

# Syllabus<sup>COURSE</sup>

SPRING 2019

## *SPANISH 1301*

<b>Course Prefix and Number:</b>	Spanish 1301 CRN# 23050
<b>Course Title:</b>	Spanish 1301: Spanish One for Non-Natives
<b>Course Schedule:</b>	From: TTH 9:00 – 10:20
<b>Course: Location/Times/</b>	Room: EDUC 108
<b>Required Course Access</b>	Links to course materials and electronic resources for each week of class are located on the <a href="#">myspanishlab</a> <small>UTEP</small> . Also, each student needs UTEP Blackboard access. Your code for MSL is:
<b>Instructor's Name:</b>	Graciela I. Echávarri
<b>Telephone:</b>	
<b>University E-mail Address:</b>	giechavarri@utep.edu
<b>Office location:</b>	LART 129
<b>Availability:</b>	

### **I. Required materials for class:**

1. *My Spanish Lab* code for *Anda Elemental* 3<sup>rd</sup> Edition by Audrey L Heining-Boynton and Glynis S Cowell.
2. You must have a computer headset (microphone and earphone set) as this is a 100% online textbook and it must be purchased at the UTEP Bookstore. **Do not try to buy it at AMAZON please.** You must have access to the book when you are in class every time the class meets.

### **II. Objectives according to ACTFL:**

a. **Listening:** At the end of Spanish 1301 the student will be able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

- Doing the listening part of the exercises in the textbook and the workbook
- Student will listen to daily conversations both in and outside the classroom and will evaluate his/her own listening capability.
- The instructor will assign specific listening recording on the electronic workbook to identify words and phrases.

b. **Writing:** Student's command of the written language will be characterized by his/her ability to

- create with the language by combining and recombining learned elements, though primarily in a reactive mode
- initiate, minimally sustain, and close in a simple way basic communicative tasks
- ask and answer questions

c. **Reading:** Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

d. **Speaking:** Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Students show signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situation adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors. Student will achieve this goal through the following process:

- Student will participate orally in the classroom and the instructor will use open-end questions to assess the speaking ability of each students.
- Instructor will give specific guidance. Students must participate in groups to prepare specific dialogues.
- Instructor will include assignments outside the classroom, making a videotape, and doing performances in class about specific topics according to the level in question.

### **III. Description: Prerequisites for Spanish 1301:**

Elementary Spanish One is a beginning Spanish course designed for students who have not previously studied Spanish or have no practical command of the language. Spanish One is a beginning Spanish course designed for students who have very little or no knowledge of the language. You may be admitted to Spanish 1301 only if or if you have taken the Spanish Placement Test and have placed directly into SPAN 1301, and/or if you have contacted the Undergraduate Spanish Advisor to remove the Department Approval from Banner Goldmine. The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student's failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

### **IV. Methodology:**

This course is taught in Spanish. If you don't hear Spanish, you won't learn it. Please try to use only Spanish when speaking in this course. The following three expressions will initially help you survive:

"No entiendo" (I don't understand')  
"¿Cómo se dice \_\_\_\_\_ en español?" ('How do you say \_\_\_\_\_ in Spanish?')  
"¿Qué quiere decir \_\_\_\_\_?" ('What does \_\_\_\_\_ mean?')

### **V. The role of grammar:**

Grammar is indeed important, but if all you do is grammar drills you'll never learn to speak the language. Instead, you will be able to put the grammar to use in contextualized, communicative situations of the sort you'll encounter in the classroom. Although mechanical practice is necessary, it shouldn't dominate class time, which must be

spent communicating in Spanish. To practice the grammar in class, please study the assigned pages of the textbook before you come to class. If you arrive prepared, you'll find it easier to communicate in the target language. If you don't understand a particular grammar point, ask your instructor.

#### **VI. Speech errors:**

Sometimes students are reluctant to speak for fear of making mistakes. It's a natural part of the language-learning process to make mistakes. Your instructor will not correct every error you make, for if he/she did so, it would take you forever to communicate anything. In class, your speech errors will be corrected when they interfere dramatically with your attempt to communicate, when they pertain to the grammar structures that are being studied that day, or when they are of a sort that could embarrass you socially.

#### **VII. Structure and sequence of Assessment and Learning activities:**

The variety of learning goals for this course requires a variety of learning activities and assessment. The assessments serve to give you valuable feedback about how well you are achieving the learning goals. The assessments are forward looking. "This means that if you perform these tasks satisfactorily, you can be confident that you will be able to speak, listen, write and understand the language in order to use it out of the classroom at very novice high level."

#### **VIII. Individual performance components:**

Here are some of the activities you must do during the semester in order to learn the language. You must do this consistently:

- Have a good knowledge of the vocabulary studied in the course.
- Prepare daily preparation for class, both from the book and from on-line exercises.
- Spend time working outside class.
- Speak and listen in and out of class.
- Do your regular homework from the textbook, workbook or any other assignments given by your instructor.
- Take exams or quizzes in class.
- Write a lot, in writing assignments that include sentences and on-line workbook exercises.
- Attend class regularly and on time.
- Have confidence in your ability to use the language expressing your ideas on a subject.
- Work effectively and productively with other students.

#### **IX. Textbook and Online Language Lab:**

- To register, please go to [www.myspanishlab.com](http://www.myspanishlab.com)
- Enter the access code you bought at the bookstore
- And then enter the following Course ID (yours will be given by your instructor, but looks somehow like this: CRSKLJL-651548)
- You can see the following videos to learn more about MSL:

<http://www.youtube.com/watch?v=qZGkellE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5>

[http://www.youtube.com/watch?v=bcO1\\_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5](http://www.youtube.com/watch?v=bcO1_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5)

My Spanish Lab is nationally hosted online learning and assessment system for elementary and intermediate Spanish courses. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible grade book, an interactive version of the Anda Elemental Student Activities Manual, and all materials from the Anda Elemental audio and video programs.

In *MySpanishLab*, students are recognized as individuals with individual learning needs. For example:

- Readiness Checks: At the beginning of each chapter, students may answer questions covering several grammar concepts necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on a specific topic, they are referred to appropriate grammar tutorials for the instruction they need.
- English and Spanish Grammar Tutorials: 90 short, animated tutorials teach students the English grammar they need in order to understand the Spanish grammar covered in the text. Other grammar tutorials teach or review the Spanish grammar topics covered in the course.
- "Need Help" Feature: When enabled by the instructor, a "Need Help" box appears as students are doing online homework activities, providing links to grammar tutorials, e-book sections, and additional practice activities, all of which are directly relevant to the task at hand.

### **Oral Practice**

*With MySpanishLab, students are able to increase their oral proficiency without leaving the on-line environment. For example:*

- Audio Recording: Students can record their voices in response to oral activities from the Student Activities Manual.
- Audio Feedback: Instructors can access any or all of the students' recorded audio directly from the course gradebook, then listen, enter a grade, make comments in writing, or record a response in return.
- Online Oral Communication Tools: Students can engage in online communication with their classmates, either synchronously or asynchronously thru **WIMBA**.

All your materials will be on-line—the e-book and the interactive language lab—and you will have access to them throughout the semester. You must enroll in this class at *MySpanishLab* the first week of classes. Be sure to start with Step 1, performing the “Browser Tune-Up”. When you perform the “Browser Tune-Up” on *MySpanishLab*, you may be required to download and install some free software on your computer that *MySpanishLab* needs to function. If so, the Tune-Up will provide complete instructions.

Although you may go to [www.myspanishlab.com](http://www.myspanishlab.com) directly on the web, I suggest you go to it through the Blackboard site. Go to your Blackboard page, click on Web Links. There you will find the link to the Anda site. By doing it this way, you will always check your Blackboard assignments and announcements before you log in to the textbook website. There WILL be assignments on both sites so make sure to check every day.

Explore *MySpanishLab* and Blackboard. If you have questions about how the lab works, contact your instructor as soon as possible. Not understanding how *MySpanishLab* and Blackboard work is not an excuse for late work.

Login requirements: You will need to log in a minimum of three times per week during the semester on MSL and BB.

### ***NEW FREE ITEMS:***

We have two **APPS** you can download as an extra help for your Spanish course that will help you to reinforce the material of the course. Please check them out and choose one of them to play with it:

**LingrotoGo:** LingroToGo - Discover a whole new game-based language learning experience! Take your Spanish beyond ¿Dónde está la biblioteca? Designed by gamers and linguists.

<https://itunes.apple.com/us/app/lingrotogo/id1273904866?mt=8>

**Duolingo:** Duolingo is the world's most popular way to learn languages with over 200 million users.

<https://itunes.apple.com/us/app/duolingo/id570060128?mt=8>

#### **X. Module Components:**

Each module contains:

1. Learning Goals for the week.
2. An Activity Plan, which lists the assignments you need to complete and master that module's topic. The Activity Plan will assign exercises in *MySpanishLab*. Each exercise is assigned points. The final grade for these exercises will be determined by adding all points received for each activity completed. Not all chapter exercises will be assigned—only those listed in MSL assignment will be graded. You are encouraged to complete additional exercises for further practice and review, but they will not be counted toward this portion of the grade. *MySpanishLab* is designed to provide immediate feedback and exercises can be completed multiple times. Therefore you can (and should) practice an activity before submitting it for credit. The due date is at 11:59 p.m. unless otherwise indicated. Due dates and times for submission of exercises reflect the latest possible time the assigned work will be accepted for credit. I suggest that you begin the assignments well before the due date.

#### **XI. Course Policies:**

1. Only work submitted by the deadlines will receive credit. **No late work of any kind will be accepted.** You must complete all the assignments for each module on time. The best way to prepare yourself for the next level of Spanish study is to complete all assignments in a timely manner. Using unauthorized help or methods in completing the activities is not a good idea. Not only is it unethical but you'll be putting yourself at a great disadvantage in upper-level courses if you have not mastered the material in SPAN 1301.
2. **No extra-credit** assignments will be made.
3. **No make-up exams** will be given without a prompt, valid excuse. If approved, the make-up exam must be scheduled immediately.
4. Due to the nature of the course, communication between you and your instructor is crucial. You must check your e-mail, MSL and the Blackboard announcements regularly.
5. If you have special circumstances, bring them to the attention of your instructor immediately.

*All communication from me will go to your Blackboard and MSL address. I strongly recommend that you use your Blackboard account for all e-mails regarding your course. Hotmail users should be aware that Hotmail will block messages sent from within Blackboard because Blackboard uses "blind carbon copy" to protect privacy. If you forward your mail to a commercial e-mail service provider (yahoo.com or msn.com, for example), messages from me or other students may be delayed because these service providers sometimes place temporary blocks on messages originating from universities.*

It is extremely important for you to save copies of any messages you send to your instructor via e-mail. If your instructor doesn't receive your message, you must have a copy of the e-mail (with any attached file), indicating the date sent, to prove that you sent the message. It is your responsibility to maintain copies of your sent e-mails, as there is no way to guarantee that any e-mail message will be delivered. Please check your e-mail software to see how it manages sent and saved messages. Some software automatically deletes messages one month after they have been sent; others only save messages if they are filed in folders; others save messages received but not those sent. You may need to send yourself a copy of your e-mailed assignment at the same time you send it to your instructor, or you may need to print a copy of the e-mail message and any attachments to keep in your paper files. No matter how your system works, make sure you know how to save copies of all messages that you send to your instructor and that you save the copies for several months beyond the end of the course.

#### **XII. Technical knowledge:**

It is expected that you have basic Internet skills if you are in this course. Those skills include the ability to log in to the course web site and send and receive email with attachments. Also, you must be familiar with MS Word to complete the course and know how to save all assignments in RTF (rich text format). If you need to review any of the Internet basics, please go to the Microsoft site and brush up.

### ***XII. Student Commitment:***

You should allocate adequate time each week for reading the textbook and completing all online assignments. You are responsible for keeping up to date with all lessons and assignments. Hybrid courses take as much time (and sometimes more) to complete successfully as traditional courses, so please plan accordingly. ***Our traditional courses meet on campus 3 hours per week with an additional 5 to 6 hours of outside work per week.*** Therefore, you need to be able to commit at least 6 hours per week to this course in order to be successful.

Attendance will be taken for every class meeting. The method by which attendance is taken will be determined by the faculty member and clearly outlined in the class syllabus.

Regular and prompt class attendance is expected of every student. A student's absence means that the student is not able to participate in the class.

### ***XIII. Time Management:***

The tentative schedule contains all assignments and deadlines in detail so you can plan ahead. Expect to spend three hours on preparation and learning assignments for every semester credit hour. Since this class is a 3 credit hour class, expect to spend about 9 hours out of class on assignments for a total of about 12 hours per week to obtain a good grade in class. Please combine the course schedules of all your classes, create your own study schedule and then stick to it.

### ***XIV. Preparation for Computer Emergencies:***

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer that you can use when/if your personal computer crashes.

Server problems: When the Blackboard or MSL server needs downtime for maintenance, the Blackboard or MSL administrator will post an announcement in your course informing you of the time and the date. If the server experiences unforeseen problems, your course instructor will send an email.

Complete Loss of Contact: If you lose contact with me completely (i.e., if you cannot contact me via Blackboard or email), please contact me by telephone and explain the reason you cannot contact me and leave me a way to contact you.

Lost/Corrupt/Disappeared files: You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., Blackboard server crash or virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no "downtime" regarding the timeline for submission.

### ***XV. Course Policies: Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline:***

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are

attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

**a. Cheating:**

“Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test; possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”; using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; collaborating with or seeking aid from another student for an assignment without authority; substituting for another person, or permitting another person to substitute for one's self, to take a test; and falsifying research data, laboratory reports, and/or other records or academic work offered for credit.”

**b. Plagiarism:**

“Means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.”

**c. Collusion:**

“Means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.”

**XVI. Attendance Policy: Policy on Tardiness and Missing Class Sessions:**

To expand your proficiency in a language, you must be present in class so as to engage in active practice there. Good attendance is a course requirement. Therefore, if you are absent an excessive number of times during the drop period—from the first day after the end of late registration through the last day for faculty to drop students—your instructor will drop you from the course. Here are the rules:

1. For classes that meet **twice a week (MW or TR)** you will be immediately dropped from a class after you've been absent **two classes in a row** or you will be immediately dropped after you've been accumulated a **total of six hours of sporadic absences** during the semester (equivalent to four absences).

Once the last day for faculty to drop students has come and gone, your instructor will not drop you, but can and will lower your grade in the course as per the following absence-based table:

<u>Total number of unexcused absences over the entire semester</u>	
<u>Points by which your course grade will be lowered</u>	
4 absences	2 points
5 absences	4 points
6 absences	6 points
7 absences	8 points

Late arrivals and early departures also carry penalties for purposes of dropping or lowering the course grade: two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence. If you arrive late to class it is your responsibility to tell your instructor at the end of the class period that you arrived late but that you were indeed present, for if you don't, it's possible he or she will mark you absent. Exceptions to the above-stated policies are only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documentary proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentary proof of hospitalization must be provided on the day you return to class. ***Babysitting, work schedule changes, personal problems, unexpected events, work load are not exceptions for this attendance policy***

**Your instructor can also drop you for lack of effort. If you bring your computer, tablet or phone to class, please use them for learning purposes and not for other personal reasons such as texting, e-mail, messenger, etc.**

**XVII. Students with any type of disabilities:**

Students that require any type of accommodations should get in touch with The Center for Accommodations and Support Services (CASS) during the first week of classes or as soon as possible after they learn that they need special accommodations.

CASS aspires to provide students with disabilities accommodations and support services to help them pursue their academic, graduation and career goals: Union East 106, 747-5148 or [cass@utep.edu](mailto:cass@utep.edu).

The University of Texas at El Paso (UTEP) is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Therefore, it is the policy of UTEP that the campus makes services available for any student who, through a recent assessment, can document a disability. It's the responsibility of the student to inform the instructor about these accommodations.

**XVIII. Determination of course grade:**

Homework and My Spanish Lab \_\_\_\_\_ 20%

This includes all assignments from the textbook and its workbook (electronic and/or printed edition), along with any other work that your instructor may assign. Homework is not accepted late. If you are absent on any given day, please contact your instructor or a classmate to find out what work was assigned, but a good source of the homework is your calendar, depicted in this syllabus, and your My Spanish Lab page. Exception for late homework work: The following are the only conditions under which a late homework assignment will be accepted: you were absent because of a medical emergency requiring hospitalization; you were on jury duty; you were attending the funeral of an immediate member of your family; you were away on official UTEP business. Documentary proof of any of the above must be provided before or immediately after the fact. The course calendar—the last page of this syllabus—gives you a general idea of what parts of the textbook and workbook are going to be covered on any particular day; you must therefore read the course calendar very carefully. All the homework assignments that you turn in will receive full credit provided that they are complete and also handed in on time. Incomplete assignments receive only partial credit.

Writing Assignmentss \_\_\_\_\_ 5%

You are expected to write written assignments during the semester. Each assignment is to follow the guidelines that your instructor provides. All assignments must be typed and must be turned in by the scheduled date. Every time you turn in late work, your instructor will give you partial credit for that. Rubrics will be used to evaluate your written compositions.

Chapter exams and final exam \_\_\_\_\_ 75%

See the course calendar for dates of administration. Exams will be given at My Spanish Platform and you will have two hours to complete the exam. Exams will be opened for 48 hours. Once you have opened the exam you must complete it. Please note: There are NO "make-ups." Your course grade will be determined as follows:

Three chapter exams, each counting 15% for a total of 45% and a final exam that counts 15%. Oral exam is 15%:

Exam 1 .....	15%
Exam 2 .....	15%
Exam 3 .....	15%
Comprehensive Final exam ...	15%
Oral Exam .....	15%
Total .....	<b>75%</b>

**XIX. Final Exam:**



Final exam is given during *Finals Week*. See the course calendar for the date. **It is not possible to make up or drop the final exam.**

**XX. Grading scale:** The following scale applies to all graded components of this course:

A = 90.00-100.00; B = 80.00-89.99; C = 70.00-79.99; D = 65.00-69.99; F = 0.00-64.99.

**XXI. Sequence of Learning Activities:** Also see calendar on MSL for your homework

TTH		<b>SPRING 2019 Calendar for TTH 1301</b>
Enero 22		Introducción y bienvenida al curso. Introducción a MSL
Enero 24	Preliminar	Vocabulario: saludos (p. 2-7) (p.28-29)
Enero 29	Preliminar	Expresiones útiles para la clase. Los adjetivos de nacionalidad y los números (p. 8-16)
Enero 31	Preliminar	Vocabulario: en la clase. La hora y las estaciones. (p. 18-24)
Feb-5	Preliminar	Gustar y repaso de capítulo (p. 25-29)
Feb-7	Capítulo 1.	¿Quiénes somos? Vocabulario . Verbo tener (p. 30-36)
Feb-12	Capítulo 1.	Singular o plural, artículo definido. Masculino o femenino. Vocabulario (p. 37-40)
Feb-14	Capítulo 1.	Comunicación. Los posesivos. Descripciones (p. 41-48)
Feb-19	Capítulo 1.	Escucha y escribe (p.50-51) <b>Writing assignment 1: Act. 1.37</b>
Feb-21	<b>Examen 1.</b>	Cultura (p. 56-57) Repaso para examen 1
Feb-26	Capítulo 2.	La vida universitaria. La sala de clase y la conjugación. Vocabulario (p.64-74)
Feb-28	Capítulo 2.	Palabras interrogativas. La universidad (p. 72-82)
Mar-5	Capítulo 2.	Estar, las emociones y los deportes El verbo gustar (p. 83-91)
Mar-7	Capítulo 2.	Escucha y escribe. Cultura (p.96-98). <b>Writing assignment 2 : Act 2.39-2.40 (p.94))</b>
Mar-12	Capítulo 3.	Estamos en casa. Vocabulario (p. 104-108)
Mar-14	Capítulo 3.	Algunos verbos irregulares. Los muebles (p. 109-113)
Mar-26	Capítulo 3.	Los quehaceres de la casa. Expresiones con tener (p. 114-123)
Mar-28	<b>Examen 2</b>	Escucha y escribe. Cultura (p. 124-133) Repaso 2. <b>Writing assignment 3 : Act 3.40-3.41</b>
Apr-2	Capítulo 4.	Nuestra comunidad. Vocabulario (p 140-146)
Apr-4	Capítulo 4.	Saber y conocer. Verbos irregulares. Nuestras preferencias. El verbo ir (p. 147-157)
Apr-9	Capítulo 4.	Servicios voluntarios. Expresiones afirmativas y negativas. Ser vs estar (p. 158-166)
Apr-11	Capítulo 4.	Escucha y escribe. Cultura (p. 169-176) <b>Writing assignment 4: Act. 4.39-4.40</b>
Apr-16	Capítulo 5.	A divertirse. Vocabulario (p. 180-185)
Apr-18	Capítulo 5.	Los adjetivos demostrativos y el progresivo (p. 186-192)
Apr-23	Capítulo 5.	El mundo del cine. El pretérito. (p. 193-202)
Apr-25	Capítulo 5.	Los pronombres de objeto directo (p. 202-206)
Apr-30	<b>Examen 3.</b>	Escucha y escribir. Cultura (p.209-214) <b>Writing assignment 5: Act. ( 5.38-5.39)</b>
May-2	<u>Capítulo 6</u>	Repaso: Preliminar (p.219-226)
May-7	<u>Capítulo 6</u>	Repaso: Preliminar (p. 227-237)
May-9	<u>Capítulo 6</u>	Repaso: Preliminar (p. 227-237)

