

SPAN 2110
Second Year Spanish I
Fall 2019

Instructor:

Office:

Office Hours:

Email address:

COURSE DESCRIPTION

SPAN 2110 is the last semester of the 3-semester Beginning Spanish sequence: Spanish 1010, 1020, and 2110. These three semesters complete the requirement for the Minimum Academic Preparation Standards (MAPS) in the College of Arts and Sciences.

Continuing to build on the common objectives from SPAN 1010 and 1020, SPAN 2110 is designed to guide the student towards developing language skills that move away from scripted responses and memorized utterances to focusing on creating with the language and communicating about familiar topics related to daily life. This corresponds to standards for the intermediate level of proficiency established by the American Council on the Teaching of Foreign Languages (ACTFL). Class topics will range from social life and relationships to academic and professional life as well as issues related to the larger community both within and outside of the United States. To this end, language instruction will be geared towards enriching and fostering the students' understanding of the diverse Hispanic world as well as global issues.

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

1. interpersonal communication (which includes activities such as 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 (which includes brief, formal and/or informal oral presentations as well as written compositions and/or assignments).

ADMINISTRATIVE INFORMATION

Spanish 2110 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 both SPAN 1010 and SPAN 1020 OR SPAN 1150, 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>

GT Pathways course: The Colorado Commission on Higher education has approved SPAN 2110 Second Year Spanish I in the Guaranteed Transfer (GT) Pathways program in the GT-AH4 World Languages Category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of the credit in this GT Pathways category at all public colleges or universities in Colorado. For more information on the GT Pathways program, go to

<http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

TEXTBOOK INFORMATION

There are several options from which the student may choose when purchasing the required textbook/workbook:

For students who HAVE taken SPAN 1020 at CU-Boulder:

1. *Puntos de Partida* (paper or digital textbook) with *Connect Spanish* (on-line "workbook"), McGraw-Hill, 2017 (10th edition)

NOTE: Students may use the digital version of the workbook if they have already purchased the electronic version of *Puntos de Partida* from SPAN 1010/1020.

For students who HAVE NOT taken SPAN 1020 at CU-Boulder:

1. *Puntos de Partida* (paper or digital textbook) with *Connect Spanish* (on-line "workbook"), McGraw-Hill, 2017 (10th edition).

OR

2. *Puntos de Partida* abbreviated textbook version (chapters 14-18 only) AND *Puntos de Partida Paperback Workbook/Lab Manual*. Custom Edition for Span 2110 (chapters 14-18 only).

NOTE for students who HAVE NOT taken SPAN 1020 at CU-Boulder:

- Your instructor may require the use of the online platform CONNECT, which accompanies *Puntos de partida*. Students who have already purchased the *ConnectPlus* code for SPAN 1010/1020 do NOT need to purchase another code. However, students who are new to CONNECT / *Puntos de partida* MAY need to purchase an additional access code. The course instructor will provide further details the first week of classes.
- 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 (10%)

- SPAN 2110 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 *Connect* activities and assignments, students will learn new vocabulary and grammar throughout the semester. (Note: online *Connect* practice activities will be assigned as per instructor preference. Some instructors may not require students to purchase an additional *Connect* subscription. Students who already have a *Connect* account from previous 1010 or 1020 classes may still use the website for additional activities. Please check with your instructor for specific details regarding how *Connect* 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. However, 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 tutorials (available on *Connect*) in order to learn the grammar needed for class preparation. Students may also request that instructors place the *Connect* grammar tutorials on their Canvas sites.
- 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.
- YABLA (a free, online language learning/video component) activities may also be assigned as additional homework (per instructor discretion).

During the first two weeks of the semester, students must register for YABLA. Instructions can be found at:

<http://bit.ly/CUstudent-yabla-signup>.

This website will also be accessible from the instructor's course Canvas page. In addition to YABLA, your instructor may choose to include *cortometrajes* (short films) into the class activities. Any assigned YABLA homework and/or additional materials for class participation, such as the *cortometrajes*, will count toward the student class preparation grade.

- Your instructor will also assign one Spanish language film which must be viewed outside of class (see *calendario de clases* below for specific dates). 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 film, how to view it and may also assign a comprehension worksheet to accompany the film as homework.
- Throughout the semester your instructor will assign various textbook and workbook activities to complement the vocabulary, language and/or cultural/literary components of the course. Students are expected to complete and hand in these activities when assigned / required.

2. PARTICIPATION (10%)

- SPAN 2110 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 is 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 10 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 topics/page numbers 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 options 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 (20%)

- 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 (25% / 12.5% 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 topic/s and/or format of the exams will be provided by the instructor prior to each exam.
- 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 ORAL PRESENTATION (5%)

- Each student will give a final oral presentation at the end of the semester (see *Calendario de clases below*). The instructor will provide specific information regarding the topics and the formats students may choose to present.
- In advance of the presentation dates, the student will be provided with a final oral presentation rubric that outlines the expectations for the activity. The presentation rubric is also available on the instructor's course section Canvas site. It is recommended that students become familiar with the presentation expectations outlined in the rubric when planning and preparing for the final oral presentation.

7. FINAL EXAM (15%)

- 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	10%
2. PARTICIPATION	10%
3. COMPOSITIONS	15%
4. QUIZZES	20%
5. EXAMS	25%
6. FINAL ORAL PRESENTATION	5%
7. FINAL EXAM	<u>15%</u>
Total	100%

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.

Information Sessions for Fall 2019 volunteer work will be held Thursday, September 5, 11-11:30am and Friday, September 6, 10-10:30am in the Rose Room, McKenna 103. Please attend one session.

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 2110 FALL 2019

NOTE: Typically, one textbook chapter will be covered every two weeks of class. While all sections of 2110 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)

información del curso (repaso del sílabo)

repaso gramatical: el pretérito vs. el imperfecto

el pretérito	pp. 251-256 pp. 274-281
el imperfecto	pp. 302-306
el pretérito vs. el imperfecto	pp. 330-337

NOTE:

The course instructor will provide PDF documents (via instructor preference such as Canvas or email attachment) of these textbook pages for those students who have purchased the *Puntos de Partida* abbreviated version (which contains only chapters 14-18).

SEMANA 2 (2-6 DE SEPTIEMBRE)

NO HAY CLASE EL LUNES 2 DE SEPTIEMBRE / LABOR DAY

repaso gramatical: el presente del subjuntivo

parte 1:	pp. 365-370
parte 2:	pp. 371-374
parte 3:	pp. 392-296
parte 4:	pp. 397-406

NOTE:

The course instructor will provide PDF documents (via instructor preference such as Canvas or email attachment) of these textbook pages for those students who have purchased the *Puntos de Partida* abbreviated version (which contains only chapters 14-18).

SEMANA 3 (9-13 DE SEPTIEMBRE)

Capítulo 14 Las presiones de la vida moderna

vocabulario:

“Las presiones de la vida académica”	p. 416
“¡Qué mala suerte!”	p. 419

gramática:

expresiones con “hacer”	p. 423
se accidental	p. 426
por vs. para	p. 430

cultura:

Lectura cultural: El Perú	p. 438
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evaluaciones/¡a entregar! para semana 3

prueba 1 (repaso de pretérito/imperfecto/presente del subjuntivo y temas estudiados en el capítulo 14)

SEMANA 4 (16-20 DE SEPTIEMBRE)

Capítulo 14 Las presiones de la vida moderna (continuación)

vocabulario:

“Las presiones de la vida académica” p. 416

“¡Qué mala suerte!” p. 419

gramática:

expresiones con “hacer” p. 423

se accidental p. 426

por vs. para p. 430

escritura: “Un ensayo sobre las presiones de la vida estudiantil” (breve composición 1) p. 441

evaluaciones/¡a entregar! para semana 4

entrega de las actividades del cuaderno (cap.14)

SEMANA 5 (23-27 DE SEPTIEMBRE)

Semana de repaso y Examen I (pretérito/imperfecto, el subjuntivo y capítulo 14)

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)

Capítulo 15 La naturaleza y el medio ambiente

vocabulario:

“La ciudad y el campo” p. 446

“Los vehículos” p. 450

“Frasas para indicar cómo llegar a un lugar” p. 452

gramática:

participio pasado como adjetivo p. 454

el presente perfecto: indicativo/subjuntivo p. 458

cultura:

lectura: “Apocalipsis” de Marco Denevi p. 467

SEMANA 7 (7-11 DE OCTUBRE)

Capítulo 15 La naturaleza y el medio ambiente (continuación)

vocabulario:

“La ciudad y el campo”	p. 446
“Los vehículos”	p. 450
“Frases para indicar cómo llegar a un lugar”	p. 452

gramática:

participio pasado como adjetivo	p. 454
el presente perfecto: indicativo/subjuntivo	p. 458

escritura:

“Un ensayo sobre los efectos del cambio climático” (breve composición 2)	p. 469
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evaluaciones/¡a entregar! para semana 7

prueba 2

entrega de las actividades del cuaderno (cap. 15)

SEMANA 8 (14-18 DE OCTUBRE)

Capítulo 16 La vida social y afectiva

vocabulario:

“Las relaciones sentimentales”	p. 474
“Las etapas de la vida”	p. 467
nota comunicativa:	p. 476

gramática:

el subjuntivo (parte 6)	p. 479
el subjuntivo (parte 7)	p. 483
nota comunicativa: para/ por con el subjuntivo	p. 485

cultura:

“Lectura cultural: El Paraguay”	p. 490
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evaluaciones/¡a entregar! para semana 8

breve composición 2

SEMANA 9 (21-25 DE OCTUBRE)

Capítulo 16 La vida social y afectiva (continuación)

vocabulario:

“Las relaciones sentimentales”	p. 474
“Las etapas de la vida”	p. 467
nota comunicativa:	p. 476

gramática:

el subjuntivo (parte 6)	p. 479
el subjuntivo (parte 7)	p. 483
nota comunicativa: para/ por con el subjuntivo	p. 485

escritura:

“Consejos sentimentales” (breve composición 3)	p. 493
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evaluaciones/¡a entregar! para semana 9

entrega de las actividades del cuaderno (cap. 16)
prueba 3

SEMANA 10 (28 DE OCTUBRE-1 DE NOVIEMBRE)

Semana de repaso y Examen II (capítulos 15 y 16)

fecha de examen:

clases l,m,v:	1 de noviembre (viernes)
clases m,j:	31 de octubre (jueves)

evaluaciones/¡a entregar! para semana 10

breve composición 3

SEMANA 11 (4-8 DE NOVIEMBRE)

Día de cine / capítulo 17

En la semana 11, el/la instructor/a elegirá una película del mundo hispano para ver fuera de clase (las instrucciones para ver la película serán dadas con anticipación). Habrá también unas hojas de comprensión / discusión que se usarán en clase según la preferencia del / de la instructor/a.

Calendario de clases para semana 11

clases lunes / miércoles / viernes

lunes: - repaso de comprensión
- discusión sobre la película

miércoles: - conclusión de la discusión sobre la película
- empezar capítulo 17

viernes: - capítulo 17

clases martes / jueves

martes: - repaso de comprensión y discusión sobre la película

jueves: - capítulo 17

Capítulo 17 ¿Trabajar para vivir o vivir para trabajar?

vocabulario:

"Las profesiones y los oficios"	p. 498
"El mundo laboral"	p. 500
"Una cuestión de dinero"	p. 501

gramática:

el futuro del indicativo	p. 505
el subjuntivo (parte 8)	p. 511

cultura:

"Nota cultural: Nuevas tendencias del español para evitar el sexismo lingüístico"	p. 499
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evaluaciones/¡a entregar! para semana 11

prueba 4 (sobre la película)

SEMANA 12 (11-15 DE NOVIEMBRE)

Capítulo 17 ¿Trabajar para vivir o vivir para trabajar? (continuación)

vocabulario:

“Las profesiones y los oficios”	p. 498
“El mundo laboral”	p. 500
“Una cuestión de dinero”	p. 501

gramática:

el futuro del indicativo	p. 505
el subjuntivo (parte 8)	p. 511

cultura:

“Nota cultural: Nuevas tendencias del español para evitar el sexismo lingüístico”	p. 499
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evaluaciones/¡a entregar! para semana 12

entrega de las actividades del cuaderno (cap. 17)

SEMANA 13 (18-22 DE NOVIEMBRE)

Capítulo 18 La actualidad

vocabulario:

“Las noticias”	p. 526
“El gobierno y la responsabilidad cívica”	p. 528

gramática:

el subjuntivo (parte 9)	p. 532
el condicional	p. 539
nota comunicativa: “Cómo expresar deseos imposibles”	p. 538

cultura:

“La diversidad española”	p. 548
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SEMANA 14 (25-29 DE NOVIEMBRE)

THANKSGIVING BREAK / NO HAY CLASES

SEMANA 15 (2-6 DE DICIEMBRE)

Capítulo 18 La actualidad (continuación)

vocabulario:

“Las noticias” p. 526

“El gobierno y la responsabilidad cívica” p. 528

gramática:

el subjuntivo (parte 9) p. 532

el condicional p. 539

nota comunicativa: “Cómo expresar deseos imposibles” p. 538

cultura/presentaciones finales orales:

Actualidades: el/la estudiante presentará (1 minuto) sobre un artículo periodístico / cultural, etc. del mundo hispano relevante al vocabulario/temas discutidos en clase para compartir con la clase y/o discutir en clase.

evaluaciones/¡a entregar! para semana 15

entrega de las actividades del cuaderno (capítulo 18)

SEMANA 16 (9-12 DE DICIEMBRE)

NO HAY CLASES EL VIERNES

Repaso para el examen final / presentaciones finales

cultura/presentaciones finales orales

Actualidades: el/la estudiante presentará (1 minuto) sobre un artículo periodístico / cultural, etc. del mundo hispano relevante al vocabulario/temas discutidos en clase para compartir con la clase y/o discutir en clase.

examen final

El/la instructor/a proveerá actividades de repaso para el examen final (capítulos 14-18).

Recordatorio: The common final exam is scheduled for...

MONDAY DECEMBER 16

7:30 AM – 10:00 AM

Room: TBA