Syllabus
SPAN 1302: Spanish Two for Non-Natives (CRN: 14654)

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Term: Fall 2020

Course Description
Elementary Spanish Two (1302) is a continuation of Spanish 1301, with the introduction of more complex elements of grammar; additional practice in the four basic skills: writing, listening, understanding and speaking.

Course Overview
You may be admitted to Spanish 1302 only if you have taken the Spanish Placement Test and have placed directly into SPAN 1302, or if you have contacted the Undergraduate Spanish Advisor to remove the departmental approval requirement. 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 Credit Hours
Prerequisite Courses: SPAN 1301 AND OR SPT
Prerequisite Skills and Knowledge:
Completion of the Spanish Placement Test with direct placement into SPAN 1302
Documented removal of the departmental approval requirement

Required Materials
Course Program

- **Contraseña: Your password to Foundational Spanish by Amy, Rossomondo and Gillian, Lord**
Contraseña is a completely mobile and digital immersive experience. There is no
required printed textbook.

- **LinguaMeeting**: online Spanish coaching sessions: 6 required 30 min sessions during the semester
- A good Spanish-English dictionary
- You must have a computer headset (microphone and earphones).

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

Course objectives according to ACTFL:

A. **Listening**: At the end of Spanish 1302, the students 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.

B. **Writing**: Students will be able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombination of learned vocabulary and structures into simple sentences on very familiar topics.

C. **Reading**: Students will be 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 must 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 handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic 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 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

- SPAN 1302 requires the use of Contraseña. Links to course materials and electronic resources for each week of class are located on the Contraseña website (LingroHub)
.
- Also student needs UTEP Blackboard access

Technology Requirements/ Knowledge
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:

- Broadband Internet connection, such as cable or DSL
- A modern computer (PC or Mac), no more than four years old, with the following minimum configuration:
- Processor: Dual-core or better, at least 2 GHZ
- RAM: 2 GB or better
- Operating System: Windows 7 or 8, or Mac OS X 10.3.9 or better
- Computer headset is recommended (microphone and earphone set).
- The hands-free option for your telephone will work in most cases.

Tech Support
The University of Texas at El Paso offers complete technical information and online help desk support at 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.

Complete Loss of Contact: If you lose contact with me completely (i.e. you cannot contact me via Blackboard or email), please contact me at my telephone (915) 790-7049 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" in regard to the timeline for submission.

Structure and sequence of Assessment and Learning activities

- You will be assigned a variety of activities from the Contraseña site, consisting of videos, grammar exercises, listening and writing practice, etc. You are responsible for completing all the assigned activities computer graded (3 attempts). The resulting grades of all activities assigned for each unit, and the grade for each unit project will be posted at the end of the semester in Blackboard (to help you know your current grade in the course). Keep in mind that direct access is open via Contraseña platform for current grade updates.

To learn how each Contraseña unit is organized, and the type of activities you will be completing review the table below.

Each unit in Contraseña is organized the same way!

On your own, you complete **independent preparation** for each section of a unit.

- In **Preparar**: you watch animated videos that explain concepts, read brief texts, and complete activities to check your comprehension.
- In *Aplicar,* you practice what you learned and complete self-checks.
- In *Comprobar, you* evaluate your learning.

The independent work prepares you for *Conversar (LinguaMeeting sessions),* the engaging pair and group activities (**communicative practice**) where you put the language you learned to use with your classmates and your LinguaMeeting coach.

Each unit begins with the **Unit Goal**: what you will accomplish by the end of the unit.

At the end of each unit, you create a *Proyecto*, a written or oral project. All projects are posted in an ePortfolio called LingroFolio, so your instructor and classmates can see and comment on your work. The activities throughout the unit prepare you to be able to complete the *Proyecto* successfully.

Learning Objectives appear at the top of each section to remind you what you will learn in that section and represent one of the pieces needed to complete the Proyecto.

 Contraseña: Proyecto

Preparar: Guided preparation for planning and organizing your proyecto.
Publicar: Instructions and tools to create your proyecto.
Comentar: Guidance on how to comment on your classmates' proyectos.
Reflexionar: Activities for reflection on your proyecto and what you've learned throughout the lesson.

- Because effective oral communication is one of the primary goals of the beginning Spanish sequence, and is often the primary goal of most beginning language students, there will be the following speaking task in order to develop and increase your proficiency.

LinguaMeeting (6 sessions required) This class includes a live Spanish language learning component— LinguaMeeting Conversation Sessions. This activity is an integral and mandatory part of the class. Students will sign up for (6) 30-minute individual or small group coaching sessions with a trained language coach from South America or Spain. Students will meet virtually using the LinguaMeeting website (http://linguameeting.com/). Students will need access to the web, a microphone, and a webcam.

These sessions are conversational in nature and are intended to be an opportunity to put into practice what students have been learning in Contraseña. They are not intended to be a "test" or tutorial of the grammatical aspects of class, but rather a time to practice students' listening

and speaking skills. The sessions are recorded and will be viewed by the instructor. Students should keep their notes from these sessions to be able to answer questions (in the Final exam) will be based on the knowledge they have gathered about their coach and his/her country during these sessions.

Module components

Each module contains:

1. Learning Goals for the Unit.
2. An Activity Plan, which lists the assignments you need to complete to master that Unit's goal and complete the project. The Activity Plan will assign exercises in Contraseña. Each exercise is assigned points. The final grade for these exercises will be determined by adding all points received for each activity completed. You are encouraged to complete additional exercises for further practice and review, but they will not be counted toward this portion of the grade. Contraseña is designed to provide immediate feedback and exercises can be completed three times. Therefore you can (and should) practice an activity before submitting it for credit. The due date varies but it will always be at 11:59 p.m. MST, 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 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 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 Messages daily to answer questions about the course. As well, the instructor has provided you with her personal cell phone number. You may text her, and she will respond to you (or call you back if requested) as soon as possible. Be sure to include your name and the course to which you belong when sending an email or text.

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 University email for everything in this class. When sending me an email, please use this format in the subject: SPAN 1302 online-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.

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 find 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 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 ten 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 makes 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.

Method of Evaluation

Contraseña Activities	25%
Contraseña Proyectos (6)	45%
LinguaMeeting (6)	15 %
Final Exam (IPA)	15%

Grading scale: The following decimal scale applies to all graded components of the course:

Letter Grade	Percentage Earned
A	90.00% - 100%
B	80.00% - 89.99%
C	70.00% - 79.99%
D	65.00% - 69.99%
F	0.00% - 64.99%

Final Proyecto is due during Finals Week. See the course calendar for the date. It is not possible to make up or drop the final proyecto.

Scope and sequence of learning activities: Also see Insights: Calendar in Contraseña for assigned activities.

Action Plan

	Unit	Learning Objectives, Resources, and Assignments	Assessments and Application
Aug 24	Unidad Getting Started	1. Create account, and login to Contraseña course 2. Familiarize yourself with Unit organization and the online model 3. Meet the cultural Collaborators 4. Review Navigation and Tech Tips 5. Read Syllabus and Due dates 6. Learn how to Complete assignments and proyectos 7. Register for your 6 Linguameeting sessions	Submit Getting Started! Readiness Quiz ● ¡Bienvenidos! ● How to use Contraseña ● Prepping your device ● ¡Antes de comenzar! ● ***Contact the course instructor*** **[Please send text first to arrange a phone call]** **DUE DATE: AUGUST 25 @1159PM MOUNTAIN TIME**
Aug 26	Unidad 10	**¿En qué estás trabajando?** Understand an ad about professionals in their workplace, Talk about professions, professional preparation, and functions, Explore and compare how some professions and jobs shape identities and gender roles in the Spanish-speaking world ESTRATEGIA DE COMPRENSIÓN: Escuchar Escuchar con propósito **Preparar** **Contraseña: Texto** Conectando talentos **Preparar** VOCAB I Las profesiones II Más profesiones **Preparar I** **Preparar II**	**Create or Update your Profile in LingroFolio Dashboard** Estrategia Escuchar Aplicar 10-1 to 10-2 Contraseña Texto Preparar Aplicar 10-1 to 10-2 Vocabulario Aplicar 10-1 to 10-9 Vocabulario Comprobar 10-11 **DUE DATE: AUGUST 27 @11:59 PM MT** **DUE DATE LINGUAMEETING HW ACTIVITY "ANTES DE LA SESIÓN": AUGUST 27 @1159PM MT**
Aug 28	Unidad 10	GRAMÁTICA I Present Progressive **Preparar I** II Preterite of irregular verbs **Preparar II** EXPLORACIÓN CULTURAL Las profesiones y los roles de género **Preparar** ESTRATEGIA DE PRODUCCIÓN: Hablar **Preparar** Pronunciación: Los sonidos p, t, y k **Preparar** Destreza: El uso efectivo de la lluvia de ideas	Gramática I Aplicar 10-1 to 10-9 Gramática I Comprobar 10-11 Gramática II Aplicar 10-12 to 10-15 Gramática II Comprobar 10-17 Exploración Aplicar 10-1 to 10-3 Pronunciación Aplicar 10-1 Destreza Aplicar 10-2 **Unidad 10 Proyecto [Imagined profession]** Preparar Publicar Comentar y Reflexionar **DUE DATE: AUGUST 30 @11:59 PM MT (HMK & PROYECTO)**

Aug 31	Unidad 11	**¿Qué ropa le recomiendas?** Understand and complete an interactive survey to determine your fashion preferences, Talk about clothes, accessories, and style, Explore and compare how and why some movements are empowering different body types in the Spanish-speaking world	
		ESTRATEGIA DE COMPRENSIÓN: Leer El uso efectivo de los elementos del texto para predecir información **Preparar**	Estrategia Leer Aplicar 11-1 to 11-2
		Contraseña: Texto Tu moda a tu manera **Preparar**	Contraseña Preparar Texto Aplicar 11-1 to 11-2
		VOCAB I La moda y la ropa II Los accesorios y los estilos **Preparar I** **Preparar II**	Vocabulario Aplicar 11-1 to 11-10 Vocabulario Comprobar 11-13 **DUE DATE: SEPTEMBER 2 @11:59 PM MT**
Sep 3	Unidad 11	GRAMÁTICA I Direct object nouns and pronouns **Preparar I**	Gramática I Aplicar 11-1 to 11-6 Gramática I Comprobar 11-8
		II Indirect object noun and pronouns **Preparar II**	Gramática II Aplicar 11-9 to 11-14 Gramática II Comprobar 11-17
		EXPLORACIÓN CULTURAL El movimiento body positive en el mundo hispano **Preparar**	Exploración Aplicar 11-1 to 11-3
		ESTRATEGIA DE PRODUCCIÓN: Escribir **Preparar** Ortografía: Las letras c, z y s	Ortografía Aplicar 11-1
		Preparar Destreza: El uso de la estructura y las gráficas	Destreza Aplicar 11-2 **Linguameeting #1** **DUE DATE: SEPTEMBER 6 @11:59 PM MT**
Sep 7	Unidad 12	**¿Cómo era ese lugar?** Understand a travel blog about ecotourism in Mexico, Talk about travel and the environment and use indefinite and negative words in Spanish, Explore and compare what environmental challenges and policies are needed in the Spanish-speaking world	
		ESTRATEGIA DE COMPRENSIÓN: Escuchar Tomar apuntes **Preparar**	Estrategia Escuchar Aplicar 12-1 to 12-2
		Contraseña: Texto El mochilero verde **Preparar**	Contraseña Texto Preparar Aplicar 12-1 to 12-2
		VOCAB I Los viajes y el medio ambiente II Palabras indefinidas y negativas **Preparar I** **Preparar II**	Vocabulario Aplicar 12-1 to 12-11 Vocabulario Comprobar 12-14 **DUE DATE: SEPTEMBER 9 @11:59 PM MT**

Sep 10	Unidad 12	GRAMÁTICA I The Imperfect Tense: Regular and Irregular forms **Preparar I** II Comparisons of Inequality and Equality **Preparar II** EXPLORACIÓN CULTURAL Desafíos ambientales en el mundo hispano **Preparar** ESTRATEGIA DE PRODUCCIÓN: Hablar **Preparar** Pronunciación: Los sonidos de la letra r **Preparar** Destreza: El uso de los modelos para preparar las presentaciones	Gramática I Aplicar 12-1 to 12-7 Gramática I Comprobar 12-10 Gramática II Aplicar 12-11 to 12-14 Gramática II Comprobar 12-16 Exploración Aplicar 12-1 to 12-3 Pronunciación Aplicar 12-1 to 12-2 Destreza Aplicar 12-3 ==DUE DATE LINGUAMEETING HW ACTIVITY "ANTES DE LA SESIÓN": SEPTEMBER 10 @1159PM MT== **Unidad 12 Proyecto [Ecotourism video]** Preparar Publicar Comentar y Reflexionar **LinguaMeeting # 2** **DUE DATE: SEPTEMBER 13 @11:59 PM MT**
Sep 14	Unidad 13	***¿Quién emigró a EEUU y por qué?*** Understand a fragment of a graphic novel about an immigrant to the United States, Talk about immigration and personal identity, Explore and compare immigration trends in the Spanish-speaking world ESTRATEGIA DE COMPRENSIÓN: Leer Los adverbios como pistas en la comprensión **Preparar** **Contraseña: Texto** Finita **Preparar** VOCAB I Finita II La inmigración **Preparar I** **Preparar II**	Estrategia Leer Aplicar 13-1 to 13-2 Contraseña Texto Preparar Aplicar 13-1 to 13-2 Vocabulario Aplicar 13-1 to 13-10 Vocabulario Comprobar 13-13 **DUE DATE: SEPTEMBER 16 @11:59 PM MT**
Sep 17		GRAMÁTICA I Demonstrative adjectives and pronouns **Preparar I** II Narrating in the past: preterite vs. imperfect **Preparar II** EXPLORACIÓN CULTURAL Tendencias de inmigración en el mundo hispano **Preparar** ESTRATEGIA DE PRODUCCIÓN: Escribir **Preparar** Las consonantes dobles en inglés y español **Preparar** Destreza: Cómo escribir diálogos	Gramática I Aplicar 13-1 to 13-7 Gramática I Comprobar 13-9 Gramática II Aplicar 13-10 to 13-12 Gramática II Comprobar 13-14 Exploración Aplicar 13-1 to 13-3 Ortografía Aplicar 13-1 Destreza Aplicar 13-2

				DUE DATE: SEPTEMBER 20 @11:59 PM MT
Sep 21	Unidad 14	**¿Qué pasaba cuando se creó la obra de arte?** Understand an authentic video from Argentina about the history of an art museum, Talk about art, artists, and museums and use the preterite and the imperfect to narrate sequences in the past, Explore and compare popular types of art in the Spanish-speaking world. ESTRATEGIA DE COMPRENSIÓN: Escuchar Escuchar para comprender **Preparar** **Contraseña: Texto** La historia del Museo de Arte Moderno de Buenos Aires, video (MAMBA) **Preparar** VOCAB I La historia del museo de Arte Moderno de Buenos Aires II Describir las obras de arte **Preparar I** **Preparar II**		Estrategia Escuchar Aplicar 14-1 Contraseña Texto Preparar Aplicar 14-1 to 14-2 Vocabulario Aplicar 14-1 to 14-10 Vocabulario Comprobar 14-13 **DUE DATE: SEPTEMBER 27 @11:59 PM MT**
Sep 28	Unidad 14	GRAMÁTICA I Narrating sequences in past **Preparar I** II Hace + time expressions **Preparar II** EXPLORACIÓN CULTURAL Expresiones artísticas y artistas populares en el mundo hispano **Preparar** ESTRATEGIA DE PRODUCCIÓN: Hablar **Preparar** Pronunciación: La letra n **Preparar** Destreza: Las notas como apoyo para preparar y dar presentaciones		Gramática I Aplicar 14-1 to 14-6 Gramática I Comprobar 14-9 Gramática II Aplicar 14-10 to 14-13 Gramática II Comprobar 14-16 Exploración Aplicar 14-1 to 14-3 Pronunciación Aplicar 14-1 Destreza Aplicar 14-2 <mark>**DUE DATE LINGUAMEETING HW ACTIVITY "ANTES DE LA SESIÓN": OCTOBER 1 @1159PM MT**</mark> **Unidad 14 Proyecto** Preparar Publicar Comentar y Reflexionar **LinguaMeeting # 3** **DUE DATE: OCTOBER 4 @11:59 PM MT**

Oct 5	Unidad 15	**¿Cómo hemos interpretado la historia?** Understand an authentic short story from Guatemala and its historical significance, Talk about literature and literary works, and use past participles as descriptive adjectives, Explore and compare the role of famous literary authors have had in government and intellectual life in the Spanish-speaking world. ESTRATEGIA DE COMPRENSIÓN: Leer El contexto histórico como apoyo para comprender el texto **Preparar** **Contraseña: Texto** *El eclipse* (Augusto Monterroso) **Preparar** VOCAB I El eclipse II Para analizar la literatura **Preparar I Preparar II**	Estrategia Leer Aplicar 15-1 to 15-2 Contraseña Texto Preparar Aplicar 15-1 to 15-2 Vocabulario Aplicar 15-1 to 15-10 Vocabulario Comprobar 15-13 **DUE DATE: OCTOBER 11 @11:59 PM MT**
Oct 12	Unidad 15	GRAMÁTICA I Past participles **Preparar I** II The perfect tenses **Preparar II** EXPLORACIÓN CULTURAL Escritores influyentes en el mundo hispano **Preparar** ESTRATEGIA DE PRODUCCIÓN: Escribir **Preparar** Ortografía: Las letras g y j **Preparar** Destreza: Cómo narrar una historia	Gramática I Aplicar 15-1 to 15-4 Gramática I Comprobar 15-7 Gramática II Aplicar 15-8 to 15-12 Gramática II Comprobar 15-15 Exploración Aplicar 15-1 to 15-3 Ortografía Aplicar 15-1 Destreza Aplicar 15-2 ==DUE DATE LINGUAMEETING HW ACTIVITY "ANTES DE LA SESIÓN": OCTOBER 15 @1159PM MT== **Unidad 15 Proyecto [Historical short story & analysis]** Preparar Publicar Comentar y Reflexionar **LinguaMeeting # 4** **DUE DATE: OCTOBER 18 @11:59 PM MT**
Oct 19	Unidad 16	**¿Cómo se interpretará el mensaje?** Understand an authentic short film from Spain about communication and personal relationships, Talk about communication and personal relationships, and use the future tense to talk about things that will and may happen, Explore and compare how technology is changing patterns of social interaction in the Spanish-speaking world. ESTRATEGIA DE COMPRENSIÓN: Escuchar Los mensajes de texto **Preparar** **Contraseña: Texto**	Estrategia Escuchar Aplicar 16-1 to 16-2 Contraseña Texto

		Yo tb tq **Preparar** VOCAB I Yo tb tq II Las relaciones personales **Preparar I** **Preparar II**	Preparar Aplicar 16-1 to 16-2 Vocabulario Aplicar 16-1 to 16-9 Vocabulario Comprobar 16-12 **DUE DATE: OCTOBER 25 @11:59 PM MT**
Oct. 26	Unidad 16	GRAMÁTICA I Future tense **Preparar I** II Conditional tense **Preparar II** EXPLORACIÓN CULTURAL La tecnología y comunicación en el mundo hispano **Preparar** ESTRATEGIA DE PRODUCCIÓN: Hablar **Preparar** Pronunciación: El uso adecuado de la entonación **Preparar** Destreza: Cómo crear un diálogo interesante	Gramática I Aplicar 16-1 to 16-5 Gramática I Comprobar 16-8 Gramática II Aplicar 16-9 to 16-12 Gramática II Comprobar 16-15 Exploración Aplicar 16-1 to 16-3 Pronunciación Aplicar 16-1 Destreza Aplicar 16-2 ==DUE DATE LINGUAMEETING HW ACTIVITY "ANTES DE LA SESIÓN": OCTOBER 29 @1159PM MT== **Unidad 16 [Los mensajes de texto]** Preparar Publicar Comentar y Reflexionar **LinguaMeeting # 5** **DUE DATE: NOVEMBER 1 @11:59 PM MT**
Nov 2	Unidad 17	**_¿Es necesario que que se exploren los estereotipos?_** Understand a news article from Mexico about changes in Mexicans' self-perceptions of national identify, Talk about identity and stereotypes, and use the impersonal and passive se to talk in general terms, Explore and compare what stereotypes are present in the Spanish-speaking world and in the United States. ESTRATEGIA DE COMPRENSIÓN: Leer Los hechos y las opiniones en un artículo periodístico **Preparar** **Contraseña: Texto** _La nueva definición de los mexicanos según los mexicanos (BBC Mundo)_ **Preparar** VOCAB I La nueva definición del mexicano II Los estereotipos **Preparar I** **Preparar II**	 Estrategia Leer Aplicar 17-1 to 17-2 Contraseña Texto Preparar Aplicar 17-1 to 17-2 Vocabulario Aplicar 17-1 to 17-10 Vocabulario Comprobar 17-13 **DUE DATE: NOVEMBER 8 @11:59 PM MT**

Nov 9	Unidad 17	GRAMÁTICA I Impersonal and passive se constructions **Preparar I**	Gramática I Aplicar 17-1 to 17-5 Gramática I Comprobar 17-8
		II Introduction to the subjunctive and impersonal expressions with ser **Preparar II**	Gramática II Aplicar 17-9 to 17-14 Gramática II Comprobar 17-17
		EXPLORACIÓN CULTURAL Los estereotipos en Estados Unidos y en el mundo hispano **Preparar**	Exploración Aplicar 17-1 to 17-3
		ESTRATEGIA DE PRODUCCIÓN: Escribir **Preparar** Ortografía: El corrector ortográfico	Ortografía Aplicar 17-1
		Preparar Destreza: Cómo expresar una opinión de manera explícita e implícita	Destreza Aplicar 17-2
			DUE DATE: NOVEMBER 15 @11:59 PM MT
Nov 16	Unidad 18	**¿Te sorprende que un poema pueda expresar la identidad?** Understand a poem by a Nuyorican poet and an analysis of the poem by a literary scholar, Talk about poems, literary analysis, and identity, use the subjunctive in nominal clauses to express doubt and denial, Explore and compare how the Latino community expresses its identities in the United States.	
		ESTRATEGIA DE COMPRENSIÓN: Leer Los elementos de un mensaje cohesivo **Preparar**	Estrategia Leer Aplicar 18-1 to 18-2
		Contraseña: Texto Nuyorican Tales (J.F Seary) Comentario literario **Preparar**	Contraseña Texto Preparar Aplicar 18-1 to 18-2
		VOCAB I Nuyorican Tales II La identidad **Preparar I** **Preparar II**	Vocabulario Aplicar 18-1 to 18-12 Vocabulario Comprobar 18-15
			DUE DATE: NOVEMBER 22 @11:59 PM MT
WEEK 14 Nov. 23- 27	NO CLASSES	**NOTE:** STUDENTS MAY REQUEST AN APPOINTMENT WITH PROFESSOR TO REVIEW THE MATERIAL COVERED & PREPARE FOR THE LAST PROYECTO.	N/A
Nov. 30	Unidad 18	GRAMÁTICA I Use of subjunctive in nominal clauses to express doubt and denial **Preparar I**	Gramática I Aplicar 18-1 to 18-6 Gramática I Comprobar 18-9
		II Subjunctive with nominal clauses of desire and emotion **Preparar II**	Gramática II Aplicar 18-10 to 18-15 Gramática II Comprobar 18-18
		EXPLORACIÓN CULTURAL Explore and compare how the Latino community expresses its identities in the United States **Preparar**	Exploración Aplicar 18-1 to 18-3

		ESTRATEGIA DE PRODUCCIÓN: Hablar y Escribir **Preparar** Pronunciación: La actuación de la poesía **Preparar** Destreza: Cómo editar un trabajo escrito	Pronunciación Aplicar 18-1 Destreza Aplicar 18-2 <mark>**DUE DATE LINGUAMEETING HW ACTIVITY "ANTES DE LA SESIÓN": DECEMBER 3 @1159PM MT**</mark> **Unidad 18 Proyecto [Latinx poem]** Preparar Publicar Comentar Reflexionar **LinguaMeeting # 6** **DUE DATE: DECEMBER 4 @11:59 PM MT**
Dec 7	Final	Final Exam	**FINAL EXAM WILL BE POSTED ON BLACKBOARD. SEE UNIVERSITY SCHEDULE**