b>January 16</b>	<b>No class</b>

<p><b>Wednesday, January 18</b></p>	<p><u>In class:</u></p> <p>Estructura 11.1. Actividades prácticas D-F (p. 335) Chapter 11 Cultura. Mario Pani y la arquitectura moderna en México Paso 3 (p. 336)</p> <p><u>Homework:</u></p> <p>Complete Chapter 11 Estructura 11.2 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Thursday, January 19</b></p>	<p><u>In class:</u></p> <p>Estructura 11.2 Commands with Object Pronouns Para empezar (p. 337); Actividades analíticas 1-3 (pp. 337-338); Actividades prácticas A-D (p. 338-339)</p> <p><u>Homework:</u></p> <p>Complete Chapter 11 Estructura 11.2 Practice on <a href="#">Blackboard</a> by 11:59 pm before next class. Complete Chapter 11 Estructura 11.3 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Friday, January 20</b></p>	<p><u>In class:</u></p> <p>Estructura 11.3 The Present Progressive Para empezar (p. 340); Actividades analíticas 1-4 (pp. 341-343); Actividades prácticas A-E (pp.342-343)</p> <p><u>Homework:</u></p> <p>Complete Chapter 11 Estructura 11.3 Practice on <a href="#">Blackboard</a> by 11:59 pm before next class. Complete IPA Chapter 11 by next class (TBD by instructor).</p>
<p><b>Week 3 Monday, January 23</b></p>	<p><u>In class:</u></p> <p>Chapter 11 IPA.</p> <p><u>Homework:</u> TBD</p>

<p><b>Wednesday, January 25</b></p>	<p><u>In class:</u></p> <p>Chapter 11 IPA, (cont'd).</p> <p><u>Homework:</u></p> <p>Complete Chapter 11 Adaptive Learning Vocabulario and Gramática on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Thursday, January 26</b></p>	<p><u>In class:</u></p> <p><b>Exam 1 (Chapter 11)</b></p> <p><u>Homework:</u></p> <p>Read all boxes on pp. 351-353 and complete Chapter 12 Comunicación on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Friday, January 27</b></p>	<p><u>In class:</u></p> <p>Chapter 12 Comunicación ¡Suerte! A-C (pp. 351-352); Para mantenerse sano/a hay que .... A and B (p. 353)</p> <p><u>Homework:</u></p> <p>Read all vocabulary and boxes on pp. 354-355 and complete Chapter 12 Vocabulario Parte 1 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Week 4 Monday, January 30</b></p>	<p><u>In class:</u></p> <p>Chapter 12 Vocabulario. Los deportes y cómo mantenerse en forma A-D (pp. 354-357)</p> <p><u>Homework:</u></p> <p>Read all vocabulary and boxes on pp. 358-360 and complete Chapter 12 Vocabulario Parte 2 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Wednesday, February 1</b></p>	<p><u>In class:</u></p> <p>Chapter 12 Vocabulario. La salud y el bienestar A-C (pp.358-360)</p> <p><u>Homework:</u> TBD</p>



<p><b>Thursday, February 2</b></p>	<p><u>In class:</u> Chapter 12 Vocabulario. La salud y el bienestar D-E (pp.361-362)</p> <p><u>Homework:</u> Complete Chapter 12 Estructura 12.1 Prep by 11:59 pm on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Friday, February 3</b></p>	<p><u>In class:</u> Chapter 12 Cultura. Los deportes en Colombia y Venezuela (p. 366). Reciclaje (p. 367)</p> <p><u>Homework:</u> Complete Chapter 12 Estructura 12.2 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Week 5 Monday, February 6</b></p>	<p><u>In class:</u> Estructura 12.2 The Present Progressive with Object Pronouns Para empezar (p. 368); Actividades analíticas 1-2 (p. 368); Actividades prácticas A-C (p. 369)</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 11:59 pm before next class.</p>
<p><b>Wednesday, February 8</b></p>	<p><u>In class:</u> Estructura 12.3 The Subjunctive: Volition with Regular Verbs Para empezar (p. 370); Actividades analíticas 1-5 (p. 370-372); Actividades prácticas A-E (pp. 373-374)</p> <p><b>Participation grade 1</b></p> <p><u>Homework:</u> Complete Chapter 12 Estructura 12.3 Practice on <a href="#">Blackboard</a> by 11:59 pm before next class. On a separate sheet of paper, complete Antes de leer (p. 375) and A leer (pp. 375-376) by class time. Portfolio 1 is due soon.</p>

	<p>Portfolios often require going out in the community or attending events; please plan accordingly.</p> <p>Complete Chapter 12 Adaptive Learning Vocabulario and Gramática on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Thursday, February 9</b></p>	<p><u>In class:</u></p> <p>Chapter 12 IPA</p> <p><u>Homework:</u></p> <p>Read the box on p. 385 and complete Chapter 13 Comunicación Parte 1 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Friday, February 10</b></p>	<p><u>In class:</u></p> <p>Chapter 12 IPA, (cont.)</p> <p><u>Homework:</u></p> <p>Read boxes on pp. 385 and 386 and Chapter 13 Comunicación Parte 2 on <a href="#">Blackboard</a> by 11:59 before next class.</p>
<p><b>Week 6 Monday, February 13</b></p>	<p><u>In class:</u></p> <p>Chapter 13 Comunicación. Debería ... A-C (pp. 384-385)</p> <p><u>Homework:</u></p> <p>Read box on p. 383 and complete Chapter 13 Vocabulario Parte 1 on <a href="#">Blackboard</a> by 11:59 before next class.</p>
<p><b>Wednesday, February 15</b></p>	<p><u>In class:</u></p> <p>Chapter 13 Comunicación. ¿Cuánto tiempo hace que ...? A-C (pp. 386-387)</p> <p><u>Homework:</u></p> <p>Complete Chapter 13 Vocabulario Parte 2 on <a href="#">Blackboard</a> by 11:59 before next class.</p>

<p><b>Thursday, February 16</b></p>	<p><u>In class:</u> Chapter 13 Vocabulario. La naturaleza y el medio ambiente A-D (pp. 388-390). Reciclaje (p. 392)</p> <p><u>Homework:</u> Complete Chapter 13 Estructura 13.1 Prep on <a href="#">Blackboard</a> by 11:59 before next class.</p>
<p><b>Friday, February 17</b></p>	<p><u>In class:</u> Estructura 13.1 The subjunctive: Irregular verbs Para empezar (p. 392);</p> <p>Actividades analíticas 1-3 (p. 393); Actividades prácticas A-D (p. 393-394).</p> <p><u>Homework:</u> Complete Chapter 13 Estructura 13.1 Practice Complete Estructura 13.2 Prep on <a href="#">Blackboard</a> by 11:59 before next class.</p>
<p><b>Week 7 Monday, February 20</b></p>	<p><b>No class</b></p>
<p><b>Wednesday, February 22</b></p>	<p><u>In class:</u> Reciclaje (p. 395). Estructura 13.2 The subjunctive: Disbelief and uncertainty Para empezar (p. 395); Actividades analíticas 1-3 (pp. 395-396); Actividades prácticas A-D (pp. 396-397)</p> <p><u>Homework:</u> Complete Chapter 13 Estructura 13.2 Practice and Chapter 13 Cultura Complete Chapter 13 Estructura 13.3 Prep on <a href="#">Blackboard</a> by 11:59 before next class.</p> <p><a href="#">Download Respondus</a> and Complete RespondusMock (you will need to close all apps in your computer and access the Mock via Respondus. See further details in Blackboard left-hand-side menu)</p>

<p><b>Thursday, February 23</b></p>	<p><u>In class:</u> Estructura 13.3 The subjunctive: Purpose and Contingency Para empezar (p. 399); Actividades analíticas 1-3 (pp. 399-400); Actividades prácticas A-C (p. 401-402)</p> <p><u>Homework:</u> Complete Chapter 13 Estructura 13.3 Practice on <a href="#">Blackboard</a> by 11:59 before next class. <b>Portfolio 1 (Part 1) before next class</b></p>
<p><b>Friday, February 24</b></p>	<p><u>In class:</u> <b>In-class writing portion of Portfolio 1</b></p> <p><u>Homework:</u> TBD</p>
<p><b>Week 8 Monday, February 27</b></p>	<p><u>In class:</u> Review for conversation with partner.</p> <p><u>Homework:</u> TBD</p>
<p><b>Wednesday, March 1</b></p>	<p><u>In class:</u> <b>Conversation with Partner</b></p> <p><u>Homework:</u> TBD</p>
<p><b>Thursday, March 2</b></p>	<p><u>In class:</u> <b>Conversation with Partner</b></p> <p><u>Homework:</u> TBD</p>
<p><b>Friday, March 3</b></p>	<p><u>In class:</u> Chapter 13 IPA</p> <p><u>Homework:</u> TBD</p>

<p><b>Week 9</b> <b>Monday,</b> <b>March 6</b></p>	<p><u>In class:</u></p> <p>Chapter 13 IPA, cont.</p> <p><u>Homework:</u></p> <p>Complete Chapter 13 Adaptive Learning Vocabulario and Gramática on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Wednesday,</b> <b>March 8</b></p>	<p><u>In class:</u></p> <p><b>Exam 2 (Chapters 12 and 13)</b></p> <p><u>Homework:</u></p> <p>Read boxes on pp. 412 and 413 and complete Chapter 14 Comunicación on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Thursday,</b> <b>March 9</b></p>	<p><u>In class:</u></p> <p>Chapter 14 Comunicación. Quizás. No sé. Tal vez ... A and B (p. 411-412). Quisiera A-C (p. 413)</p> <p><u>Homework:</u></p> <p>Read the box on p. 413 and complete Chapter 14 Vocabulario Parte 1 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Friday, March</b> <b>10</b></p>	<p><u>In class:</u></p> <p>Chapter 14 Vocabulario. El nuevo centro cultural A-C (pp. 414-415)</p> <p><u>Homework:</u></p> <p>Read the box on p. 415 and complete Chapter 14 Vocabulario Parte 2 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>March 13-17</b></p>	<p><b>No class</b></p>
<p><b>Week 10</b> <b>Monday,</b> <b>March 20</b></p>	<p><u>In class:</u></p> <p>Chapter 14 Vocabulario. El nuevo centro cultural D-F (pp. 416-417)</p> <p><u>Homework:</u></p> <p>Complete Chapter 14 Estructura 14.1 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>

<p><b>Wednesday, March 22</b></p>	<p><u>In class:</u></p> <p>Estructura 14.1 The Past Subjunctive Para empezar (p. 418); Actividades analíticas 1-4 (pp. 419-420); Actividades prácticas A-D (p. 420-422)</p> <p><u>Homework:</u></p> <p>Complete Chapter 14 Estructura 14.1 Practice on <a href="#">Blackboard</a> by 11:59 pm before next class. Complete Chapter 14 Estructura 14.2 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p><b>Video for video presentation due in Bb</b></p>
<p><b>Thursday, March 23</b></p>	<p><u>In class:</u></p> <p>Estructura 14.2 The Future</p> <p>Para empezar (p. 423); Actividades analíticas 1-4 (pp. 424-425); Actividades prácticas A-D (p. 425-426)</p> <p><u>Homework:</u></p> <p>Complete Chapter 14 Estructura 14.2 Practice and Chapter 14 Cultura on <a href="#">Blackboard</a> by 11:59 pm before next class. Complete IPA Chapter 14 by next class (TBD by instructor).</p>
<p><b>Friday, March 24</b></p>	<p><u>In class:</u></p> <p>Chapter 14 IPA.</p> <p><u>Homework:</u> TBD</p>

<p><b>Week 11</b> <b>Monday,</b> <b>March 27</b></p>	<p><u>In class:</u></p> <p>Chapter 14 IPA (cont.)</p> <p><b>Participation grade 2</b></p> <p><u>Homework:</u></p> <p>Complete Chapter 14 Adaptive Learning Vocabulary and Grammar on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Read box on pp. 436 and complete Chapter 15 Comunicación Parte 1 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Complete Chapter 15 Vocabulario on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
<p><b>Wednesday,</b> <b>March 29</b></p>	<p><u>In class:</u></p> <p>Chapter 15 Comunicación. En mi opinión ... A (p. 435)</p> <p>Chapter 15 Vocabulario. Los problemas sociales, económicos y políticos A-B (p. 439-441).</p> <p>Estructura 15.1 The conditional Actividades prácticas A-C (p. 444).</p> <p><u>Homework:</u></p> <p>Read the box on p. 439 and complete Chapter 15 Comunicación Parte 2 on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Complete Chapter 15 Estructura 15.1 Prep on <a href="#">Blackboard</a> by 11:59 pm before next class.</p> <p>Portfolio 2 is due soon. Portfolios often require going out in the community or attending events; please plan accordingly</p>

<p><b>Thursday, March 30</b></p>	<p><u>In class:</u></p> <p>Estructura 15.1 The conditional</p> <p>Para empezar (p. 442); Actividades analíticas 1-4 (p. 443): Estructura 15.1 The conditional.</p> <p>Actividades prácticas D (p. 445).</p> <p><u>Homework:</u></p> <p>Complete Chapter 15 Estructura 15.1 Practice on <a href="#">Blackboard</a> by 11:59 pm before next class.</p>
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<p><b>Friday, March 31</b></p>	<p><u>In class:</u></p> <p>Estructura 15.1 The conditional (cont.)</p> <p><u>Homework:</u> TBD</p>
<p><b>Week 12 Monday, April 3</b></p>	<p><u>In class:</u></p> <p>Class presentations (3 pairs/groups)</p> <p><u>Homework:</u></p> <p><b>Portfolio 2 (Part 1) before next class</b></p>
<p><b>Wednesday, April 5</b></p>	<p><u>In class:</u></p> <p><b>In-class writing portion of Portfolio 2</b></p> <p><u>Homework:</u> TBD</p>
<p><b>Thursday, April 6</b></p>	<p><u>In class:</u></p> <p>Class presentations (3 pairs/groups)</p> <p><u>Homework:</u> TBD</p>



<b>Friday, April 7</b>	<u>In class:</u>  Estructura 15.2 Si Clauses  Para empezar (p. 445);  Actividades analíticas 1-4 (p. 446-447)  <u>Homework:</u> TBD
<b>Week 13 Monday, April 10</b>	<u>In class:</u>  Estructura 15.2 Si Clauses (cont.)  Actividades prácticas A-D (p. 447-448)  <u>Homework:</u>  Complete Chapter 15 Estructura 15.2 Practice, and Chapter 15 Cultura on <a href="#">Blackboard</a> by 11:59 pm before next class.
<b>Wednesday, April 12</b>	<u>In class:</u>  Chapter 15 IPA  <u>Homework:</u> TBD
<b>Thursday, April 13</b>	<u>In class:</u>  Chapter 15 IPA, cont.  <u>Homework:</u> TBD
<b>Friday, April 14</b>	<u>In class:</u>  Class presentations (3 pairs/groups) Review for final oral interviews with instructor.  <u>Homework:</u>  Complete Chapter 15 Adaptive Learning Vocabulary and Grammar on <a href="#">Blackboard</a> by 11:59 pm before next class.

<b>Week 14</b> <b>Monday,</b> <b>April 17</b>	<u>In class:</u> <p style="text-align: center;"><b>Exam 3 (Chapter 14 and 15)</b></p> <u>Homework:</u> TBD
<b>Wednesday,</b> <b>April 19</b>	<u>In class:</u> <p style="text-align: center;">Oral interview with instructor</p> <u>Homework:</u> TBD
<b>Thursday,</b> <b>April 20</b>	<u>In class:</u> <p style="text-align: center;">Review for Final Oral Interview</p> <u>Homework:</u> TBD
<b>Friday,</b> <b>April 21</b>	Final Oral Interview <u>Homework:</u> TBD
<b>Week 15</b> <b>Monday, April</b> <b>24</b>	Final Oral Interview <u>Homework:</u> TBD
<b>Wednesday,</b> <b>April 25</b>	Final Oral Interview <u>Homework:</u> TBD
<b>Thursday,</b> <b>April 27</b>	Final Oral Interview <u>Homework:</u> TBD
<b>Friday,</b> <b>April 28</b>	Final Exam Review, <b>Participation grade 3</b> and <b>Student Learning Experience</b>
	<p style="text-align: center;"><b>The final exam will be assigned by April 28 and will be due May 5, 11:59 pm.</b></p>