

SPANISH 260: ADVANCED SPANISH: ARTS AND SCIENCES

Section: 62204
Class Location: SOS B38
Class Time: M/W 12:00-1:20pm

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Office Hours: M 2:30- 3:30pm or via zoom by appointment:
<https://usc.zoom.us/my/mercedes.fages>



TEXTBOOK

Retratos. Arte y sociedad en Latinoamérica y España.

Margarita M. Sánchez y Katica Urbanc.
 Hackett, Indianapolis. 2015 - ISBN 978-1-58510-714-8

COURSE DESCRIPTION

In Spanish 260 students will explore different types of texts (both visual and written), as a means of practicing critical thinking in Spanish, further advancement of oral expression, and most importantly the development of strong writing skills. The course also offers students the opportunity to review commonly used advanced grammatical structures, especially their usage in academic writing. Students will attend cultural events on campus and/or around the city in order to learn more about Hispanic cultures as well as to practice thinking critically about cultural products. This course will be useful for future coursework in Spanish, but also the skills you acquire will also be helpful for future career paths you may take.

LEARNING OBJECTIVES

In Spanish 260 students will:

- read (or watch) and comprehend texts relating to different topics and represented by various genres of cultural production.
- write essays to practice description, narration, critical analysis, and argumentation.
- conduct oral presentations to analyze cultural events they attend.
- practice advanced grammatical structures and incorporate them into writing.
- use library databases to conduct research in Spanish

IMPORTANT DATES

Last day to add the course or drop without a mark of “W” and receive refund.

Friday, September 13th, 2024

Last day to drop a class without a mark of "W" (tuition charges still apply) or change pass/no pass to letter.

Friday, October 11th, 2024

Last day to drop a class with a mark of “W” on transcript.

Friday, November 15th, 2024

STATEMENT OF ACADEMIC INTEGRITY

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ACADEMIC CONDUCT AND USE OF ARTIFICIAL INTELLIGENCE:

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

For more information about academic integrity see the student handbook or the Office of Academic Integrity’s website, and university policies on Research and Scholarship Misconduct.

COURSE CONTENT DISTRIBUTION AND SYNCHRONOUS SESSION RECORDINGS POLICIES

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation is strictly forbidden. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is also not allowed. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with the Office of Student Accessibility (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 is (213) 740-0776. They can be reached via email at ability@usc.edu.

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.

COURSE EVALUATION

Participation Reflections (2)	10%
Reading Log / Cuadernos	10%
Oral Presentation/Alternative Programs	10%
Compositions (4) - Description 8% - Narration 10% - Reseña/Critical Review 12% - Argumentative Essay: Rough Draft 5% Final Draft 20%	55%
Quizzes (3) - Past tense - Present Subjunctive - Imperfect Subjunctive & Conditional Forms	15%

GRADING SCALE

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

A NOTE ABOUT GRADES

Many of the assignments in this course will be *ungraded*, meaning you will receive clear guidelines/criteria, I will provide feedback, but my comments won't necessarily be tied to percentage points or a letter grade. If you complete the assignment and show proficiency in the skills we are practicing, you will receive complete credit. If an assignment is incomplete or does not show proficiency, you will have a chance to redo it. In an ungraded class, my goal is to decenter grades in order to put the focus on learning and growth.

Many of the assignments in this course build upon each other and as such I have set due dates to optimize learning. I strongly suggest that you stay on track, however sometimes life gets in the way. If you need an extension on a particular assignment, please let me know. You can take **up to 1 week** after the deadline to complete work, but be aware that late work may not receive the same extent of feedback as I have to prioritize the most current work being done in class. All coursework must be completed by the last day of classes.

PARTICIPATION REFLECTIONS (10%)

Attendance is critical to your success in this course. Student will be responsible to cover any content missed due to illness or other unforeseen circumstances. Students will complete **2 participation reflections (week 7 & 15)** where they will be asked to comment on level of preparation; discussions of readings and textbook exercises; participation in oral activities; contributions to pair and small group work; use of Spanish as the language of communication in the classroom, etc. You are always expected to use Spanish to communicate with your fellow students and instructor during your class (except when discussing your grades or any administrative matters related to your class). The goal of the reflections is to allow students to set personal learning goals and self-evaluate their participation in hopes of maximizing engagement throughout the course.

READING LOG/CUADERNOS (10%)

The purpose of the reading log is to ensure that students engage critically with the texts studied in class and are prepared to participate in discussions. Students can keep their reading log digitalized or on paper, and it will include but is not limited to the following materials: vocabulary log, reading notes, and discussion questions. At various points throughout the semester, students will turn their reading log in for feedback, so it is important that they are always up to date. More information regarding dates and requirements will be provided in class.

PRESENTATIONS / OUTREACH PROGRAMS (10%)

After studying the critical review genre, students will prepare a formal presentation about a Hispanic cultural event or art exhibit. Your professor will maintain an event calendar on Blackboard, but you are also free to choose an event that you find on your own as long as it is cleared with the professor. Students cannot present on the same event, so as soon as you see an event that interests you, inform your professor so they can reserve it for you. Presentations should be no more than 5 minutes in length, in Spanish, and should creatively incorporate technology. You should not read your presentation but rather should speak naturally and engage your classmates and instructor in the presentation. More information and requirements for the presentation will be provided later in the semester.

- **Outreach Program**

Feliz en la Comunidad, founded in 2014, is a community outreach program that 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 elementary or high-school Spanish instructors in the classroom.**
- **completing reflection sessions about their service-learning experience.**

Students participating must complete a training on Mandated Reporting / Protecting Minors. Some students must also 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 and implementation (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:

Complete before Thursday August 31st, indicate your preferences and sign-up for an interview here:

<https://forms.gle/eFLhejBNfekTGDS87>

Contact the program directors, Prof. Fages-Agudo (fagesagu@usc.edu) or Prof. Fudacz (jamiefud@usc.edu), with any questions.

QUIZZES (15%)

There will be three quizzes that will focus on the application of grammar structures covered during each unit. Quizzes will be conducted using Google assessment forms and will be completed as homework assignments.

COMPOSITIONS (55%)

You will have 4 formal writing assignments throughout the semester. The first three--description, narration, critical review--are meant to hone the skills you will need in order to write the final composition, an argumentative essay. The argumentative essay has 2 required drafts; your professor will comment on your first draft which should then be revised into a polished, final draft. You will also have the opportunity to sign up for a one-on-one paper consult with the professor to discuss the final essay; time permitting, there may also be other opportunities during the semester for writing consults. The instructor will provide students with specific instructions for each composition assignment during the semester. Compositions will be submitted via Turnitin on Blackboard and uploaded to the Spanish Folder. (The use of on-line translators is strictly prohibited and constitutes plagiarism).

TEMARIO/SCHEDULE;

- **The instructor reserves the right to make changes to the schedule if he/she deems it pedagogically appropriate.**
- **Remember** to bring your textbook to class every day.
- The student is responsible for the notes/material from any classes missed.

**UNIDAD 1. LA DESCRIPCIÓN
¿CÓMO PERCIBIMOS A LOS DEMÁS? EL OTRO Y EL NIÑO**

Semana 1
26 -30
de
agosto

- Introducción al curso. Presentaciones. Explicación del syllabus.
- La descripción de un cuadro
- La descripción topográfica
- Punto gramatical: Ser vs. Estar (pp. 9-10)
- Arte visual: [“Joven africana con falda violeta”](#) de Miquel Barceló (pp. 2-9)

Tarea:

Lunes:

- [Completar test diagnóstico](#)
- Gramática: ser vs. estar, actividad A (pp. 9-10)
- Estudiar vocabulario arte(BRIGHTSPACE (BP) - composiciones teoría)
- Leer teoría: Una descripción topográfica (BP - composiciones teoría)

Miércoles:

- [Completar Felicidad Clandestina](#)
- Gramática: ser vs. estar, actividades B y C (p.10)
- **Seleccionar presentación o Feliz en la Comunidad**
https://docs.google.com/document/d/1T4YYhBggo4ecxgY3QH8V9_j4TKSpACI0/edit?usp=sharing&oid=104946252007511421400&rtpof=true&sd=true

Semana 2
2 - 6 de
septiembre

Lunes 2 de septiembre NO HAY CLASE: Labor Day

- La descripción de una persona
- Lectura: “Felicidad clandestina” de Clarice Lispector (pp. 45-50)
- Punto gramatical: Concordancia (pp. 34-35)

Tarea:

Miércoles:

- [Completar: Sorolla o Murillo](#)
- Gramática: concordancias, actividades A y B (pp. 35-36)
- Comenzar a trabajar en la Composición 1 - La descripción (Escribir borrador en carpeta de clase – composiciones)

**UNIDAD 2. LA NARRACIÓN
TODO SOBRE ELLA: LA MADRE**

<p>Semana 3 9 - 13 de septiembre</p>	<ul style="list-style-type: none"> ▪ La narración ▪ Arte visual: Murillo y Sorolla (pp. 27-33) ▪ Cortometraje: “El encargado” de Sergio Barrejón (pp. 50-52) ▪ Punto gramatical: Pretérito (pp. 68-72) ▪ Punto gramatical: Imperfecto (pp. 88-91) <p><u>COMPLETAR COMPOSICIÓN 1 (viernes borrador final en carpeta)</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Continuar trabajando en la Composición 1- La descripción ○ Revisión Imperfecto e Pretérito. Completen las actividades del “handout” de pretérito y de imperfecto (BP – Gramática) <p>Miércoles</p> <ul style="list-style-type: none"> ○ Completar composición 1 - La descripción ○ Completar Blanchard o Guayasamín ○ Gramática: pasados, actividad B (p.90) </div>
<p>Semana 4 16 - 20 de septiembre</p>	<ul style="list-style-type: none"> • La narración (cont.) • Arte Visual: María Gutiérrez Blanchard y Oswaldo Guayasamín (pp. 59-69) • Lectura: “El niño al que se le murió el amigo” de Ana Matute (pp. 41-44) • Punto gramatical: Pretérito vs. Imperfecto (88-91) • Pluscuamperfecto de Indicativo <div style="border: 1px solid black; padding: 5px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Completar El niño al que se le murió el amigo ○ Revisión gramática: pretérito vs. imperfecto: Biografía Matute <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Completar La niña sin alas ○ Gramática: Práctica de pasados (incluida en el documento la niña sin alas) </div>
<p>Semana 5 23 - 27 de septiembre</p>	<ul style="list-style-type: none"> ▪ Revisión de la narrativa y práctica para la composición 2 ▪ Lectura: “La niña sin alas” (pp. 77-82) ▪ Repaso “Quiz 1”: Tiempos verbales en pasado <div style="border: 1px solid black; padding: 5px;"> <p>Tarea:</p> </div>

	<p>Lunes:</p> <ul style="list-style-type: none"> ○ Comenzar a trabajar en composición 2 - La narración (escribir borrador en la carpeta de clase – composiciones) <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Completar examen 1: tiempos verbales en pasado ○ Continuar trabajando en la composición 2 - La Narración ○ Leer teoría: La Reseña - en general (BP) ○ Ver video Dalí 	
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**UNIDAD 3. LA RESEÑA
MÁS ALLÁ DE LA REALIDAD: EL SOÑADOR Y EL LOCO**

<p>Semana 6 30 de septiembre al 4 de octubre</p>	<ul style="list-style-type: none"> ▪ La reseña de una exposición ▪ Punto gramatical: Subjuntivo en cláusulas sustantivas (pp. 107-109) ▪ Arte Visual: “Cisnes reflejando elefantes” de Salvador Dalí (pp. 99-103) ▪ Arte Visual: “Hacia la Torre” de Remedios Varo Uranga” (pp. 103-106) <p style="text-align: center;"><u>COMPLETAR COMPOSICIÓN 2 (viernes borrador final en su carpeta)</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Leer: La reseña de una exposición (BP) ○ Completar “Hacia la torre” ○ Gramática: Subjuntivo en cláusulas sustantivas, actividades A y B (pp.107-109) <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Continuar trabajando en la composición 2 - La Narración ○ Preparar visita a Museo ○ Revisar Cuadernos </div>	
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<p>Semana 7 7 - 11 de octubre</p>	<ul style="list-style-type: none"> ▪ Visitar Museo ▪ Lectura: “El sótano” (pp. 112-115) ▪ Punto gramatical: Subjuntivo en cláusulas adjetivales y adverbiales (pp. 118-119 and 132-133) ▪ Revisión de la reseña y práctica para la composición 3 ▪ Reflexión de participación 1 <p style="text-align: center;"><u>COMPLETAR CUADERNOS PARTE – 1 (viernes en su carpeta)</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Tarea:</p> </div>	
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	<p>Lunes:</p> <ul style="list-style-type: none"> ○ Completar “El sótano” ○ Gramática: Subjuntivo en cláusulas adjetivas, actividades A y B (pp. 118-120) <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Comenzar a trabajar en Composición 3 – La Reseña (escribir borrador en la carpeta de clase – composiciones) ○ Completar “Cowboy de Mediodía” ○ Gramática: Subjuntivo en cláusulas adverbiales, actividades A y B (pp.133-134) 	
<p>Semana 8 14 - 18 de octubre</p>	<ul style="list-style-type: none"> ▪ Cortometraje: “Cowboy de mediodía” de Alberto Blanco (pp. 135-36) ▪ Repaso “Quiz 2” Presente de Subjuntivo <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Gramática: Revisión Subjuntivo, actividades A y C (pp. 151-152), actividad B (p. 161) ○ Trabajar en composición 3 - La reseña <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Completar examen 2 - presente de subjuntivo ○ Seguir trabajando en la reseña ○ Preparar presentaciones </div>	
<p>UNIDAD 4: EL ENSAYO ARGUMENTATIVO CRUZANDO FRONTERAS: EL INMIGRANTE, EL EXILIADO Y EL DESPLAZADO</p>		
<p>Semana 9 21 - 25 de octubre</p>	<ul style="list-style-type: none"> • <u>PRESENTACIONES</u> • <u>COMPLETAR COMPOSICIÓN 3 (viernes en su carpeta)</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Completar la reseña <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Leer teoría: El ensayo argumentativo (pp. 152-153) </div>	

<p>Semana 10 28 de octubre - 1 de noviembre</p>	<ul style="list-style-type: none"> ▪ El ensayo argumentativo ▪ Arte visual: Los niños de Morelia, Alejandro Millares y Jorge Mario Múnera ▪ Punto gramatical: imperfecto de subjuntivo <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Practica imperfecto de subjuntivo ○ Completar: “Imágenes de la frontera” <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Pensar en dos posibles temas para composición 4 - ensayo argumentativo ○ Ver video sobre buscar bibliografía: ¿Cómo buscar fuentes en español? ○ Pensar en dos temas interesantes y tomar notas. ○ Completar: Primeras ideas </div>
<p>Semana 11 4 - 8 de noviembre</p>	<ul style="list-style-type: none"> ▪ El ensayo argumentativo (cont.) ▪ Lectura: “Escapar” (pp. 191-93) ▪ Punto gramatical: imperfecto de subjuntivo (cont.) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Completar Escapar ○ Gramática: El imperfecto de subjuntivo, actividades A y B (pp. 185-87) <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Ensayo argumentativo - Paso 1: Reflexión inicial ○ Gramática: El imperfecto de subjuntivo, actividades C (p. 187) </div>
<p>Semana 12 11- 15 de noviembre</p>	<p style="text-align: center;">LUNES FIESTA</p> <ul style="list-style-type: none"> ▪ El ensayo argumentativo - Tesis preliminar y argumentos a favor ▪ El ensayo argumentativo – Desarrollo de argumentos ▪ Punto gramatical: Imperfecto de subjuntivo (cont.) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tarea:</p> <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Ensayo argumentativo - Paso 2 - la introducción y el primer argumento </div>

<p>Semana 13 18 -22 de noviembre</p>	<ul style="list-style-type: none"> ▪ Documental: “Abuelita’s Kitchen” ▪ Ensayo argumentativo - Desarrollo de argumentos y contraargumentos ▪ Cortometraje: “Nana” de José Javier Rodríguez (pp. 209-10) ▪ Punto gramatical: Cláusulas condicionales (pp. 260-61) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Gramática: El imp. de subjuntivo, actividades A y B (pp. 192-193) ○ Ensayo argumentativo – Paso 3 - el primer y segundo argumento <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Condicionales, actividad A (pp. 229-230) ○ Ensayo argumentativo 3 – el contraargumento y una posible conclusión ○ Comenzar a trabajar en el borrador de la composición 4 </div>
<p>Semana 14 25 - 29 de noviembre</p>	<ul style="list-style-type: none"> ▪ Consultas <p style="text-align: center;"><u>COMPLETAR BORRADOR DE COMPOSICIÓN 4 (miércoles)</u></p> <p style="text-align: center;"><u>NO CLASS Wednesday 27th. Thanksgiving</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Completar segunda parte de sus cuadernos </div>
<p>Semana 15 2 – 6 de diciembre</p>	<ul style="list-style-type: none"> ▪ Repaso “Quiz 3”: imperfecto de subjuntivo y cláusulas condicionales ▪ Reflexión de participación 2 ▪ Despedida y evaluaciones de curso <p style="text-align: center;"><u>COMPLETAR CUADERNOS PARTE – 2 (viernes en su carpeta)</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tarea:</p> <p>Lunes:</p> <ul style="list-style-type: none"> ○ Completar examen 3 - imperfecto de subjuntivo y cláusulas condicionales <p>Miércoles:</p> <ul style="list-style-type: none"> ○ Completar revisiones de todo el material de la clase </div>
<p>ENTREGAR VERSIÓN FINAL DE COMPOSICIÓN 4 –</p> <p>EL ENSAYO ARGUMENTATIVO EN BRITGHTSPACE</p> <p>December 11th at 1pm</p>	