

## Syllabus

**SPAN 2302:** Intermediate Spanish Two for Non-Native Speakers

**CRN# 19527**

**MSL COURSE CODE:** CRSKLES-651542

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### Course Instructor



**Instructor:** Viridiana Vidaña

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**Office hours:** TBA

**Term:** FALL 2018

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### 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** 3<sup>rd</sup> Edition Volume II by Audrey L Heining-Boynton and Glynis
- 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. **Listen:** 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. **Write:** 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 non-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. **Read:** 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. **Speak:** 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

- SPAN-2302 Requires the use of My Spanish Lab.
  - Also, student need 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:

- 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.

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 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, students 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**

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 online 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](http://www.myspanishlab.com)
- Enter your access code (included in your textbook)
- And then enter the following Course ID
- 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\\_FgESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5](http://www.youtube.com/watch?v=bcO1_FgESaA&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 Elemental* Student Activities Manual, an interactive version of the *Anda Elemental* student text, 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 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 thru WIMBA .

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](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.

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 minimum of three 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 is 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 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 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 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](http://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 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 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](mailto: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](http://www.sa.utep.edu/cass).

## Method of Evaluation

| Type                                       | Points    | Totals |
|--|-----------|--------|
| Exams (6)                                  | 70 points | 420    |
| Quizzes (8)                                | 10 points | 80     |
| My Spanish Lab (14)                        | 15 points | 210    |
| Discussions Responses Written and Oral (9) | 20 points | 180    |
| Written Assignments (5)                    | 22 points | 110    |
| <b>Total</b>                               | 100%      | 1000   |

## Grading Scale

| Letter Grade | Percentage Earned |
|--------------|-------------------|
| A            | 90%–100%          |
| B            | 80%–89.99%        |
| C            | 70%–79.99%        |
| D            | 60%–69.99%        |
| F            | < 60%             |

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.*

**Scope and sequence of learning activities:** *Also see calendar on MSL for your homework*

| Week 1: INTRODUCCIONES Y REPASOS |   |   |  |
|----------------------------------|---|---|--|
| Wk 1                             | Weekly Learning Objectives  | Assignments/Assessments/Application   | Learning Resources & Materials   |
|                                  | <p>1. Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</p> <p>2. Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</p> <ul style="list-style-type: none"> <li>• Physical appearance</li> <li>• Family descriptions</li> <li>• Sports</li> <li>• Pastimes</li> </ul> <p>3. Construct a more complex sentence and ask questions using the present perfect and the subjunctive to make requests and commands and to express desire.</p> <p>4. Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</p> <p>5. Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes, and institutions of the Spanish-speaking world.</p> | <p><b>MSL Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b></p> <p><b>Assessment (10 points)</b><br/><b>Quiz 1</b></p> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capítulo Preliminar B</b><br/>Capítulo Preliminar A and Repaso Capítulos 1–5</p> <p>Capítulo 1 Repaso (PP. 268-273)</p> <ul style="list-style-type: none"> <li>• El aspecto físico y la personalidad</li> <li>• Algunos verbos como gustar</li> <li>• Algunos estados</li> <li>• El presente perfecto de indicativo</li> <li>• La familia</li> </ul> <p>Capítulo 2 Repaso (PP. 274- 279)</p> <ul style="list-style-type: none"> <li>• Los deportes</li> <li>• Los mandatos de nosotros</li> <li>• Los pasatiempos</li> <li>• El subjuntivo</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Welcome Video</li> </ul> |

**Week 2: INTRODUCCIONES Y REPASOS**

| Wk 2 | Weekly Learning Objectives  | Assignments/Assessments/Application   | Learning Resources & Materials  |
|------|---|---|---|
|      | <p>1. Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</p> <p>2. Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</p> <ul style="list-style-type: none"> <li>• Construction of buildings</li> <li>• House related terminology</li> <li>• Celebrations and holidays</li> <li>• Gastronomy</li> <li>• Travel</li> <li>• Modes of transportation</li> <li>• Technology</li> </ul> <p>3. Construct a more complex sentence using the pluperfect, the present perfect subjunctive, and the subjunctive to express feelings, emotions, and doubt.</p> <p>4. Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</p> <p>5. Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes, and institutions of the Spanish-speaking world.</p> | <p><b>MSL Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b></p> <p><b>Assessment (10 points)</b><br/><b>Quiz 2</b></p> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capítulo Preliminar B</b><br/>Capítulo Preliminar A and Repaso Capítulos 1–5</p> <p>Capítulo 3 Repaso (PP. 279-287)</p> <ul style="list-style-type: none"> <li>• La construcción y sus alrededores</li> <li>• Los usos de los artículos</li> <li>• Dentro del hogar</li> <li>• El subjuntivo</li> <li>• Estar + participio pasado</li> </ul> <p>Capítulo 4 Repaso (PP. 287-291)</p> <ul style="list-style-type: none"> <li>• Las celebraciones</li> <li>• El pasado perfecto</li> <li>• La comida</li> <li>• El presente perfecto del subjuntivo</li> </ul> <p>Capítulo 5 Repaso (PP. 292-298)</p> <ul style="list-style-type: none"> <li>• Los viajes</li> <li>• Viajando por coche</li> <li>• Los pronombres que y quien</li> <li>• Las vacaciones</li> <li>• La tecnología/La informática</li> <li>• El subjuntivo con antecedentes indefinidos</li> <li>• Las acciones relacionadas con la tecnología</li> </ul> <p>Y por fin, como andas? Self-assessment (PP. 299)</p> |

**Week 3: BIENVENIDOS A MI COMUNIDAD**

| <b>WK 3</b> | <b>Weekly Learning Objectives</b>  | <b>Assignments/Assessments/Application</b>  | <b>Learning Resources &amp; Materials</b>  |
|-------------|--|---|--|
|             | <p>Demonstrate knowledge of shop related vocabulary in both written and spoken formats.</p> <p>Express uncertainty in time, place, manner, and purpose.</p> <p>Compare and contrast culturally representative apparel.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Discussion: (20 points)</b></p> <p>Your initial post is due before Wednesday at 11:00 p.m. Mountain Time.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources and vocabulary for Week 3 before beginning your assignment.</li> <li>• Tell us about your favorite specialty store.</li> <li>• Next, compare your favorite store with a department store.</li> <li>• Discuss the advantages and disadvantages of both types of stores.</li> <li>• Include things like price, quality, availability of products and convenience.</li> </ul> <p>Your response posts are due before Saturday at 5:00 p.m.:</p> <ul style="list-style-type: none"> <li>• Respond to at least two of your classmates' posts.</li> </ul> <p><b>Assessment (10 points)</b><br/><b>Quiz 3</b></p> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capítulo 7: Bienvenidos a mi comunidad</b><br/>(PP. 300- 315)</p> <ul style="list-style-type: none"> <li>• Algunas tiendas y algunos lugares en la ciudad</li> <li>• Repaso de ser y estar</li> <li>• El subjuntivo en cláusulas adverbiales</li> <li>• La ropa como símbolo cultural (Listen)</li> <li>• Un reportaje de televisión (Listen and answer questions.)</li> <li>• ¿Cómo andas? Self-assesment</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• El Subjuntivo</li> </ul> |

**Week 4: BIENVENIDOS A MI COMUNIDAD**

| WK 4 | Weekly Learning Objectives   | Assignments/Assessments/Application  | Learning Resources & Materials  |
|------|--|--|---|
|      | <p>Describe clothing and related vocabulary in both written and spoken formats.</p> <p>Formulate sentences referring to ongoing actions and actions occurring in the moment.</p> <p>Identify information about interesting stores, places, and products found in Chile and Paraguay.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Writing Assignment 1 (22 points)</b></p> <ul style="list-style-type: none"> <li>• Un artículo de opinión</li> </ul> <p>Instructions:<br/>Follow the directions on the handout provided by your instructor.</p> <p><b>Assessment (70 points)</b></p> <ul style="list-style-type: none"> <li>• Exam 1</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>(PP. 316- 339)</b></p> <ul style="list-style-type: none"> <li>• Algunos artículos en las tiendas</li> <li>• Repaso del presente progresivo</li> <li>• Expresiones con hacer</li> <li>• Perfiles: Unos diseñadores y creadores</li> <li>• Conversemos</li> <li>• Un artículo de opinión</li> <li>• ¿Cómo andas? Self-assesment</li> <li>• Vistazo Cultural</li> <li>• Cine/ Literatura</li> <li>• Y por fin, ¿cómo andas? Self-assesment</li> <li>• Vocabulary summary</li> </ul> |

**Week 5: LA VIDA PROFESIONAL**

| WK 5 | Weekly Learning Objectives  | Assignments/Assessments/Application   | Learning Resources & Materials   |
|------|---|---|--|
|      | <p>1. Use vocabulary related to professions and jobs in both written and spoken formats.</p> <p>2. Form verbs in the future and conditional tenses and use them in written and spoken context.</p> <p>3. Analyze the differences and similarities between proper etiquette for doing business in the Hispanic setting versus the United States.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Discussion: (20 points)</b></p> <p>Your initial post is due before Thursday at 6 p.m. Mountain Time.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources and vocabulary for Week 5 before beginning your assignment.</li> <li>• Tell us about the career/profession and/or occupation that you have chosen.</li> <li>• Explain briefly, why you chose that particular path.</li> <li>• Share with your classmates what skills; talents or abilities are needed in this field.</li> </ul> <p>Your response posts are due before Saturday at 6:00 p.m.:</p> <ul style="list-style-type: none"> <li>• Respond to at least two of your classmates' posts.</li> </ul> <p><b>Assessment (10 points)</b><br/><b>Quiz 4</b></p> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capitulo 8: La vida profesional (PP. 340- 362)</b></p> <ul style="list-style-type: none"> <li>• Algunas profesiones</li> <li>• Repaso: Los adjetivos</li> <li>• El futuro</li> <li>• Más profesiones</li> <li>• El condicional</li> <li>• La etiqueta del negocio hispano</li> <li>• Escucha: Una conversación entre colegas</li> <li>• ¿Cómo andas? Self-assesment</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• El futuro y el condicional</li> </ul> |

**Week 6: LA VIDA PROFESIONAL**

| WK 6 | Weekly Learning Objectives   | Assignments/Assessments/Application  | Learning Resources & Materials  |
|------|--|--|---|
|      | <p>1. Discuss different aspects of the business world in both written and spoken formats.</p> <p>2. Talk about what will have happened or what would have happened.</p> <p>3. Recount information about professions and the business world in Argentina and Uruguay.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Writing Assignment 2 (22 points)</b></p> <ul style="list-style-type: none"> <li>• Una carta de solicitud</li> </ul> <p>Instructions:<br/>Follow the directions on the handout provided by your instructor.</p> <p><b>Assessment (70 points)</b></p> <ul style="list-style-type: none"> <li>• Exam 2</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capitulo 8: La vida profesional (PP. 363-391)</b></p> <ul style="list-style-type: none"> <li>• Una entrevista</li> <li>• Repaso: los adjetivos demostrativos</li> <li>• El futuro perfecto</li> <li>• El mundo de los negocios</li> <li>• El condicional perfecto</li> <li>• Perfiles: El trabajo y los negocios</li> <li>• Conversemos</li> <li>• Una carta de solicitud</li> <li>• ¿Cómo andas? Self-assesment</li> <li>• Vistazo cultural</li> <li>• Cine/ Literatura</li> <li>• Y por fin, ¿cómo andas? Self -assessment</li> <li>• Vocabulary summary</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• El futuro perfecto y el condicional perfecto</li> </ul> |

**Week 7: LA EXPRESIÓN ARTÍSTICA**

| WK 7 | Weekly Learning Objectives   | Assignments/Assessments/Application   | Learning Resources & Materials   |
|------|--|---|--|
|      | <p>1. Identify handicrafts and their artisans and visual arts in both written and spoken formats.</p> <p>2. Develop language skills by recommending, suggesting, expressing volition, doubt, emotions, and uncertainty.</p> <p>3. Draw inferences about what you hear.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b></p> <p>Your initial post is due before Thursday at 6 p.m. Mountain Time.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 7 before beginning your assignment.</li> <li>• Think about any typical handcrafted item from a Hispanic country.</li> <li>• This can be something you may have in your home or something you have seen.</li> <li>• Describe the item using the new vocabulary you have learned in this chapter.</li> <li>• Take a picture of the item and upload it with your response.</li> <li>• Record your spoken description and post it in your initial post as if you were speaking to your classmates in person.</li> </ul> <p>Your response posts are due before Saturday at 6 p.m. Mountain Time.</p> <ul style="list-style-type: none"> <li>• Respond ORALLY to at least two of your classmates' posts.</li> <li>• Record your spoken responses and post them as if you were speaking to your classmates in person.</li> </ul> <p><b>Assessment (10 points)</b><br/><b>Quiz 5</b></p> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capitulo 9: La expresión artística (PP. 392- 409)</b></p> <ul style="list-style-type: none"> <li>• El arte visual</li> <li>• Repaso: La comparaciones de igualdad y desigualdad</li> <li>• Repaso del subjuntivo</li> <li>• La artesanía</li> <li>• Notas Culturales: El Museo del Oro en Bogotá, Colombia</li> <li>• Escucha: Un conversación entre familia de un concierto</li> <li>• ¿Cómo andas? Self-Assessment</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Repaso del subjuntivo</li> </ul> |

**Week 8: LA EXPRESIÓN ARTÍSTICA**

| <b>WK 8</b> | <b>Weekly Learning Objectives</b>   | <b>Assignments/Assessments/Application</b>  | <b>Learning Resources &amp; Materials</b>  |
|-------------|---|---|--|
|             | <p>1. Narrate events that take place in the world of music, theatre, cinema, and television, in both written and spoken formats.</p> <p>2. Explain possible actions in the present and future.</p> <p>3. Relate the differences and similarities amongst Peruvian, Bolivian, and Ecuadorian art, artists, and artisans.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Writing Assignment 3 (22 points)</b></p> <ul style="list-style-type: none"> <li>• Un cuento corto</li> </ul> <p>Instructions:<br/>Follow the directions on the handout provided by your instructor.</p> <p><b>Assessment (70 points)</b></p> <ul style="list-style-type: none"> <li>• Exam 3</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capitulo 9: La expresión artística (PP. 410-437)</b></p> <ul style="list-style-type: none"> <li>• La música y el teatro</li> <li>• Repaso: El superlativo</li> <li>• Clausulas condicionales de si (parte 1)</li> <li>• El cine y la televisión</li> <li>• Perfiles: El arte como expresión personal</li> <li>• Conversemos</li> <li>• Un cuento corto</li> <li>• ¿Cómo andas? Self-Assessment</li> <li>• Vistazo cultural</li> <li>• Cine/ Literatura</li> <li>• Y por fin, como andas? Self-assessment</li> <li>• Vocabulary summary</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Cláusulas condicionales de si</li> </ul> |

**Week 9: UN PLANETA PARA TODOS**

| WK 9 | Weekly Learning Objectives  | Assignments/Assessments/Application   | Learning Resources & Materials   |
|------|---|---|--|
|      | <p>1. Characterize the environment in both written and spoken formats.</p> <p>2. Construct sentences to specify prior recommendations, desires, doubts, and emotions.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b></p> <p>Your initial post is due before Thursday at 6 p.m. Mountain Time.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 8 before beginning your assignment.</li> <li>• Research endangered species in the United States.</li> <li>• Discuss what is being done to protect these species.</li> <li>• Upload a picture or a video clip of the endangered species.</li> <li>• Please be considerate of others and keep the posts PG rated.</li> </ul> <p>Your response posts are due before Saturday at 6 p.m. Mountain Time.</p> <ul style="list-style-type: none"> <li>• Respond ORALLY to at least two of your classmates' posts.</li> <li>• Record your spoken responses and post them as if you were speaking to your classmates in person.</li> </ul> <p><b>Assessment (10 points)</b></p> <ul style="list-style-type: none"> <li>• Quiz 6</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capitulo 10: Un planeta para todos (PP. 438-451)</b></p> <ul style="list-style-type: none"> <li>• El medio ambiente</li> <li>• Repaso: Las preposiciones y los pronombres preposicionales</li> <li>• El imperfecto de subjuntivo</li> <li>• El pasado perfecto de subjuntivo</li> <li>• Nota cultural: Fundacion Natura Colombia</li> <li>• Escucha: Un comentario de radio</li> <li>• Como andas? Self-assessment</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• El imperfect del subjuntivo y el pasado perfecto del subjuntivo</li> </ul> |

**Week 10: UN PLANETA PARA TODOS**

| WK 10 | Weekly Learning Objectives  | Assignments/Assessments/Application   | Learning Resources & Materials  |
|-------|---|---|---|
|       | <p>1. Develop an essay utilizing animal and geographical related vocabulary.</p> <p>2. State hypothetical or contrary-to-fact information.</p> <p>3. Form more complex sentences by sequencing temporal events.</p> <p>4. Summarize the differences and similarities amongst Colombian and Venezuelan conservation initiatives.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time.<br/>MySpanishLab assignments are graded.</p> <p><b>Writing Assignment 4 (22 points)</b></p> <ul style="list-style-type: none"> <li>• Un ensayo convincente</li> </ul> <p>Instructions:<br/>Follow the directions on the handout provided by your instructor.</p> <p><b>Assessment (70 points)</b></p> <ul style="list-style-type: none"> <li>• Exam 4</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capitulo 10: Un planeta para todos (PP. 452- 479)</b></p> <ul style="list-style-type: none"> <li>• Algunos animales</li> <li>• Repaso: El uso del infinitivo después de las preposiciones</li> <li>• Clausulas de si (parte 2)</li> <li>• Algunos términos geográficos</li> <li>• Perfiles: Algunas personas con una conciencia ambiental</li> <li>• Conversemos</li> <li>• Un ensayo convincente</li> <li>• ¿Cómo andas? Self-assessment</li> <li>• Vistazo cultural</li> <li>• Cine/Literatura</li> <li>• Y por fin, ¿cómo andas? Self-assessment</li> <li>• Vocabulary summary</li> </ul> |

**Week 11: HAY QUE CUIDARNOS**

| WK 11 | Weekly Learning Objectives   | Assignments/Assessments/Application  | Learning Resources & Materials   |
|-------|--|--|--|
|       | <p>1. Relay information about different parts of the human body, in both written and spoken formats.</p> <p>2. Relate impersonal information.</p> <p>3. Explain different methods of healthcare and treatment in the Hispanic world.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b></p> <p>Your initial post is due before Thursday at 6 p.m. Mountain Time.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 11 before beginning your assignment.</li> <li>• Have you played Simon says?</li> <li>• Provide at least three commands for your classmates.</li> <li>• Example: "Simón dice que te toques el pie."</li> </ul> <p>Your response posts are due before Saturday at 6 p.m. Mountain Time.</p> <ul style="list-style-type: none"> <li>• Respond ORALLY to at least two of your classmates' posts.</li> <li>• Record your spoken responses and post them as if you were speaking to your classmates in person.</li> </ul> <p><b>Assessment (10 points)</b></p> <ul style="list-style-type: none"> <li>• Quiz 7</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capitulo 11: Hay que cuidarnos</b><br/>(PP. 480- 498)</p> <ul style="list-style-type: none"> <li>• El cuerpo humano</li> <li>• Repaso: Los verbos reflexivos</li> <li>• La secuencia de los tiempos verbales</li> <li>• La atencion medica</li> <li>• La voz pasiva</li> <li>• Notas Culturales: La medicina tradicional o alternativa</li> <li>• Escucha: Un informe de radio</li> <li>• ¿Cómo andas? Self-assessment</li> </ul> |

**Week 12: HAY QUE CUIDARNOS**

| WK 12 | Weekly Learning Objectives  | Assignments/Assessments/Application  | Learning Resources & Materials   |
|-------|---|--|--|
|       | <p>1. Identify ailments and mention possible treatments in both written and spoken formats.</p> <p>2. Utilize the pronoun <i>se</i> in a variety of grammatical situations.</p> <p>3. Differentiate healthcare topics in Cuban, Puerto Rican, and Dominican cultures.</p> | <p><b>SAM Assignments (15 points)</b><br/>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded</p> <p><b>Writing Assignment 4 (22 points)</b></p> <ul style="list-style-type: none"> <li>• Un gui3n de cortometraje</li> </ul> <p>Instructions:<br/>Follow the directions on the handout provided by your instructor.</p> <p><b>Assessment (70 points)</b></p> <ul style="list-style-type: none"> <li>• Exam 5</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials</b></p> <p><b>Capitulo 11: Hay que cuidarnos (PP. 499- 527)</b></p> <ul style="list-style-type: none"> <li>• Algunos sntomas, condiciones y enfermedades</li> <li>• Repaso: Las expresiones afirmativas y negativas</li> <li>• El se inocente</li> <li>• Subjuntivo: Repaso general</li> <li>• Perfiles: Algunas personas innovadoras en el campo de la medicina</li> <li>• Conversemos</li> <li>• Un gui3n de cortometraje</li> <li>• ¿C3mo andas? Self-assessment</li> <li>• Vistazo cultural: La medicina y la salud en Cuba, Puerto Rico y la Republica Dominicana</li> <li>• Cine/Literatura</li> <li>• Y por fin, ¿c3mo andas? Self-assessment</li> <li>• Vocabulary summary</li> </ul> |

| WK 13 | Weekly Learning Objectives   | Assignments/Assessments/Application<br><i>(Indicate how this will demonstrate achievement of the objectives. List alignment to objectives.)</i>  | Learning Resources & Materials<br><i>(Indicate how this will demonstrate achievement of the objectives. List alignment to objectives.)</i>  |
|-------|--|--|---|
|       | <p>1. Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</p> <p>2. Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</p> <ul style="list-style-type: none"> <li>• Shop and clothing related vocabulary</li> <li>• Professions and business world</li> <li>• Art, music, theatre, cinema, and television related vocabulary</li> </ul> <p>3. Construct a more complex sentence and ask questions using the subjunctive, the progressive tenses, the future, the conditional, the future perfect, and the conditional perfect of regular and irregular verbs.</p> <p>4. Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</p> <p>5. Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes, and institutions of the Spanish-speaking world.</p> | <p><b>SAM Assignments (15 points)</b><br/>MySpanishLab assignments are due on Sunday before 11:59 p.m. Mountain Time. MySpanishLab assignments are graded</p> <p><b>Discussion: Oral response required (20 points)</b><br/>Your initial post is due before Thursday at 6 p.m. Mountain Time.<br/><br/>Your response posts are due before Saturday at 6 p.m. Mountain Time.</p> <p><b>Assessment (10 points)</b></p> <ul style="list-style-type: none"> <li>• Quiz 8</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials (PP. 528-544)</b></p> <ul style="list-style-type: none"> <li>• Repaso de Capítulo 7</li> <li>• Repaso de Capítulo 8</li> <li>• Repaso de Capítulo 9</li> </ul> |

**Week 14: Y POR FIN, ¡LO SÉ!**

| WK 14 | Weekly Learning Objectives   | Assignments/Assessments/Application  | Learning Resources & Materials  |
|-------|--|--|---|
|       | <p>1. Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</p> <p>2. Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Animals</li> <li>• Geographical terminology</li> <li>• The human body</li> <li>• Medical related vocabulary</li> </ul> <p>3. Construct a more complex sentence and ask questions using the past subjunctive, pluperfect subjunctive, if clauses, and proper sequencing of temporal events.</p> <p>4. Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</p> | <p><b>SAM Assignments (15 points)</b></p> <p>MySpanishLab assignments are due on Sunday before 11:59p.m. Mountain Time. MySpanishLab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b></p> <p>Your initial post is due before Thursday at 6 p.m. Mountain Time.</p> <p>Your response posts are due before Saturday at 6 p.m. Mountain Time.</p> <p><b>Assessment (70 points)</b></p> <ul style="list-style-type: none"> <li>• Exam 6</li> </ul> | <p><b>Readings, PowerPoints, &amp; Interactive Materials (PP. 545-555)</b></p> <ul style="list-style-type: none"> <li>• Repaso de Capítulo 10</li> <li>• Repaso de Capítulo 11</li> <li>• Repaso: Un poco de todo</li> <li>• Y por fin, ¿cómo andas? Self-assessment</li> </ul> |

\*subject to change