**THE UNIVERSITY OF TEXAS AT AUSTIN**

**DEPARTMENT OF SPANISH AND PORTUGUESE**

**SECOND YEAR SPANISH – FALL 2018**

**SPN 611D**

**NOTE: This class is part of a 3-semester language sequence designed specifically for non-native and non-heritage speakers of Spanish. If you were exposed to Spanish on a regular basis while growing up, please enroll in the 2-semester heritage language sequence (SPN 604 & SPN 612).**

* *This document contains important information and represents an agreement between the Department of Spanish and Portuguese and its students.*
* *You are responsible for knowing all of the information contained in this document.*
* *You indicate acceptance of these policies by registering for this course.*

1. OBJECTIVES OF THE LANGUAGE PROGRAM

The objectives of the Spanish Language Program address the basic tenet of a liberal arts education: the development of a critical thinking approach towards the analysis of language in society. This objective is framed in an overall worldwide trend towards political and economic internationalization and an increasingly diverse and multicultural work environment.

The Language Program promotes the development of multilingual literacies through the analysis and use of Spanish as a second or third language. The program focuses on four major types of competencies (all equally ranked in terms of importance):

1) **linguistic competence:** phonetics/phonology, morphosyntax, lexicon, discourse

2) **communicative / interactional competence:** pragmatics, situational context

3) **cultural competence:** cultural practices and perspectives, sociocultural uses of language, dialectal variation

4) **metalinguistic competence:** language as a conceptual, symbolic system

2. COURSE FORMAT

This course is conducted in a hybrid format, with three face-to-face hours in the classroom each week and three hours (approximately one before each class meeting) spent working independently on activities hosted on Canvas. This format enhances learning opportunities, as students are able to focus more or less attention to specific topics and/or activities, as needed. In many cases, feedback will be immediate, thereby accelerating the learning process and increasing student preparedness for face-to-face sessions. Since introduction of new material and concepts, along with mechanical practice, will occur outside of the classroom, in-class time will focus primarily on contextualized, integrative activities, with student participation being paramount. In short, please keep in mind that you will benefit most from this hybrid format if you are committed to working proactively on your own, so that you can be fully engaged with your classmates and instructor in the target language in the classroom. It is essential that you are committed to using Spanish with both your classmates and your instructor.

As in all 6-credit courses, the total weekly time commitment will be approximately 18 hours. In this class, it will be divided as follows:

* Face-to-face class: 3 hours
* Hybrid work (Canvas): 3 hours
* Homework & studying (book and/or online): 12 hours

3. COURSE DESCRIPTION AND GOALS

SPN 611D is the third course in The University of Texas lower-division Spanish program. The course focuses on developing speaking, listening, reading and writing skills in Spanish, while building vocabulary, learning basic rules and terminology of Spanish grammar, and gaining a better understanding of Hispanic cultures in order to communicate in an accurate, effective, and informed manner within a variety of sociocultural situations.

By the end of this course you should be able to do the following in Spanish:

(a) describe in detail

(b) narrate in the past and reacting subjectively to past events

(c) express opinions about and react to events and situations

(e) report what other people said

(f) discuss past actions affecting the present

(g) talk about actions completed prior to other past actions

(h) recognize dialectal, social and contextual variation

(i) talk about hypothetical situations in the present, past or future

(j) understand the main ideas in moderately complex written texts (with improved skimming, cognate recognition, and inference skills)

(k) understand the main ideas of moderately complex oral discourse (with improved recognition of tone, content, context, intonation, etc.)

(l) maintain conversations of a substantial length (with improved fluency strategies, such as circumlocution, discourse markers, etc.)

(m) produce written work of a substantial length (with improved organization, connectors, and appropriateness of register)

4. COURSE FLAG

This course carries a Global Cultures Flag. Courses with this flag are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present. At least one third of the course grade for SPN 611D is based on content related to Global Cultures.

5. PLACEMENT / PREREQUISITES

The prerequisite for this course is a passing grade (**C** or better) in SPN 610 D, equivalent credit transferred from another university, or credit by exam. If you do not have the prerequisite, please drop the course now. If you are a heritage speaker of Spanish (if you grew up speaking Spanish with family), consider enrolling in SPN 612 instead of SPN 611D. If you have any questions regarding placement, please speak with Liz Hastings, the Liberal Arts Advisor for Spanish & Portuguese, either in person (in BEN 2.108) or via email (eyhastings@austin.utexas.edu).

6. CONTACT INFORMATION

Your instructor will be glad to assist you with any questions or problems you may have relating to the class. If you have a concern that you wish to discuss with someone other than your instructor, contact the Course Supervisor. If you feel that the issue has not been satisfactorily addressed by the Course Supervisor, you may refer the matter to the Language Program Director.

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| **Course Instructor** | |
| Name: Sarah Ropp | |
| Office: 5th floor of BEN, desk H49a | |
| Office hours: MW 10-11am and by appointment | |
| Email: [sarah.ropp@utexas.edu](mailto:sarah.ropp@utexas.edu) | |
| **Course Supervisor** | **Program Director** |
| Name: Diana Norton | Name: Dr. Melissa Murphy |
| Office: BEN 4.138 | Office: BEN 4.136 |
| Office hours: MWF 1:00-2:00 | Office hours: By appointment |
| Email: diana.r.norton@utexas.edu | Email: mmurphy@mail.utexas.edu |

7. COURSE TEXTBOOK AND RESOURCES

**Textbook:**

Ogando-Lavín M.; Murphy, M.; Montesinos, D.; ***Por mí mism@* 3thedition revised.** Dubuque, IA: Kendall Hunt, 2014. [*At* *the Co-op or online at* [**www.kendallhunt.com/pormimism/**](http://www.kendallhunt.com/pormimism/)]

**TalkAbroad:** You must purchase THREE “conversations” ($45) at Talkabroad.com.

**Canvas**:

Since this is a hybrid course, you will need to access many course materials on Canvas. You are responsible for checking the Canvas course site regularly for important documents, assignments, grades, etc. If you have any issues with Canvas during the semester, you should contact Canvas technical support as soon as possible.

**Help Center**:

A Help Center is available free of charge to students who need help with grammar, speaking practice, etc. It is located in the hallway connecting the 4th floors of BEN and MEZ and begins on the second week of the semester. Your instructor will inform you of the schedule.

**Movies**: *Pelo* *malo,* Venezuela, dirigida por Mariana Rondón, 2013 (Link provided)

*No,* Chile, dirigida por Pablo Larraín, 2012 (Link provided)

*También la lluvia,* España, dirigida por Iciar Bollaín, 2010 (Link provided)

8. ATTENDANCE POLICY

Attendance is required at all classes and is checked daily. You must attend class the first two meetings. Because of high demand to add Spanish classes, the Department will drop from these courses any students who are absent the first two class meetings of the semester.

**All absences count.** Your instructor will take attendance at the beginning of each class meeting. Up to **three 50-minute** session absences are permitted with no absence penalty. However, each missed session beyond three, regardless of the reason for the absence, will result in a 1 percentage point deduction from your final grade. For example, if you have a 90% average, but have missed four 50-minute classes, your average will be lowered to an 89% and you will receive a B+. The only “excused” absences are for religious holidays, documented jury duty, documented military duty, and university-sponsored activities.

***Note****: Arriving more than 25 minutes late or leaving more than 25 minutes early counts as an absence.* *3 tardies (arriving to class at least 5 minutes late or leaving more than 5 minutes early) equal one absence.*

9. POLICY ON MISSED WORK

Please familiarize yourself with the following procedures:

|  |  |
| --- | --- |
| ***Reason for absence*** | ***Procedures*** |
| **Religious holiday** | · Notify your instructor via email during the first week of class.  · For written in-class assessments (exams, essays, etc.), you will receive a make-up upon return. Make arrangements with your instructor at least 2 weeks in advance.  · For oral in-class assessments, you will receive “grade averaging”.  · At-home assignments (e.g. HW, reading, etc.) should be turned in upon return. |
| **Jury duty**    **Military duty**    **University-sponsored activity** | · Notify your instructor via email as soon as you are aware of the conflict.  · For written in-class assessments (exams, essays, etc.), you will receive a make-up upon return. Make arrangements with your instructor at least 2 weeks in advance.  · For oral in-class assessments, you will receive “grade averaging”.  · At-home assignments (e.g. HW, reading, etc.) should be turned in upon return. |
| **Documented illness or emergency** | · Notify your instructor immediately via email.  · No make-ups are permitted.  · Fill out and submit to your instructor a “Request for Grade Averaging Form” (posted on Canvas), along with the appropriate documentation within one week of the absence. A Supervisory Committee will determine whether or not you may receive grade averaging for your missed assessment(s). |

*Grade averaging = The average from your other scores in the same category will be used as your score on the missed assessment. Note: No grade averaging is available for labs, since the lowest score is already dropped in these categories.*

10. FINAL EXAM

**DO NOT MAKE PLANS TO LEAVE TOWN UNTIL AFTER THE FINAL EXAM. IF YOU MISS THE FINAL EXAM, YOU WILL RECEIVE A ZERO.**

The listening comprehension section of the final exam will be given on the last day of classes. There are no make-ups.

The written section of the final exam will follow the schedule established by the Office of the Registrar. It can be found here: <https://registrar.utexas.edu/schedules/179/finals>.

You will also be able to access your individual exam schedule at:<https://utdirect.utexas.edu/registrar/exam_schedule.WBX>

11. GRADING SCALE

**There is no curve or extra credit available in this course**. If your final average is 89.9, your course grade will be a B+. Do not expect to receive a passing grade simply because you complete all requirements. To receive an “A”, all or most of your work must be excellent. A “B” indicates that your work is very good. A “C” means that your work is adequate and you may continue with the next course. **Please keep in mind that a grade of C or higher in this course is required in order to continue in Spanish.** A grade of C- or Pass is not sufficient to go to the next level. Final letter grades are assigned according to the following scale:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 93-100 | A | 83-86.9 | B | 73-76.9 | C | 63-66.9 | D |
| 90-92.9 | A- | 80-82.9 | B- | 70-72.9 | C- | 60-62.9 | D- |
| 87-89.9 | B+ | 77-79.9 | C+ | 67-69.9 | D+ | 0-59.9 | F |

12. GRADE DISTRIBUTION AND COURSE ASSESSMENTS

The grade distribution in SPN 611D is as follows:

|  |  |
| --- | --- |
| Exams (3) | 20% |
| Talk Abroad (3) | 10% |
| At-Home Online Activities  · Noticias y sociedad  · Online activities and mini-pruebas | 15% |
| In-Class Assessments  · ¡A Hablar! (3)  · Tareas finales (3)  · Listening quizzes (6) | 15% |
| Diario de cultura y actividades culturales | 10% |
| Self assessments | 5% |
| Homework | 5% |
| Final Exam | 20% |

EXAMS: After chapters 1, 2 and 3 you will complete a written exam that will assess your knowledge of the vocabulary, grammar, semantic, pragmatic and cultural topics covered in the textbook, in class discussions, and in homework assignments. The focus of each exam will be the material from the most recent chapter; however, since learning a second language is a cumulative process, you should also expect to encounter previous material on exams. Exam dates are listed on your course calendar.

IN-CLASS LISTENING QUIZZES : There will be two listening quizzes per chapter, completed in class. Each one will cover topics of chapter, focusing in grammar, vocabulary, culture topics as well as reading and listening skills.

NOTICIAS Y SOCIEDAD: Towards the end of each chapter, you will complete a reading assignment online (called *Noticias y sociedad*). Please complete the activities online at home by the dates indicated in your calendar. These are in-depth activities that require you to think about both familiar and unfamiliar vocabulary and grammatical structures as well as the content and organization of each text. Plan to set aside several hours in order to complete each one, as this process will help you develop stronger reading comprehension skills in Spanish.

ONLINE ACTIVITIES AND MINI-PRUEBAS: At the end of each topic, a graded quiz (*mini-prueba*) of the material most recently covered (vocabulary, grammar, pragmatics and culture), both online and in-class. Canvas will drop the 2 lowest online activity grades, but it will not drop any of the mini-prueba grades.

TALK ABROAD: Three times during the semester you will have a 30-minute (recorded) conversation online with a native Spanish speaker living in Latin America. In addition to the conversations themselves, you will complete a pre-activity, which is designed to help you prepare for your conversation, and a follow-up activity, in which you will reflect on what you have learned about your partner’s country (customs, geography, dialect, etc.)

¡A HABLAR!: This is one of the oral components of the course. Once per chapter, you will spend 25-30 minutes speaking in small groups. These discussions will be unrehearsed, and will relate directly to the chapter themes. Your grade will be based on your ability to express yourself, maintain a conversation and interact effectively with others. The dates are listed on your course calendar.

TAREAS FINALES: There will be 3 *tareas finales* (final tasks), one at the end of each chapter. Two will be oral activities (a debate and a presentation) and one will be written (a news report). The topics will relate to the vocabulary themes and cultural content of the respective chapters.

DIARIO DE CULTURA Y ACTIVIDADES CULTURALES: Over the course of each chapter, you will be given one written text and one movie exploring a variety of cultural perspectives related to the chapter themes. In an essay (1-2 pages), you will 1) summarize the content, demonstrating comprehension of the material, and 2) comment subjectively, reflecting on what you have learned and making comparisons between the culture(s) presented and US culture. We will drop the lowest grade.

SELF-ASSESSMENTS: At the end of each chapter you will have a self-assessment commenting on your participation, your readiness and your learning outcomes. These will be completed on Canvas in English.

HOMEWORK: Your instructor will assign homework to turn in and be evaluated. Participation in class, exercises and homework are essential for success in the course. At times you also will be required to correct your own homework using a homework key posted on CANVAS. Canvas will drop your lowest homework grade. Class time will be used for interactive and creative exercises. See important notes about the use of translation devices in the section on Academic Integrity on page 9.

FINAL EXAM: The final exam is comprehensive and will assess your knowledge of vocabulary and grammar, as well as pragmatic, sociolinguistic and cultural content covered throughout the semester. It will also assess the fundamental skills developed in the course (*e.g*. listening comprehension, reading, writing, and data analysis). Please remember that (1) the listening section will be given the last day of class and (2) the written section will NOT be on the date/time listed in the Course Schedule. The Registrar will publish the date/time online approximately three weeks before the final exam period.

13. GENERAL INFORMATION ABOUT ASSESSMENTS

Throughout the semester, you will be acquiring knowledge (e.g. vocabulary, grammar) and you will be developing skills (e.g. reading strategies, data analysis). Therefore, course assessments are designed to reflect your progress in both of these areas. Assessments can include material not explicitly studied, but that is closely related to the course content and tests a student’s ability to apply acquired information and abilities to unfamiliar situations and contexts.

**KNOWLEDGE**

*Vocabulary:* You are responsible for all words and phrases on the vocabulary lists. You should know the meaning, gender and spelling of these items. Furthermore, you will be expected to use these words within a context. Therefore, make sure you know not only the English translations for the words, but also understand how they would be used in Spanish discourse.

*Grammar:* You are expected to know all grammar structures included in the course syllabus. Make sure you fully understand all formulas and rules. For verb conjugations, you will be expected to know how to conjugate not only regular verbs, but also irregular verbs and verbs with spelling and stem changes.

*Terminology:* In order to talk effectively about language, you will be expected to know the appropriate terminology. You should be prepared to answer questions involving technical linguistic terminology and/or identify these elements both in class and on exams or other assessments.

*Sociocultural:* Your instructor will expose you to different interactional contexts and a variety of dialects and their principal characteristics throughout the semester. You must familiarize yourself with this material and will be expected to recognize these features on exams and other graded assignments.

**SKILLS**

*Reading:* Of the four skills (reading, writing, listening, speaking), the ability to read is typically retained for the longest period of time. With this natural tendency in mind, one of the main goals of our program is to develop strong reading skills that will stay with you for years to come. In this course, you will be given many opportunities to develop these skills, both in groups and individually, both at home and in class. You will develop skills such as skimming, recognizing cognates, making inferences, etc. It is in your best interest to work proactively on developing these reading skills at home, since you will be tested on your ability to read and comprehend unfamiliar texts containing unfamiliar vocabulary and to do so with relative speed.

*Data analysis:* Our department implements a guided inductive approach to language learning. This means that you will be exposed to language data (written or oral) and will be encouraged to formulate your own rules and test your own hypotheses regarding language forms and structures. Since a substantial part of the course will involve this type of data analysis, you should expect to be tested on this skill via graded assignments and exams. In other words, you will not only be expected to reproduce language practiced in the classroom, but will also be given new data, about which you will be asked to draw conclusions.

14. EXPECTATIONS OF STUDENTS ENTERING SPN 611 D

Students are expected to enter this course with a working knowledge of:

* nouns, adjectives, pronouns (agreement, placement)
* conjugations of regular, irregular and stem-changing verbs (present, present progressive, preterit and imperfect, periphrastic future, synthetic future, formal and informal commands, present subjunctive, past subjunctive, conditional)
* mood selection (indicative, subjunctive, imperative)
* simple and complex sentences
* reading strategies (skimming, recognizing cognates, making inferences, etc.)
* listening strategies (tone, content, context, intonation, etc.)
* speaking strategies (circumlocution, fluency, etc.)
* writing strategies (process writing, discourse connectors, paragraph organization, paraphrasing, etc.)
* metalinguistic skills (recognizing parts of speech, recognizing dialectal variation, identifying functional uses of grammar, etc.)

If you feel you have weaknesses in any of these areas, it is your responsibility to review your

610 D material as soon as possible and consider working with a tutor if necessary.

15. STUDENT RESPONSIBILITIES

In order to be successful in this course, students must fulfill several responsibilities both in class and at home and must also be able to demonstrate their progress in course assessments.

***Homework:*** Your instructor will assign homework regularly. Many of these assignments are given in order to prepare you for the following class day. Therefore, it is imperative that you complete this work in order to be able to participate in class. Homework is also given to provide you with ample opportunities to practice the course material and identify potential areas of weakness. As a result, you will experience an increase in self-awareness, which will enable you to take a proactive stance in your progress, thus becoming a more effective learner overall.

***Studying:*** You should not limit your work at home only to homework assignments collected by your instructor for a grade. Instead, you should also study the course material on a regular basis, since attempts to memorize large amounts of material quickly before an exam are not normally successful. You should frequently review grammar rules, vocabulary lists, etc. and take note of any items you may not understand. This will enable you to ask your instructor important questions and resolve issues before a quiz or exam.

***Practice:*** Students often rely exclusively on more passive activities such as re-reading or staring at tables and lists of words / rules. This type of traditional studying is not sufficient in a language course. Students who don’t actively use the target language at home often don’t develop the automaticity necessary to successfully complete exams and compositions within a limited time frame. Therefore, on a regular basis, you should also set aside time to:

* practice conjugating verbs
* practice writing sentences, letters, essays, etc.
* practice reading newspaper articles, ads, etc.
* practice speaking with friends and/or classmates
* practice listening via news broadcasts, television or online videos

***Interaction:*** Language courses are not lecture courses. Instead, classes are student-centered and rely heavily on interaction and collaboration between you and your peers. Much of your work will be pair work and group work, where students are the main participants and the instructor is the facilitator. All students are expected to participate equally in these activities.

***Focus:*** The focus of your attention should be on classroom activities while you are in class. Smart phones, tablets, laptops and outside reading materials are NOT allowed in class, as they limit your participation and are also generally disruptive and disrespectful.

***Spanish:*** In order to improve your oral communication skills, you must practice both listening to and speaking Spanish! Therefore, your instructor will speak almost exclusively in Spanish, which will not only help you learn new vocabulary and grammar structures, but will also increase your comfort level over the course of the semester. In turn, **you are expected to speak in Spanish** during all activities and for basic functional language (e.g. saying hello, asking to go to the bathroom, asking the instructor to repeat something, etc.). Don’t be shy! You won’t be graded on the accuracy of your speech in these situations. You are, however, expected to make the effort.

16. STUDENTS WITH DISABILITIES

The University provides, upon request, appropriate academic adjustments for qualified students with disabilities. Any students with a documented disability (physical or cognitive) who require academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students, 471-6259, as soon as possible to request an official letter outlining authorized accommodations. Before course accommodations can be made, the letter from SSD must be presented to the instructor. Approved accommodations will not change the basic elements of the course.

17. ACADEMIC INTEGRITY

The University’s honor Code states: “the core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.” Please note that all graded work (*e.g.* essays, homework) done inside or outside of class must be your own work. Writing that appears to be the work of someone else (*e.g.* a friend more proficient in Spanish, a Web or print source) or that appears to have been written in English and then translated by an online translation program will not be accepted, and may entail severe penalties beyond just a zero on the particular assignment. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since dishonesty harms the individual, all students, and the integrity of the university, policies on academic dishonesty will be strictly enforced. For more information, visit the Student Judicial Services website at<http://deanofstudents.utexas.edu/sjs/>

18. STUDENT CONDUCT

Any student who, acting singly or in concert with others, obstructs, disrupts, or interferes with any teaching, educational, research, administrative, disciplinary, public service, or other activity or public performance authorized to be held or conducted on campus or on property or in a building or facility owned or controlled by the U.T. System or institution is subject to discipline. For more information, visit <http://www.utsystem.edu/bor/rules/50000Series/50101.pdf>.

19. EMERGENCY EVACUATION

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at<http://www.utexas.edu/emergency>.

**CALENDARIO**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Capítulo 1: Dime cómo eres…** | | | | | |
| **W**  **E**  **E**  **K** | **Date** | **Topic addressed in class (##)** | **Work Online or in book before class** | **In class** | **Assignments online or at home after class** |
| **1** | 29 de agosto miércoles |  | Pre- class activities  Syllabus quiz  Pre-class questionnaire | Conociéndose el primer día de clase  Syllabus y calendario, breve explicación | Escritura descripción en *About me* |
| 31 de agosto  viernes | C1V1: Las apariencias y la personalidad (5-12) | Trabajo del libro: Las apariencias y la personalidad  Módulo de actividades on line: Las apariencias y la personalidad | ¿Cómo somos? Actividades sobre las apariencias y la personalidad | Mini- prueba de las apariencias y la personalidad. |
| **2** | 3 de septiembre  Lunes |  | LABOR DAY | NO CLASS |  |
| 5 de septiembre  miércoles | C1G1: Usos de ser y estar (13-20) | Trabajo del libro: Ser y estar  Módulo de actividades de ser y estar | Usos de ser y estar | Mini-prueba de ser y estar |
| 7 de septiembre viernes | C1V2: Los estereotipos (21-24) | Trabajo del libro: Los estereotipos  Módulo de actividades de los estereotipos (#1-3) | Los estereotipos  **Listening quiz** | Videos de práctica de los estereotipos (I-VIII)  Videos de cultura: estereotipos de belleza |
| **3** | 10 de septiembre  lunes | C1C1: Lectura | Actividad de cultura: una lectura sobre el aspecto físico en Latinoamérica.  **Pre-actividad TalkAbroad 1** | Charla: Análisis y comprensión del texto.  Los estereotipos (II) | Mini- prueba de los estereotipos |
| 12 de septiembre miércoles | C1G2: ser y estar con adjetivos (25-29)  C1V3: La belleza y la autoestima (30-32) | Trabajo del libro: Adjetivos que cambian de significado con ser y estar  Módulo de actividades de ser y estar con adjetivos | Ser y estar con adjetivos  Charla sobre la actividad de pre-visionado de *Pelo Malo* | Mini-prueba: ser y estar con adjetivos  Trabajo del libro: La belleza y la autoestima |
| 14 de septiembre viernes | C1G3: Verbos de cambio (33-41) | Trabajo del libro: Verbos que expresan cambios (I)  Módulo de actividades de los verbos de cambio (1) | Los verbos de cambio (1)  **Listening quiz** | Módulo de actividades de la belleza y la autoestima |
| **4** | 17 de septiembre  lunes | C1G3: Verbos de cambio (33-41) | Preparación de A hablar # 1 | **Actividad de video pre-A Hablar OR Los Verbos de cambio**  **A hablar # 1** | Trabajo del libro: Verbos que expresan cambios (II)  **Noticias y sociedad #1** |
| 19 de septiembre miércoles | C1C2: Película  C1D1: Noticias y sociedad (46-52) | Módulo de actividades de los verbos que expresan cambios (2)  Mini-prueba de Noticias y Sociedad # 1  **Entregar actividad TalkAbroad # 1** | Actividad de posvisionado de *Pelo Malo*  Los verbos de cambio (2) | Mini-prueba verbos que expresan cambios  Escribir el diario de cultura #1 |
| **Del 12 al 19 de septiembre es necesario ver la película *Pelo malo*** | | | | |
| 21 de septiembre viernes | C1D2: Atenuadores del discurso (57-58, 61-64)  C1C3: El tema en la literatura (53-56) | Módulo de actividades de los atenuadores del discurso  **Subir a Canvas: Diario de cultura # 1** | Mejorando el discurso: los marcadores del discurso  Práctica del debate | Trabajo del libro: El tema en la literatura  Preparación de la tarea final # 1 |
| **5** | 24 de septiembre lunes | C1D3: Tarea final (65-70) | Módulo de actividades sobre el  tema en la literatura  Módulo de actividades de revisión del examen 1 | **Tarea final 1: el debate** | Preparación examen # 1 |
| 26 de septiembre miércoles |  | **Self-assessment Chapter 1** | **Examen # 1** | Trabajo del libro: Acontecimientos que marcaron el mundo |
| **Capítulo 2: La máquina del tiempo** | | | | |
| 28 de septiembre viernes | C2V1: Acontecimientos que marcaron el mundo (78-81) | Módulo de actividades sobre los acontecimientos que marcaron el mundo. | Acontecimientos que marcaron el mundo | Trabajo del libro: Pretérito e imperfecto (I)  Mini-prueba de acontecimientos que marcaron el mundo |
| **6** | 1 de octubre lunes | C2G1: Pretérito e imperfecto (82-99) | Módulo de actividades de pretérito e imperfecto | Pretérito e imperfecto (I) | Trabajo del libro: Pretérito e imperfecto (II) |
| 3 de octubre miércoles | C2G1: Pretérito e imperfecto (82-99) | Actividad de cultura: El encubrimiento de América | Pretérito e imperfecto (II)  **Listening quiz** | Mini-prueba de pretérito e imperfecto  **Pre-actividad de TalkAbroad 2** |
| 5 de octubre viernes | C2V2: Logros sociales a través de la historia  (100-107)  C2C1: Lectura | Trabajo del libro: Logros sociales a través de la historia | Logros sociales a través de la historia  Charla en clase sobre El encubrimiento de América | Trabajo del libro: Los pasados compuestos (I) |
| **7** | 8 de octubre  lunes | C2G2: Los pasados compuestos (108-119) | Módulo de actividades de los pasados compuestos (I) | Los pasados compuestos (I) | Trabajo del libro: Los pasados compuestos (II) |
| 10 de octubre  miércoles | C2C2: Película | Pre-actividad de la película *No* | Pre-actividad de la película *No*  Charla en clase sobre TalkAbroad 2 | Videos del vocabulario del capítulo 2 |
| **Del 10 de octubre al 17 de octubre es necesario ver la película *No*** | | | | |
| 12 de octubre  viernes | C2V3: Rituales festivos (120-122) | Preparación de A hablar #2 | **Pre-A Hablar actividad de video O Los pasados compuestos**  **A hablar # 2** | Trabajo del libro: Los rituales festivos |
| **8** | 15 de octubre  lunes | C2G2: Los pasados compuestos (108-119)  C2V3: Rituales festivos (120-122) | Módulo de actividades de los pasados compuestos (II) | Los pasados compuestos (II)  Los rituales festivos | Mini-prueba de los rituales festivos  Mini-prueba de los pasados compuestos |
| 17 de octubre  miércoles | C2G3: La voz pasiva (123-136) | La voz pasiva (I) | La voz pasiva (1)  **Entregar TalkAbroad # 2** | Trabajo del libro: la voz pasiva (I) |
| 19 de octubre viernes | C2C2: Película |  | Post- actividad de la película *No*  **Listening quiz** | La voz pasiva (II)  Escritura del diario de cultura # 2 |
| **9** | 22 de octubre lunes | C2G3: La voz pasiva (123-136) | Módulo de actividades de la voz pasiva (II) | La voz pasiva (II)  **Entregar el diario de cultura # 2** | Trabajo del libro: El tema en la literatura  Mini- prueba de la voz pasiva |
| 24 de octubre miércoles | C2C3: El tema en la literatura (147-150)  C2D1: Los conectores del discurso (155-157) | Módulo de actividades el tema en la literatura | El tema en la literatura | Quizzes de cultura |
| 26 de octubre viernes | C2D2: Tarea final (158-159) | Módulo de actividades de los conectores del discurso | **Tarea final # 2** | **Noticias y sociedad #2** |
| **10** | 29 de octubre lunes | C2D3: Noticias y Sociedad (141-146) | Mini-prueba de Noticias y sociedad # 2 | Revisión del capítulo 2 | Preparación examen 2 |
| 31 de octubre miércoles |  | **Self-assessment chapter 2**  Módulo de actividades de revisión del examen # 2 | **Examen 2** | Trabajo del libro: El medio ambiente |
| **Capítulo 3: Ciudadanos del mundo** | | | | |
| 2 de noviembre viernes | C3V1: El medio ambiente (168-171) | Módulo de actividades del medio ambiente | El medio ambiente | Mini-prueba del medio ambiente  **Pre-Actividad de Talk Abroad 3** |
| **11** | 5 de noviembre lunes | C3G1: Condiciones potenciales (172-178) | Trabajo del libro: las oraciones potenciales  Módulo de actividades de las oraciones potenciales (I) | Las oraciones potenciales (I) | Pre-actividad *También la lluvia*  Mini-prueba las oraciones potenciales |
| 7 de noviembre miércoles | C3V2: El mercadeo internacional (179-182) | El mercadeo internacional  Módulo de actividades del mercadeo internacional | Pre-actividad de *También la lluvia*  El mercadeo internacional | Mini-prueba del mercadeo internacional |
| 9 de noviembre viernes | C3C1: Lectura  C3G2: Cláusulas con “si” (183-188) | Pre-actividad de la lectura de los Mapuches y la Patagonia  Módulo de actividades de las claúsulas con “si” | Pre-lectura de cultura  Las cláusulas con “si” | Post-actividad de la lectura de los Mapuches y la Patagonia  Trabajo del libro: las cláusulas con “si”· |
| **Del 9 al 16 de noviembre es necesario ver la película *También la lluvia*** | | | | |
| **12** | 12 de noviembre lunes | C3G2: Cláusulas con “si” (183-188)  C3V3: Los derechos y responsabilidades (189-191) | Módulo de actividades de los derechos y las responsabilidades | Post-actividad de cultura OR Las cláusulas “si”  **Listening quiz** | Trabajo del libro: los derechos y las responsabilidades  Escribir diario de cultura # 3 |
| 14 de noviembre miércoles | C3V3: Los derechos y responsabilidades (189-191) | Mini-prueba de las cláusulas con “si”  Videos de vocabulario del capítulo 3 | Los derechos y las responsabilidades  **Entrega del diario de cultura # 3** | Trabajo del libro: El subjuntivo (1)  Pre-actividad de TalkAbroad # 3 |
| 16 de noviembre viernes | C3G3: El subjuntivo (192-207) | Módulo de actividades del subjuntivo (I) | El subjuntivo (I) | Trabajo del libro: El subjuntivo (II) |
| **13** | 19 de noviembre lunes | C3G3: El subjuntivo (192-207) | Módulo de actividades del subjuntivo (II) | El subjuntivo (II)  **Entregar TalkAbroad # 3** | Mini-prueba del subjuntivo |
| 21 de noviembre miércoles |  | THANKSGIVING BREAK | NO CLASS |  |
| 23 de noviembre viernes |  | THANKSGIVING BREAK | NO CLASS |  |
| **14** | 26 de noviembre lunes | C3D1: Noticias y sociedad (213-219) | Preparación de A hablar # 3 | **Pre-actividad de video de A Hablar O El subjuntivo**  **A Hablar # 3** | **Noticias y sociedad # 3** |
| 28 de noviembre | C3C3: El tema en la literatura (220-226)  C3D2: Conectores y lenguaje no verbal (227-228, 231-233) | Mini-prueba de Noticias y sociedad | El tema en la literatura  **Listening quiz** | El lenguaje no verbal  Los conectores del discurso |
| 30 de noviembre | C3D3: Tarea final (234-235) | Módulo de actividades de los conectores del discurso  Quizzes del lenguaje no verbal | **Tarea final # 3** | Preparación examen 3 |
| **15** | 3 de diciembre lunes |  | **Self-assessment #3** | Revisión del examen 3 | Preparación examen 3 |
| 5 de diciembre miércoles |  | Módulo de actividades de revisión del examen 3 | **Examen 3** | Revisión para el examen final |
| 7 de diciembre  viernes |  |  | Tiempo para CIS  Dudas de revisión del examen final | Revisión para el examen final |
| **16** | 10 de diciembre lunes |  | Módulo de actividades de audio | **EXAMEN AUDITIVO** | Estudia para el examen final |

THE FINAL EXAM WILL TAKE PLACE BETWEEN 13 AND 19 DECEMBER 2018. CHECK WITH YOUR INSTRUCTOR FOR EXACT DATE AND TIME.