Syllabus

SPAN 2302: Intermediate Spanish Two for Non-Native Speakers
CRN# 33909 (ONLINE)

MSL COURSE CODE: CRSKL86-789416

Course Instructor

Instructor: Lucia Sanchez Llorente
Schedule: Daily Class M to Th, 12-1:30 via Bb Coll/Zoom
Classes will be recorded
Email address: llsanchez2@utep.edu Please beware that my email is not @miners.utep.edu

Office hours: Send me a text to my cell-phone, and we can arrange a meeting

(915) 383-2709

Term: Spring 1 2020, from June 8th, to July 2nd.

All schedules are Mountain Time Zone
Course Description

Intermediate Spanish Two for Non-Native Speakers is a course emphasizing development of conversational and reading skills. The course is a review and continuation of grammar studies that began in Spanish 1301, 1302 and 2301. The course includes readings from contemporary sources.

Course Overview

You may be admitted to Spanish 2302 only if you have taken the Spanish Placement Test, if you have successfully completed Spanish 2301, or 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.

Credit Hours: 3

Prerequisite Courses: Spanish 2301 or SPT

Prerequisite Skills and Knowledge:

- Successful completion of Spanish 2301
- Completion of the Spanish Placement Test with direct placement into SPAN 2302
- Documented removal of the departmental approval requirement

Required Materials Course Textbook

- **Anda Intermedio** Second Edition Volume II by Audrey L Heining-Boynton and Glynis S Cowell College Custom Edition
- My Spanish Lab code for Anda Intermedio.(Included in the package)
- You must have a computer headset (microphone and earphone set)

Course Learning Outcomes

Upon completion of this course, you should be able to:

1. **Listening:** After completing Spanish 2302, the student will be able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, non-past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. The listener is aware of cohesive devices, but may not be able to use them to follow the sequence of thought in an oral text.
2. **Writing**: Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Write simple social correspondence, take notes, write cohesive summaries and résumés, as well as narratives and descriptions of a factual nature. Have sufficient writing vocabulary to express oneself simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of no alphabetic symbols. Good control of the morphology and the most frequently used syntactic structures (e.g., common word order patterns, coordination, subordination), but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

3. **Reading**: Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts, and misses some details. Comprehension derives not only from situational and subject matter knowledge, but from increasing control of the language. Texts at this level include descriptions and narrations, such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

4. **Speaking**: Able to satisfy the requirements of everyday situations, and routine school and work requirements. Can handle complicated tasks and social situations—such as elaborating, complaining, and apologizing—with confidence, but not with facility. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution, which arises from vocabulary or syntactic limitations, very often is quite successful, though some groping for words may still be evident. The advanced-level speaker can be understood without difficulty by native interlocutors.

**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, the student will be able to put the grammar to use in contextualized, communicative situations of the sort you’ll encounter in the class. 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. If you are prepared, you’ll find it easier to communicate in the target language. If you don’t understand a particular grammar point, ask your instructor.
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.

Course Technology

a. SPAN-2302 Requires the use of My Spanish Lab.
   i. Also, student needs UTEP Blackboard access

Technology Requirements

This course is presented in the Blackboard learning management system.

It is expected that you have basic Internet skills if you are in this course. Those skills include the ability to login 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.

To ensure your success in accessing your course materials and completing your assignments, it is recommended that you ensure your computer setup for this class meets the following minimum requirements:

b. Broadband Internet connection, such as cable or DSL

c. A modern computer (PC or Mac), no more than four years old, with the following minimum configuration:
   i. Processor: Dual-core or better, at least 2 GHZ
   ii. RAM: 2 GB or better
   iii. Operating System: Windows 7 or 8, or Mac OS X 10.3.9 or better

   1. Computer headset is recommended (microphone and earphone set).
   2. The hands-free option for your telephone will work in most cases.
iv.  RAM: 2 GB or better  

v.  Operating System: Windows 7 or 8, or Mac OS X 10.3.9 or better 

1.  Computer headset is recommended (microphone and earphone set).

**Tech Support**

The University of Texas at El Paso offers complete technical information and online help desk support at [http://at.utep.edu/techsupport/](http://at.utep.edu/techsupport/).

**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 MySpanishLab server needs downtime for maintenance, the Blackboard or MySpanishLab administrator will post an announcement in your course informing 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. you cannot contact me via Blackboard or email), please contact me through my cellphone: (915) 383-2709

1. **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 or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no “downtime” in regard to the timeline for submission. The hands-free option for your telephone will work in most cases.
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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”.
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 on line exercises.
• Spend time working outside class.
• Speak and listen the language every day.
• Do your regular homework from the textbook, workbook or any other assignments given by your instructor.
• Take exams or quizzes on time.
• Write a lot: writing assignments that include sentences and online workbook exercises.
• Log in regularly on both platforms Blackboard and MySpanishLab
• Have confidence in your ability to use the language expressing your ideas on a subject.
• Work effectively and productively with other students.

Textbook and Online Language Lab

• To register, please go to www.myspanishlab.com
• Enter your access code (included in your textbook)
• And then enter the following Course ID: CRSKL86-789416
• You can see the following videos to learn more about

http://www.youtube.com/watch?v=qZGkellIE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5
http://www.youtube.com/watch?v=bcO1_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5
My Spanish Lab is a new, nationally hosted online learning and assessment system for elementary 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 Student Activities Manual, an interactive version of the Anda student text, and all materials from the Anda 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 online 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.

All your materials will be online—the e-book and the interactive language lab—and you will have access to them for the semester. As soon as possible, enroll in this class at MySpanishLab. 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 directly on the web, please also check your Blackboard Announcements, and Home Page. 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.

If you need help registering for the MySpanishLab course/section, go to Pearson Customer Help. Click CHAT on the top toolbar. Fill in the form and click, SUBMIT. An instant messaging box will open and a technical support assistant will be able to help you with your specific issue.
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 daily basis, at least five times per week during the semester on MSL and BB.

**Module components**

Each module contains:

1. Learning Goals for the week.
2. An Activity Plan, which lists the assignments you need to complete to 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 dates are at 11:59 pm, unless otherwise indicated. 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.

**Time management**

The tentative schedule contains all assignments and deadlines in details 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 stick to it.

**Expectations and Policies**

**What to Expect from the Instructor**

The instructor will answer all email correspondence within 48 hours and will post graded assignments by Tuesday of the following week.

The instructor will monitor the Course Forum daily to answer questions about the course.

As well, the instructor has provided you with her cellphone.
Participation

Announcements: Students are responsible for reading any announcements posted to Course Announcements in the Communication Forum of the course. These may include changes in policy, due dates, assignment requirements, etc.

Assignment Due Dates and Grading: A week in this class is from Monday at 12:00 a.m. Mountain Time (which is when you will be able to access the weekly unit) to Sunday at 11:00 p.m. Mountain Time. Check the “Week at a Glance” for the weekly assignments and due dates. Please be sure to start your assignments early enough to complete them by the posted due dates. Schedule permitting, I will post grades by Tuesday morning of the following week.

Emails: You must use your UTEP email for everything in this class. When sending me an email, please use this format in the subject: SPAN 2302online-Your Name.

My policy is to respond to emails within 48 hours. However, I try to respond to emails as soon as I get them, so you probably will have a response sooner than the 48-hour response time. One exception is Sundays. If you email me on Sunday (or very late Saturday night), I probably will not respond until sometime on Monday. If you have questions on the material in the book or about the class in general, I highly recommend posting your questions in the Course Forum in the Communication Forum section of our course. Often, others will have the same question. Posting a question in the Course Forum allows for classmates to either answer or add to it. I will check the Course Forum several times a day (except Saturdays, and Sundays).

Online Courtesy: Students must engage in proper online courtesy. Please respect your fellow classmates and instructor. Even though we do not meet face-to-face, the same courtesies that are extended in a face-to-face learning environment are in place. Failure to engage in proper online courtesy will result in earning a zero for each assignment where the incident has occurred.

Effective Electronic Communication

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. In an online environment, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos can be difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. We all need to keep this in mind as we communicate.

Words in print may seem harmless, but they can emotionally injure us when working at a distance. Hence, we must be conscious of how we communicate while working at a distance and use good netiquette, that is, online communication etiquette. For example, your classmates may not know who is posting a comment, so clearly identify yourself when posting to a discussion
board. Furthermore, avoid using all capital letters in electronic communication as all caps come across as shouting.

The standard netiquette for participation in networked discussion requires that all comments focus on the topic at hand, without becoming personalized, and be substantive in nature. In other words, you certainly may disagree with others, but you must do so respectfully. You may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.

You can find more information on netiquette, the etiquette of Internet communication, at www.albion.com/netiquette.

**Academic Dishonesty Statement**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion.

- **Cheating** may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports.
- **Plagiarism** occurs when someone intentionally or knowingly represents another person’s words or ideas as his or her own.
- **Collusion** involves unauthorized collaboration with another person or group to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. You can fine more information in the UTEP *Handbook of Operating Procedures*, under the heading "Alleged Student Scholastic Dishonesty," and in the Regents’ Rules and Regulations.

**Attendance Policy: policy on Tardiness and Missing Class Sessions**

To expand your proficiency in a language, you must be consistent in the course so as to engage in active practice. Good consistency is a course requirement. Therefore, if you are not consistent, your instructor will drop you from the course. Here are the rules:

1. *If you miss to complete the exercises, quizzes, test, assignments or discussions for a period longer than two days in a week you will be immediately dropped from the class.*

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 to calendar days before the fact; documentary proof of hospitalization must be provided on the day you return to class.
Late Policy

The best way to prepare yourself for the next level of Spanish study is to complete all assignments in a timely manner. Only work submitted by the deadlines will receive credit. If you have special circumstances, bring them to the attention of your instructor immediately. Only in such special cases (such as a medical emergency or official university business) will exceptions be made. Points will be deducted for late submissions at the instructor’s discretion.

Library Information

Access the UTEP Library by visiting http://libraryweb.utep.edu/.

Disability Statement

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 make services available for any student who, through a recent assessment, can document a disability.

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit the office located in UTEP Union East, Room 106.

For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Earned</th>
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<tbody>
<tr>
<td>A</td>
<td>90%–100%</td>
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<tr>
<td>B</td>
<td>80%–89.99%</td>
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<tr>
<td>C</td>
<td>70%–79.99%</td>
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<tr>
<td>D</td>
<td>60%–69.99%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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</tbody>
</table>

Method of Evaluation

- 3 Exams, (10% each) 30%
- 1 Final Exam 15%
- My Spanish Lab (Assigned homework exercises) 20%
- 3 Oral and written responses 15%
- 3 Written Assignments (6.6% each) 20%

Total 100%

Final exam is given during *Finals Week*. See your *Course Calendar below for the date*. *It is not possible to make up or drop the final exam.*
Scope and Sequence of Learning Activities: It is very important to see Calendar of Activities on your MSL. All due dates are Mountain Time Zone.

<table>
<thead>
<tr>
<th>June 8 to June 14</th>
<th>Week 1</th>
<th>Learning Resources / Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Learning Objectives</strong></td>
<td><strong>Assignments/Assessments/Application</strong></td>
<td><strong>Study Chapter B on your e-textbook</strong></td>
</tr>
<tr>
<td>Chapter B is a review the basic vocabulary and grammar you already learned last semester in SPAN 2301.</td>
<td>My Spanish Lab (MSL) Assignments are due on Sunday, June 14, before 11:59 pm MountainTime Zone. MSL exercises are automatically graded by Pearson Platform. You have to finish all assigned exercises posted from June 8, to June 14, they belong to Chapters B and 7.</td>
<td>Study Chapter B on your e-textbook P. 268 – 299</td>
</tr>
<tr>
<td><strong>Chapter 7</strong> is about your community in your city or town. You will share with your classmates what you like or not from your town. You will learn how to use comparisons, and give instructions to get to a place in Spanish. You will learn a little about two Southern-American countries, Chile, and Paraguay.</td>
<td>Social Learning Discussion #1: Read and Listen to “Nota cultural”, P. 311. Write and post your comment on the Bb Discussion Forum. Then, choose and discuss this theme with 2 of your classmates, and give constructive feedback. (Please write all in Spanish.) Due date Friday at 6:00 pm.</td>
<td>Study Chapter 7 P. 301 – 339</td>
</tr>
<tr>
<td><strong>Writing Assignment Composition #1:</strong> P. 328 Compare and contrast the advantages and disadvantages between a big chain store, and a local store. Write 60 words, double space, one-inch margins, and use Arial #12. Send it via email to me by Sunday, June 14 before 11:59 pm.</td>
<td>Exam #1 Chapters B, and 7. Opens on this Friday at 3:00 pm Mountain Time Zone. Closes at 11:59 pm on this Sunday.</td>
<td>• Vocabulary describing stores and places in a city. • ¿Qué, quién, dónde? • Explanation of a dependent clause and an independent clause in one sentence. • Use of idiomatic phrases with indicative and subjunctive. (308-309) • How to give instruction to get to a place. • Vocabulary about items in stores. • Present Progressive. • Expressions with “How long ago”. • Expressions with “Hacer” • Chile y Paraguay</td>
</tr>
<tr>
<td>Weekly Learning Objectives</td>
<td>Assignments/Assessments/Applications</td>
<td>Learning Resources / Materials</td>
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<td><strong>Chapter 8</strong> will teach you</td>
<td><strong>My Spanish Lab (MSL) Assignments</strong> are due on Sunday, June 21, before 11:59 pm Mountain Time Zone. MSL exercises are automatically graded by Pearson Platform. You have to finish all assigned exercises posted from June 15, to June 21, they belong to Chapters 8 and 9.</td>
<td><strong>Study Chapter 8 P. 340 – 391</strong></td>
</tr>
<tr>
<td>how to compare professions</td>
<td><strong>Social Learning Discussion #2:</strong> P. 359</td>
<td>• Vocabulario: Profesiones</td>
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<tr>
<td>indicate actions in the future</td>
<td><strong>Writing Assignment Composition #2:</strong> P. 380</td>
<td>• El futuro. El condicional.</td>
</tr>
<tr>
<td>discuss what would happen in the future under certain conditions</td>
<td><strong>Exam #2:</strong> Chapters 8 and 9. Opens on this Friday at 3:00 pm Mountain Time Zone. Closes at 11:59 pm on this Sunday.</td>
<td>• Vocabulario: La entrevista</td>
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<td>identify people with different professions</td>
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<td>• Futuro perfecto. Condicional perfecto.</td>
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<td><strong>Chapter 9</strong></td>
<td><strong>Futuro perfecto. Condicional perfecto.</strong></td>
<td>• Cultural note on Argentina and Uruguay.</td>
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<td>Is about</td>
<td></td>
<td><strong>Study Chapter 9 P. 392 – 418</strong></td>
</tr>
<tr>
<td>sharing information about visual arts and handcrafts</td>
<td><strong>Social Learning Discussion #2:</strong> P. 359</td>
<td>• Vocabulario: La expresión artística.</td>
</tr>
<tr>
<td>describe aspects of visual arts, music, theater, and handcrafts</td>
<td><strong>Writing Assignment Composition #2:</strong> P. 380</td>
<td>• Repaso del subjuntivo.</td>
</tr>
<tr>
<td>discuss possible actions in the present and the future</td>
<td><strong>Exam #2:</strong> Chapters 8 and 9. Opens on this Friday at 3:00 pm Mountain Time Zone. Closes at 11:59 pm on this Sunday.</td>
<td>• Vocabulario: La artesanía.</td>
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<td>get acquainted with art, artists, and artisans of the Hispanic world, in particular from Perú, Bolivia, and Ecuador.</td>
<td></td>
<td>• Vocabulario: Música y teatro.</td>
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<td></td>
<td></td>
<td>• Cláusulas con “si”.</td>
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<td></td>
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<td>• Nota cultural: Perú, Bolivia y Ecuador.</td>
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### June 22 to June 28

#### Chapters 10, and 11

<table>
<thead>
<tr>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Applications</th>
<th>Learning Resources / Materials</th>
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<tr>
<td><strong>Chapter 10</strong></td>
<td><strong>My Spanish Lab (MSL) Assignments</strong> are due on Sunday, June 22, before 11:59 pm Mountain Time Zone. MSL exercises are automatically graded by Pearson Platform. You have to finish all assigned exercises posted from June 22, to June 28, they belong to Chapters 10 and 11. <strong>Social Learning Discussion #3:</strong> P. 359 Listen and read “Fundación Natura Colombia,” (P.450). Answer question1. Share on the discussion Forum, and give feedback to two of your classmates. (Please write all in Spanish.) Due date Friday at 6:00 pm. <strong>Writing Assignment Composition #3:</strong> P. 468 Follow instructions, and write a project you are convinced that may improve the environment. Write 60 words, double space, one-inch margins, and use Arial #12. Send it via email to me by Sunday, June 28 before 11:59 pm. <strong>Exam #3:</strong> Chapters 10 and 11. Opens on this Friday at 3:00 pm Mountain Time Zone. Closes at 11:59 pm on this Sunday.</td>
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<td><strong>Chapter 11</strong></td>
<td><strong>Study Chapter 10 P. 438 – 479</strong></td>
<td><strong>Study Chapter 11 P. 480 – 83</strong></td>
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<td></td>
<td>• Vocabulario: El medio ambiente</td>
<td>• Vocabulario: El cuerpo humano</td>
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<td></td>
<td>• Expresiones con “siempre, nunca, a veces, casi siempre”</td>
<td>• Partes internas del cuerpo</td>
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<td></td>
<td>• El imperfecto del subjuntivo</td>
<td>• Partes externas del cuerpo</td>
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<td>• El pasado perfecto</td>
<td>• Palabras para describer síntomas al doctor</td>
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<td></td>
<td>• Vocabulario: Animales</td>
<td>• Cómo sugerir tratamientos y toma de medicinas</td>
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<td>• Cláusulas con “si”</td>
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<tr>
<td>June 29 to July 2</td>
<td>Week 4</td>
<td>Review and Final Exam</td>
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<tr>
<td><strong>Weekly Learning Objectives</strong></td>
<td><strong>Assignments/Assessments/Applications</strong></td>
<td><strong>Learning Resources / Materials</strong></td>
</tr>
<tr>
<td>On Monday, June 29, we will have a final review in ZOOM for your last exam. I will answer all your doubts.</td>
<td>No more assignments this week No more applications this week</td>
<td>No new learning materials</td>
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<td><strong>Final Exam</strong> Opens from Monday, June 29, at 3:00 pm MTZ Closes on Thursday, July 2, at 11:59 pm</td>
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