

- 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
<ul style="list-style-type: none"> • Active negotiation of meaning among individuals 	<ul style="list-style-type: none"> • Interpretation of what the author, speaker, or producer wants the receiver of the message to understand 	<ul style="list-style-type: none"> • Creation of messages
<ul style="list-style-type: none"> • Participants observe and monitor one another to see how their meanings and intentions are being communicated 	<ul style="list-style-type: none"> • One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Adjustments and clarifications are made accordingly 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture
<ul style="list-style-type: none"> • Speaking and listening (conversation); reading and writing (text messages or via social media) 	<ul style="list-style-type: none"> • Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials 	<ul style="list-style-type: none"> • 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

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. Likewise, passing language production from artificial intelligence (AI) language models, (e.g., ChatGPT), or machine translators (e.g., Google translate), and other forms of academic dishonesty are equally unacceptable. Any and all violations of academic integrity will be reported to the [Office of Academic Integrity](#) for administrative review.

SUPPORT SYSTEMS

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

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

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

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, 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

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

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

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, 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

Non-emergency assistance or information.

ACCOMMODATION 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.

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.

BASIC LANGUAGE PROGRAM AWARDS

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

EVALUATION PROCEDURES	%
<u>Effort and Preparedness (25%)</u>	
Class Preparedness (Class-checked Homework) and Participation	15
Online Homework	10
<u>Interpersonal (15%)</u>	
One Short Conversation with Conversation Partner (3 minutes per student per conversation)	5
Final Interview with Instructor (6 minutes)	10
<u>Interpretive, Interpersonal, and Presentational (15%)</u>	
Two Portfolio Entries (Activities and Reflection)	10 (5% each)
One group presentation	5
<u>Summative Assessment: Interpretive and Presentational (45%)</u>	
Three Chapter Exams	25 (8.33% each)
Final Written Exam	20
TOTAL	100

GRADING SYSTEM

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

EXPLANATION OF EVALUATION PROCEDURES

1. Make Up Policy

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

General university policy states that students who can verify that they were prevented from completing assignments due to illness or religious holidays are permitted to make up the work they missed. Students who miss class because of their performance in university-sponsored events, such as athletic competitions, fine-arts performances, ROTC activities, etc. are also allowed to make up the work they missed. The other valid reason for making up work is a death in the immediate family.

Personal reasons for missing class cannot be excused. These include personal trips to attend university-sponsored events as a spectator, to visit family, to attend weddings (and the like), to attend court (except for jury duty), and other personal reasons, even when plane tickets have been purchased. To make up missed class work, consult your instructor. Give your instructor the original 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 are allowed a maximum of 4 unexcused absences (i.e. four fifty-minute class periods) throughout the semester. Note that **missing a two-hour** class results in **two absences**. Students who exceed the number of unexcused absences for the course will see their final grade lowered in the following way:

- 5 to 7 unexcused absences - Final grade lowered by 5 points
- 8 to 10 unexcused absences - Final grade lowered by 10 points
- 11 to 13 unexcused absences - Final grade lowered by 15 points
- 14 to 16 unexcused absences - Final grade lowered by 20 points
- 17 to 19 unexcused absences - Final grade lowered by 30 points
- 20 to 22 unexcused absences - Final grade lowered by 35 points
- 23 or more unexcused absences will result in an automatic F

Thus, for example, if a student obtained a final grade of 85.5 (B) in the course and he/she had 9 unexcused absences, his/her final grade would be lowered by 10 points, resulting in 75.5 (C).

Students must provide original documentation for all absences. For illness, a medical excuse from a doctor or other appropriate health-care provider is required and is subject to confirmation. Students using the University Park Health Center should be aware that only **one** self-reporting Medical Excuse note may be used per semester and it will only be valid to excuse a maximum of two consecutive fifty-minute periods. For university-sponsored events, an original memo from the appropriate advisor must be provided. Documentation from a newspaper, funeral, memorial service, etc., must be provided in the event of absence due to a death in the immediate family. All efforts will be made to make materials available for students who, 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.

Participation consists of the assessment of the quality of the student's contributions to the class and language learning. As such, perfect attendance in no way guarantees a good participation grade. If you appear not to be prepared (e.g., if you haven't completed the exercises assigned the previous class), your grade will reflect this. If you are prepared and do not participate, your grade will suffer similarly. We expect that all students will engage in the course in ways that will advance language learning.

Participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Spanish as the language of communication in the classroom. You are expected to use Spanish to communicate with your fellow students and instructor at all times during your class (except when discussing your grades or any administrative matters related to your class). **If you are absent, you will earn the average of your performance for participation based on the days you were present.** You may consult with your instructor about your participation throughout the semester. 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 (p. 9 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**.

MW	
(Week 1) Monday January 08	<p>In class:</p> <ul style="list-style-type: none"> - Introduction to the course. - Capítulo 1: Lenguaje en contexto - Vocabulario I Q1-Q4. <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 1 HW Q1, HW Q2, HW Q10, and HW Q11 on Blackboard by 11:59 pm before next class. - Download, complete and bring to class the handout PRESENTACIONES by next class.
Wednesday January 10	<p>In class:</p> <p>Capítulo 1: Lenguaje en contexto - Vocabulario I Q5-Q13</p> <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 1 HW Q3 - HW Q7, and HW Q12 on Blackboard by 11:59 pm before next class. - Review the information above Q14. Actividades prácticas ... (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 HW Q9 and HW Q13 (be sure to watch the video!) on Blackboard by 11:59 pm before next class.
(Week 2) Monday January 15	<p>Martin Luther King Day: No class.</p>
Wednesday January 17	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 1: Lenguaje en contexto - Vocabulario II. Números cardinales y ordinales. Q14 and Q15. - Capítulo 1: Punto Gramatical 3: Ser, tener y pronombres personales. Q16 - Q19. <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 1 HW Q14, HW Q15, and HW Q18 on Blackboard by 11:59 pm before next class.

<p>(Week 3)</p> <p>Monday January 22</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 1: Lenguaje en contexto - Vocabulario III. Los días de la semana y las clases. Q20 and Q21 (comprensión de lectura T/F questions only). - Capítulo 1: Lenguaje en contexto - Cultura. Los apellidos hispanos. Q23, Q24, Q26, and Q27. <p>Homework: TBD</p>
<p>Wednesday January 24</p>	<p>In class:</p> <ul style="list-style-type: none"> - Exam 1: Capítulo 1. - Capítulo 2: Lenguaje en contexto - Vocabulario I, Q1- Q4. <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 2 HW Q1 - HW Q5 and HW Q7 and Q8 on Blackboard by 11:59 pm before next class.
<p>(Week 4)</p> <p>Monday January 29</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 2: Lenguaje en contexto - Vocabulario II, Q5 - Q12. <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 2 HW Q9 and HW Q10 (be sure to watch the video!) on Blackboard by 11:59 pm before next class. - Complete Chapter 2 HW Q11 - HW Q15 on Blackboard by 11:59 pm before next class.
<p>Wednesday January 31</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 2: Lenguaje en contexto - Vocabulario II, Q13 - Q15. - Capítulo 2: Punto Gramatical II: HAY, Q16 - Q17. <p>Homework:</p> <ul style="list-style-type: none"> - Read information and complete HW Q17 on Blackboard, by 11:59 pm before next class.
<p>(Week 5)</p> <p>Monday February 05</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 2: Punto Gramatical II: HAY, Q18 - Q24. <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 2 HW Q16 (be sure to watch the video!) and HW Q17 - HW Q19 on Blackboard by 11:59 pm before next class.

<p>Wednesday February 07</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 2: Punto Gramatical III: GUSTAR, Q25 and Q26. - Capítulo 2: Lenguaje en Contexto: Cultura, Q27- Q29. - Explain and assign groups for Video Presentation + Q&A. - Complete Participation 1. <p>Homework:</p> <ul style="list-style-type: none"> - Complete the worksheet HERMANOS GEMELOS before next class. - Complete Chapter 3 HW Q1 - HW Q3 on Blackboard by 11:59 pm before next class.
<p>(Week 6) Monday February 12</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 3: Lenguaje en Contexto, La familia y adjetivos posesivos, Q1 - Q7, Q9 - Q16. <p>Homework:</p> <ul style="list-style-type: none"> - Review ADJECTIVE PLACEMENT AND GENDER AGREEMENT before next class. - Complete Chapter 3 HW Q4 - HW Q11 on Blackboard by 11:59 pm before next class.
<p>Wednesday February 14</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 3: Lenguaje en Contexto, La familia y adjetivos posesivos, Q17. - Capítulo 3: Punto Gramatical II, Verbos con cambio de raíz, Q18 - Q24. <p>Homework:</p> <ul style="list-style-type: none"> - Portfolio 1 due today at 11:59 pm on Blackboard. - Complete Chapter 3 HW Q12 - HW Q14 on Blackboard by 11:59 pm before next class.
<p>(Week 7) Monday February 19</p>	<p>President's Day: No class.</p>

<p>Wednesday February 21</p>	<p>In class: - Capítulo 3: Punto Gramatical III, Verbos reflexivos, Q25 - Q30. - Capítulo 3: Lenguaje en Contexto, Q31.</p> <p>Homework: - Complete Chapter 3 HW Q15 - HW Q17 on Blackboard by 11:59 pm before next class.</p>
<p>(Week 8) Monday February 26</p>	<p>In class: - Capítulo 3: Lenguaje en Contexto, Cultura, Q32 and Q33. - Practice for conversation with partner. - Exam 2: Chapters 2 and 3</p> <p>Homework: - Complete Chapter 4 HW Q1 - HW Q3 on Blackboard by 11:59 pm before next class.</p>
<p>Wednesday February 28</p>	<p>In class: - Capítulo 4: Lenguaje en contexto - Vocabulario I. La casa y los muebles, Q1 - Q4. - Capítulo 4: Punto gramatical I, Estar + Posición, Q5 - Q8. - Practice for conversation with partner.</p> <p>Homework: TBD</p>
<p>(Week 9) Monday March 04</p>	<p>In class: - Conversation with partner.</p> <p>Homework: - Complete Chapter 4 HW Q4 - HW Q6 on Blackboard by 11:59 pm before next class.</p>
<p>Wednesday March 06</p>	<p>In class: - Capítulo 4: Lenguaje en contexto - Vocabulario II, Los quehaceres domésticos, Q9 - Q13. - Capítulo 4: Punto gramatical II, Tener + que + infinitive, Q14 - Q18.</p> <p>Homework: - Complete Chapter 4 HW Q7 - HW Q9 and HW Q10 (be sure to watch the video!) on Blackboard by 11:59 pm before next class.</p>

Monday March 11	Spring Break: No class.
Wednesday March 13	Spring Break: No class.
(Week 10) Monday March 18	In class: - Capítulo 4: Punto gramatical III, Querer/preferir + infinitivo, Q19 - Q24. Homework: TBD
Wednesday March 20	In class: - Capítulo 4: Escritura, Q24 (cont'd), Q25- Q27. - Capítulo 4: Lenguaje en contexto, Cultura, Q28 - Q31. - Complete Participation 2. Homework: - Complete Chapter 4 HW Q11 and HW Q12 on Blackboard by 11:59 pm before next class. - Complete Chapter 5 HW Q1 and Q2 on Blackboard by 11:59 pm before next class.
(Week 11) Monday March 25	In class: - Capítulo 5: Lenguaje en contexto I - Vocabulario, Un viaje a Morelia Q1 and Q2. - Capítulo 5: Lenguaje en contexto II - Vocabulario, Los viajes, Q3 - Q5. - Capítulo 5: Punto Gramatical I, Ir + a + INFINITIVO, Q6 - Q8. - Video Presentation. Homework: - Complete Chapter 5 HW Q3 - Q7, HW Q8 (be sure to watch the video!), and Q9 on Blackboard by 11:59 pm before next class.

<p>Wednesday March 27</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 5: Punto Gramatical I, Los verbos -go, Q9 and Q10. - Capítulo 5: Lenguaje en contexto II - Vocabulario, El tiempo y las estaciones, Q11 and Q12. - Video Presentation. <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 5 HW Q10(be sure to watch the video!), HW Q11, and HW Q12 on Blackboard by 11:59 pm before next class.
<p>(Week 12) Monday April 01</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 5: Lenguaje en contexto II - Vocabulario, El tiempo y las estaciones, Q13 - Q16. - Capítulo 5: Punto Gramatical III, Estados de ánimo, Q17. - Video Presentation. <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 5 HW Q13 and HW Q14 on Blackboard by 11:59 pm before next class.
<p>Wednesday April 03</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 5: Punto Gramatical III, Estados de ánimo, Q18 and Q19. - Capítulo 5: Lenguaje en contexto, Cultura, Q20 - Q22. - Video Presentation <p>Homework:</p> <ul style="list-style-type: none"> - Portfolio 2 today due at 11:59 pm on Blackboard.
<p>(Week 13) Monday April 08</p>	<p>In class:</p> <ul style="list-style-type: none"> - Capítulo 5: Lenguaje en contexto, Cultura, Q23. - Capítulo 5: Punto gramatical IV, Pretérito de ser, ir, hacer, Q24. - Video Presentation. <p>Homework:</p> <ul style="list-style-type: none"> - Complete Chapter 5 HW Q15 (be sure to watch the video!), HW Q16, and Q17 on Blackboard by 11:59 pm before next class.

Wednesday April 10	In class: - Capítulo 5: Punto gramatical IV, Pretérito de ser, ir, hacer, Q25 - Q28. - Video Presentation. Homework: TBD
(Week 14) Monday April 15	In class: - Exam 3: Chapters 4 and 5. - Review for Final Oral Interview. Homework: TBD
Wednesday April 17	In class: - Final Oral Interview Homework: TBD
(Week 15) Monday April 22	In class: - Final Oral Interview Homework: TBD
Wednesday April 24	In class: - Course evaluations and final exam review. - Complete Participation 3.
The final exam will be assigned by April 26th and will be due May 3rd.	