

SPAN 2120 Second Year Spanish 2 Fall 2019

Instructor: _____

Office: _____

Office hours: _____

Email: _____

COURSE DESCRIPTION

SPAN 2120 is an intensive review of the Spanish language which emphasizes communication through speaking, listening, reading and writing skills. This course is designed to strengthen language skills previously learned by the student in order to continue to create with the language and communicate on a range of topics at a higher level than SPAN 2110 (the minimum requirement to enroll in this course).

The language content of this course and the skills that will be practiced correspond to the proficiency standards established for the intermediate level by the American Council on the Teaching of Foreign Languages (ACTFL). Students will also strengthen language skills through the study of culture, with topics ranging from social life and networks, to professional and academic life to larger issues related to the environment, race, ethnicity and gender as well as global concerns. To this end, the language instruction will be geared towards enriching and fostering the students' understanding of the diverse Hispanic world as well as the larger international community.

Classes, conducted exclusively in Spanish, will focus on promoting the three modes of communication essential to improving Spanish proficiency:

1. interpersonal communication (which includes group-work, class conversations, brief exchanges via email, etc.);
2. interpretive communication (which includes reading a variety of texts, listening to music, watching films, contemplating culturally relevant media, artwork etc.);
3. presentational communication (which includes brief, informal oral presentations and written compositions and/or assignments).

ADMINISTRATIVE INFORMATION

Spanish 2120 is a multi-section course with multiple instructors and one coordinator. If a student has questions or needs assistance, the course instructor should be contacted first. Students may also contact the course coordinator Karen Malcolm by email at karen.malcolm@colorado.edu or visit her office in McKenna Languages Building, room 30B. For fall office hours visit: <https://www.colorado.edu/spanish/karen-malcolm>.

Students enrolled in this class must have completed SPAN 2110 or the equivalent at another institution and earned a grade of a C- or better. Any student who has a doubt about the appropriateness of this course level should take the on-line placement exam. After taking this exam, a student may also discuss placement with the course coordinator. Information about this exam and access to the site can be found at: <https://altec.colorado.edu/sec/express/students/placement-exams>

TEXTBOOK INFORMATION

- *Enlaces* 2nd Edition / loose-leaf textbook / vText + webSAM (student activities manual): ISBN 978-1-68005-035-6 Vista Higher Learning, 2018.

NOTE: This course requires the use of materials that are currently not fully accessible to users using assistive technology. If you use assistive technology to access the course material, please contact your instructor and Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu as soon as possible to discuss other effective means for providing equal alternate access.

COURSE ASSIGNMENTS AND POLICIES

1. CLASS PREPARATION (15%)

- SPAN 2120 is conducted in Spanish and requires that the student work exclusively in the target language while in class. English is not to be used in class unless otherwise specified by the instructor. The course instructor will be available during office hours to consult with students and clarify information and material that the student did not comprehend in class.
- Student success in this class depends on preparation PRIOR to class. Through textbook, workbook and additional instructor requested / designed activities and assignments, students will learn new vocabulary and grammar throughout the semester. (Note: online *Supersite* activities will be assigned per instructor preference. Please check with your instructor for specific details regarding how *Supersite* activities will be incorporated into the specific course section.)
- To maximize class time and to use more vocabulary and grammar purposefully in class, **all vocabulary and grammar assigned must be studied and prepared by the student as homework prior to coming to class.** Vocabulary pronunciation may be reviewed by the instructor as needed. The *supersite* also offers tools for vocabulary pronunciation. The student is responsible for studying/memorizing the assigned vocabulary outside of class. Grammar lessons will **NOT** be taught in class. The instructor may clarify or answer questions that students have in class after having assigned a grammar topic. The student may also wish to access the online chapter specific grammar support materials (available on the *Supersite*) in order to learn the grammar needed for class preparation.
- There will be a series of literary and/or cultural readings selected from the textbook chapters. Instructors may also assign additional readings not listed under the *Calendario de clases* (below). All readings must be completed before class. The instructor may also assign pre and post reading activities to be completed as homework. Certain readings will be assessed on exams, so it is imperative that the student read and understand ALL literary/cultural assignments.
- In addition to the short films included in the curriculum (which must be viewed outside of class using the *supersite*), the course instructor may assign additional Spanish language films. These must be viewed outside of class. If assigned, students must come prepared to discuss the film on the assigned date and be prepared to participate during in-

class activities for that day. Your instructor will provide information about the films, how to view them and may also assign a comprehension worksheet to accompany the film as homework.

- Throughout the semester your instructor will assign various textbook and online workbook activities to complement the vocabulary, language and/or cultural/literary components of the course. Students are expected to complete these activities when assigned.

2. PARTICIPATION (15%)

- SPAN 2120 is conducted in Spanish. All in-class exchanges must be conducted in Spanish.
- Students will be provided with regular in-class participation grades every three weeks (for a total of 5 participation grades).
- The participation grade will be determined following a rubric that outlines instructor expectations for student in-class participation and behavior. The participation rubric is also available on the instructor's course section Canvas site. It is recommended that students become familiar with the participation expectations outlined in the rubric before grades are issued.
- Student attendance is an important component of the final participation grade. Students are required to arrive on time and to attend all classes. There is NO make-up of missed class work, homework, quizzes or oral presentations for a day on which a student has an unexcused absence.
- There are a total of 3 permissible unexcused absences for M/W/F classes and 2 permissible unexcused absences for T/TH classes. Every two unexcused late arrivals will result in a deduction of 1 point from the participation component of the final participation grade. Also, if the student leaves during class or leaves early before class has ended (without asking for permission or without informing the instructor in advance) there will be a deduction of 1 point from the participation component of the final participation grade for every two such instances.
- A maximum of 15 points will be deducted from the final participation grade. NOTE: any additional points due to unexcused absences that are deducted from the final participation grade will be taken off when the **final grade** is calculated. The point deduction may not necessarily be reflected on the final Canvas grade. Students who have questions regarding the calculation of their final participation grade should contact their instructor directly after final grades have been posted.

- If you believe that an absence or a late arrival should be excused, please communicate with your instructor beforehand, if possible. If it is not possible to communicate with the course instructor before the absence, students should communicate with their instructor as soon as possible or immediately upon returning to class. Some examples of valid reasons for an excused absence are: a serious illness, a death or other family or personal emergency, participation in an official University-sponsored activity (for which you should request a letter from your supervisor or coach), a religious holiday. Vacations and family celebrations are considered unexcused absences. Maintain clear and open communication with your instructor about any issues that interfere with your attendance or punctual arrival to class.

3. COMPOSITIONS (15%)

- There will be a series of brief compositions (3) that accompany the textbook chapters. The compositions will focus on strengthening descriptive skills as well as developing creative skills whereby students will be encouraged to recombine learned materials (grammar and vocabulary) to produce individualized meaning about the topics that have been addressed in the class. These composition goals conform to the ACTFL writing standards for the intermediate proficiency level.
- The specific topic for each composition will be determined by the course instructor and will be provided to the student in a timely manner (one week before the composition is due). The dates for each composition are outlined in the *Calendario de clases* (below).
- The student will be provided with a writing rubric before the composition is graded. The composition rubric is also available on the instructor's course section Canvas site. It is recommended that students become familiar with the composition expectations outlined in the rubric before writing and before grades are issued.
- All drafts shall be typed, 12pt font, double-spaced and shall not exceed 250 words.
- The instructor will stipulate the format of the essay (i.e. *blog*, traditional essay, newspaper article) as well as the manner of submission (either through Canvas dropbox or the *supersite* option or in printed form). Late submissions will not be accepted. If the student is not in class, prior arrangements must be made with the instructor for the composition to be handed in on time.

- Students should not use online text translators for more than single words, as they often yield language that is either unintelligible and/or not representative of language the student can produce with an intermediate level knowledge and experience. For example, sites such as www.SpanishChecker.com should NOT be used.

The student, however, may use dictionaries or an online resource like www.wordreference.com to find single words or terms. If an instructor suspects that a student has used an online text translator, the student may be asked to rewrite the composition without access to such resources in the instructor's office space.

- The student must be familiar with the university honor code (a link to the code is provided below under "University and Department Policies). Submitted work must represent the student's best and own abilities in the Spanish language. The university standards for plagiarism apply.

4. QUIZZES (15%)

- There will be a series of quizzes (4) throughout the semester to ensure that the student is making successful progress in the course. The instructor will announce the format of the quiz and the materials to be assessed prior to the quiz date. Quizzes are to be based on the vocabulary, grammar, cultural/literary readings and/or additional materials that the instructor has designed for the course.
- Make-up quizzes will only be permitted with a medical or legal notice excusing the student for that day or with prior approval from the course instructor for an acceptable excuse (such as a university related event, conference attendance, etc.). No quiz grade may be dropped from the final grade calculation.

5. EXAMS (20% / 10% per exam)

- There will be two exams throughout the semester which, like the quizzes, are based on the vocabulary, grammar and cultural/literary readings assigned in the textbook. Specific information on the topics of the exam will be provided by the instructor prior to the exam and review sessions will be offered.
- Failure to notify your instructor in advance of an absence on a test or quiz will result in an "F" for that assessment. Instructors are not required to give make-up tests or quizzes. In case of emergency, contact your instructor as soon as possible. Make-up exams will only be permitted with a medical or legal notice excusing the student for that day.

6. FINAL EXAM (20%)

- The final exam is a comprehensive, cumulative language, grammar, vocabulary, and literary/cultural readings assessment based on the textbook activities assigned throughout the semester.
- The common final exam is scheduled for **Monday, December 16, 2019 from 7:30am to 10:00 am**. The room location will be announced at a later date.
- Students who qualify for accommodations (such as extended time and/or reduced distraction environments) will be provided information prior to the final exam date regarding the alternative room location and extended time frame for the final exam. Students must provide the course instructor with the necessary university documentation in order to take the final exam in a different room with extended time.
- **Do NOT make travel plans before this date.** Final exams are to be taken on the day determined by the university and the department. No excuse such as family meetings, weddings, employment, or travel will grant an exception to this. If the final exam is missed, the student will receive an “F” for the course. Note: To be eligible to re-schedule the final exam, the student must provide evidence of a valid reason to their instructor **two weeks** before the final exam date. For information regarding valid reasons for re- scheduling the final exam, please refer to University and Departmental Policies “Final Exam” in this document.

GRADE DISTRIBUTION

1. CLASS PREPARATION	15%
2. PARTICIPATION	15%
3. COMPOSITIONS	15%
4. QUIZZES	15%
5. EXAMS	20%
6. FINAL EXAM	20%

GRADING SCALE:

NOTE: grades are not rounded (91.9 is an A-). Also, *Canvas* grading scales established by the course instructor may not correspond to the scale established in this syllabus. For final grades, the grading scale that must be employed is:

94-100: A	84-87: B	74-77: C	64-67: D
90-93: A-	80-83: B-	70-73: C-	60-63: D-
88-89: B+	78-79: C+	68-69: D+	0-59: F

SERVICE LEARNING (optional):

Students interested in beginning work as a volunteer may receive credit for working with the many institutions listed in the Service Learning document provided by your instructor. Students may also receive credit for ongoing volunteer work with another organization with which they have been working during the summer or previous semesters as long as the work involves significant (more than 50% of the time) use of Spanish. Class credit for service learning is explained in the additional information provided by the instructor. Please consult this additional information, attend one of the brief workshops offered and then consult with the course instructor for additional information.

There will be two information sessions for volunteer service for the Fall 19 semester. Please attend one: Thursday, September 5, 11-11:30am or Friday, September 6, 10-10:30am in the Rose Room, McKenna 103.

NOTE: No extra credit opportunities will be allowed. The only extra credit allowed is Service Learning.

UNIVERSITY AND DEPARTMENT POLICIES

(1) Add / Drop / Waitlist - If you are waitlisted for this class, it is IMPERATIVE that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/resources/dropadd-policy>

(2) Prerequisites not met - If your instructor informs you that the system has flagged you because you do not meet the pre-requisites for this course, you should meet in person with Esther Brown, the associate chair for undergraduate studies, or the coordinator for your class level. If you fail to do so, you may be dropped from the class. Your instructor will inform you of the date and time to meet with the associate chair or the coordinator for your class.

(3) Honor Code – All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](http://www.colorado.edu/policies/academic-integrity-policy) (<http://www.colorado.edu/policies/academic-integrity-policy>). Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. For details on these violations, students must go to <http://honorcode.colorado.edu/student-information> and read the links “What is a violation?” “Standards of Academic Integrity,” “Understanding and preventing plagiarism,” and “Citation guide and plagiarism information.” All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303- 492-5550). Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy is found at <http://www.colorado.edu/honorcode>

(4) Final Exams - Final exams are taken on the day determined by the university and the department. No excuse such as family meetings, employment, or travel will grant an exception to this. If you have three or more final exams on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. If you have two final exams scheduled to meet at the same time, you are entitled to arrange an alternative exam time for the later course offered that day or week. To be eligible to reschedule a final exam, you must provide evidence of either of these situations and make arrangements with your instructor no later than Friday, November 1, 2019. For the complete final examination policy, see <http://www.colorado.edu/policies/final-examination-policy>

(5) Use of electronic devices in the classroom - While some course content may be accessible in electronic format, use of electronic devices such as cell phones, tablets or laptop computers is permitted only to access course readings and other materials or to take class notes, and only with the instructor's consent. Failure to request permission or to comply with these rules of use will result in your instructor counting the date of occurrence as an unexcused absence. If you feel you need to use any electronic device during class for any other purpose outside these parameters, please speak with your instructor.

(6) Classroom Behavior - Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters provide the instructor with the student's legal name. They will gladly honor your request to address you by an alternate name or gender pronoun. Please advise them of this preference early in the semester so they may make appropriate changes to their records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and the [Student Code of Conduct](http://www.colorado.edu/osccr) at <http://www.colorado.edu/osccr>.

(7) Disability Services - If you qualify for accommodations because of a disability, please submit to your instructor a letter from Disability Services in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week before the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website <http://www.colorado.edu/disabilityservices/students>. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions> and discuss your needs with your instructor.

(8) Religious Observances - Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See details at <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>. Please contact your Instructor during the first two weeks of class to let her/him know of any possible conflicts to make the necessary arrangements.

(9) Discrimination and Harassment - The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

(10) Policy on Enrollment in Undergraduate Language Courses - Undergraduate introductory 1000 and 2000-level language courses are designed for non-native speakers. Fluent speakers of that language are not allowed to enroll in these courses and can be dropped from these courses by the department or the course instructor. Fluent speakers should consult the department website and the catalog as well as the course instructor or department language coordinator about their eligibility to enroll in upper-division 3000 and 4000-level language courses. Departments can exclude fluent speakers from upper-division language courses based on course content and instructional resources. Speakers who have not formally studied the language but have spoken the language in their home should consult with the associate chair of the language department or the department language coordinator about appropriate placement before enrolling in a language course.

(11) Subject Librarian - Your Subject Librarian, [Kathia Ibacache](#), specializes in research in the Romance Languages at CU. She can help you with learning search skills, managing citations, scholarly activities like publishing, and other information needs. You contact her by phone (303-492-3134), email (kathia.ibacache@colorado.edu), or request an appointment online: <http://colorado.libcal.com/appointments/Kathia-Ibacache>. Kathia also updates and maintains the libraries' physical and electronic resources related to French, Italian, Spanish, Portuguese, & Catalan. You are welcome to suggest a library purchase through our website <https://www.colorado.edu/libraries/services/suggest-library-purchase>) or contact her directly.

CALENDARIO DE CLASES

SPAN 2120 FALL 2019

NOTE: Typically, one textbook chapter will be covered every two weeks of class. While all sections of 2120 will study the same topics over the course of the semester, the specific vocabulary and grammar homework and/or workbook activities and the dates assigned will be managed by each individual instructor according to class progress and instructor preference. Students are encouraged to keep up to date with assignments specific to their course section and to communicate with the instructor regarding how assignments will be announced.

SEMANA 1 (26-30 DE AGOSTO)

Lección 1 *Las relaciones personales*

vocabulario:

las relaciones personales	p. 6
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gramática:

gustar y verbos parecidos	pp. 18-19
los verbos reflexivos	pp. 22-23
el pretérito	pp. 26-27

cultura/lectura:

Cortometraje <i>Di algo</i>	pp. 8-11
Imagina	pp. 12-17
Corriente Latina	pp. 32-34

SEMANA 2 (2-6 DE SEPTIEMBRE)

NO HAY CLASE EL LUNES 2 DE SEPTIEMBRE / LABOR DAY

Lección 1 *Las relaciones personales* (continuación)

vocabulario:

las relaciones personales p. 6

gramática:

gustar y verbos parecidos pp. 18-19

los verbos reflexivos pp. 22-23

el pretérito pp. 26-27

cultura/lectura:

Cortometraje *Di algo* pp. 8-11

Imagina pp. 12-17

Corriente Latina pp. 32-34

evaluaciones/¡a entregar! para semana 2:

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 3 (9-13 DE SEPTIEMBRE)

Lección 2 *Vivir en la ciudad*

vocabulario:

En la ciudad p. 44

gramática:

pretérito vs. imperfecto pp. 56-58

pronombres de objeto pp. 62-63

los mandatos pp. 66-67

cultura/lectura:

Corto *Adiós Mamá* pp. 46-49

Imagina pp. 50-55

Fin de semana en B.A. pp. 72-73

evaluaciones/¡a entregar! para semana 3

prueba 1

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 4 (16-20 DE SEPTIEMBRE)

Lección 2 *Vivir en la ciudad* (continuación)

vocabulario:

En la ciudad p. 44

gramática:

pretérito vs. imperfecto pp. 56-58

pronombres de objeto pp. 62-63

los mandatos pp. 66-67

cultura/lectura/escritura:

Corto *Adiós Mamá* pp. 46-49

Imagina pp. 50-55

Fin de semana en B.A. pp. 72-73

breve composición 1 p. 78

evaluaciones/¡a entregar! para semana 4

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 5 (23-27 DE SEPTIEMBRE)

Semana de repaso y Examen I: Lecciones 1 y 2

fecha de examen:

clases m,j: 26 de septiembre (jueves)

clases l,m,v: 27 de septiembre (viernes)

evaluaciones/¡a entregar! para semana 5

breve composición 1

SEMANA 6 (30 SEPTIEMBRE-4 DE OCTUBRE)

Lección 3 *Generaciones en movimiento*

vocabulario:

En familia p. 84

gramática:

subjuntivo en cláusulas nominales pp. 96-98

subjuntivo en cláusulas adjetivales pp. 102-103

subjuntivo en cláusulas adverbiales pp. 106-107

cultura/lectura/escritura:

Cortometraje *Ramona* pp. 86-89

Imagina pp. 90-95

El Eclipse pp. 116-117

breve composición 2 p. 118

evaluaciones/¡a entregar! para semana 6

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 7 (7-11 DE OCTUBRE)

Lección 3 *Generaciones en movimiento* (continuación)

vocabulario:

En familia p. 84

gramática:

subjuntivo en cláusulas nominales pp. 96-98

subjuntivo en cláusulas adjetivales pp. 102-103

subjuntivo en cláusulas adverbiales pp. 106-107

cultura/lectura/escritura:

Cortometraje *Ramona* pp. 86-89

Imagina pp. 90-95

El Eclipse pp. 116-117

breve composición 2 p. 118

evaluaciones/¡a entregar! para semana 7

prueba 2

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 8 (14-18 DE OCTUBRE)

Lección 4 *El trabajo y las finanzas*

vocabulario:

El trabajo y las finanzas p. 124

gramática:

el futuro y el condicional pp. 136-138

cultura/lectura:

Cortometraje *Recursos humanos* pp. 126-129

evaluaciones/¡a entregar! para semana 8

breve composición 2

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 9 (21-25 DE OCTUBRE)

Lección 4 *El trabajo y las finanzas* (continuación)

vocabulario:

El trabajo y las finanzas p. 124

gramática:

el futuro y el condicional pp. 136-138

cultura/lectura:

Cortometraje *Recursos humanos* pp. 126-129

evaluaciones/¡a entregar! para semana 9

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 10 (28 DE OCTUBRE-1 DE NOVIEMBRE)

Semana de repaso y Examen II: Lecciones 3 y 4

fecha de examen:

clases l,m,v: 1 de noviembre (viernes)

clases m,j: 31 de octubre (jueves)

SEMANA 11 (4-8 DE NOVIEMBRE)

Lección 5 *El valor de las ideas*

vocabulario:

Creencias e ideologías p. 164

gramática:

el presente perfecto/pluscuamperfecto pp. 146-147 (lección 4)

imperfecto del subjuntivo pp. 176-177 (lección 5)

expresiones (neg. afirm. etc.) pp. 184-185 (lección 5)

cultura/lectura/escritura:

Cortometraje *Hiyab* pp. 166-169

Imagina pp. 170-175

Chile: dictadura y democracia pp. 190-191

evaluaciones/¡a entregar! para semana 11

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 12 (11-15 DE NOVIEMBRE)

Lección 5 *El valor de las ideas* (continuación)

vocabulario:

Creencias e ideologías p. 164

gramática:

imperfecto del subjuntivo pp. 176-177 (lección 5)

expresiones (neg. afirm. etc.) pp. 184-185 (lección 5)

cultura/lectura/escritura:

Cortometraje *Hiyab* pp. 166-169

Imagina pp. 170-175

Chile: dictadura y democracia pp. 190-191

breve composición 3 p. 196

evaluaciones/¡a entregar! para semana 12

prueba 3

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 13 (18-22 DE NOVIEMBRE)

Lección 6 *Herencia y destino*

vocabulario:

Nuestro futuro p. 202

gramática:

La voz pasiva / se pp. 214-215

Cláusulas con “si” (parcial) pp. 222-223

cultura:

Cortometraje *El tiple* pp. 204-207

Imagina pp. 208-213

Algo muy grave... pp. 232-233

evaluaciones/¡a entregar! para semana 13

breve composición 3

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 14 (25-29 DE NOVIEMBRE) THANKSGIVING BREAK

SEMANA 15 (2-6 DE DICIEMBRE)

Lección 6 *Herencia y destino* (continuación)

vocabulario:

Nuestro futuro p. 202

gramática:

La voz pasiva / se pp. 214-215

Cláusulas con “si” (parcial) pp. 222-223

cultura:

Cortometraje *El tiple* pp. 204-207

Imagina pp. 208-213

Algo muy grave... pp. 232-233

evaluaciones/¡a entregar! para semana 15

prueba 4

se anunciarán actividades del *supersite* según preferencia del / de la instructor/a

se anunciarán actividades para entregar en clase según preferencia del/de la instructor/a

SEMANA 16 (9-12 DE DICIEMBRE) NO HAY CLASE EL VIERNES

Repaso para el examen final:

El/la instructor/a proveerá actividades de repaso para el examen final (Lecciones 1-6)

Recordatorio:

The common final exam is scheduled for:

MONDAY DECEMBER 16
7:30 AM – 10:00 AM
Room: TBA