

# Syllabus

*SPANISH 2301*

<b>Course Prefix and Number:</b>	Spanish 2301      CRN #22621
<b>Course Title:</b>	Spanish 2301: Intermediate Spanish One for Non-Natives
<b>Course Schedule:</b>	From January 21, 2020 to May 07, 2020
<b>Course: Location/Times</b>	Room: MAIN 214 / TR / 900-1020 am
<b>Required Course Access:</b>	Links to course materials and electronic resources for each week of class are located on the <a href="#">myspanishlab</a> <small>UTEP</small> Code: <b>CRSKLSS-772166</b> Also student needs UTEP Blackboard access
<b>Instructor's Name:</b>	Viridiana Vidaña
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<b>University E-mail Address:</b>	vvidana@utep.edu
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<b>Availability:</b>	Hours: F2F Tuesday's: 1030am – 11:30 am, VIRTUAL Friday's: 800am-1100am or by appointment.

## Welcome!

Hello class, my name is Viridiana Vidaña. I will be your instructor for the next weeks. I am looking forward to a fun and interactive 16 weeks of Spanish. If you have any questions about the syllabus, please feel free to ask me.

### ***I. Required texts:***

1. ***Anda Intermedio*** 3<sup>RD</sup> Edition by Audrey L Heining-Boynton and Glynis Cowell
2. *My Spanish Lab* code for ***Anda Intermedio*** (Included in the package).

This volume can be purchased at the UTEP Bookstore. You can not buy a used edition of the book because you will need the access code for My Spanish Lab. **Please do not try to buy a used** book because you will end up paying more for your materials. You must bring the book to class every time we meet.

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

**Student at the end of the semester will be able to master the following language areas:**

**1. Listening:** Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

**2. Writing:** Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

**3. Reading:** Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. You may have to read material several times for understanding.

**4. Speaking:** Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

## ***III. Description:***

Intermediate Spanish One for Non-Native Speakers is a course emphasizing development of conversational and reading skills. The course is a review and

continuation of grammar studies begun in Spanish 1301 and 1302. The course includes readings from contemporary sources.

#### **IV. Methodology:**

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

“No entiendo”	(‘I don’t understand’)
“¿Cómo se dice _____ en español?”	(‘How do you say _____ in Spanish?’)
“¿Qué quiere decir _____?”	(‘What does _____ mean?’).

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

Grammar is indeed important, but if all you do is grammar drills you'll never learn to speak the language. Instead, the student will be able to put the grammar to use in contextualized, communicative situations of the sort you'll encounter in the classroom. Although mechanical practice is necessary, it shouldn't dominate class time, which must be spent communicating in Spanish. To practice the grammar in class, please study the assigned pages of the textbook before you come to class. If you arrive prepared, you'll find it easier to communicate in the target language. If you don't understand a particular grammar point, ask your instructor.

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

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

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

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

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

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

- Have a good knowledge of the vocabulary studied in the course.
- Prepare daily preparation for class: both from the book and on line exercises.
- Spend time working outside class.
- Speak and listen to the language (in and out of class) 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.
- Attend class regularly and on time.
- Have confidence in your ability to use the language expressing your ideas on a subject.
- Work effectively and productively with other students.

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

- To register, please go to [www.myspanishlab.com](http://www.myspanishlab.com)
- Enter your access code (included in your textbook)
- And then enter the following Course ID: **CRSKLSS-772166**
- You can see the following videos to learn more about MSL:

<http://www.youtube.com/watch?v=qZGkelldE3Y&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 Intermedio* Student Activities Manual, an interactive version of the *Anda Intermedio student* text, and all materials from the *Anda Intermedio* 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.

## **X. 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.

## **XI. Course Policies:**

1. Only work submitted by the deadlines will receive credit. You must complete all assignments on time. No late work of any kind will be accepted. The best way to prepare yourself for the next level of Spanish study is to complete all assignments in a timely manner. Using unauthorized help or methods in completing the activities is not a good idea. Not only is it unethical, you will be putting yourself at a great disadvantage in upper-level courses if you have not mastered the material in SPAN 2301.
2. No extra-credit assignments are available.
3. No make-up exams will be given without a prompt, valid excuse. If approved, the make-up exam must be scheduled immediately.
4. Due to the nature of the course, communication between you and your instructor is crucial. You must check your e-mail, MSL and the Blackboard announcements regularly.
5. If you have special circumstances, bring them to the attention of your instructor immediately.

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

It is extremely important for you to save copies of any messages you send to your instructor via e-mail. If your instructor doesn't receive your message, you must have a

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

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

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

### ***XIII. Student Commitment:***

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

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

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

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

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

Server problems: When the Blackboard or MSL server needs downtime for maintenance, the Blackboard or MSL administrator will post an announcement in your course informing

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.

### ***XV. 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.

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

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

#### ***a. Cheating:***

“Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;

possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;

using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either

in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;

collaborating with or seeking aid from another student for an assignment without authority;

substituting for another person, or permitting another person to substitute for one's self, to take a test; and

falsifying research data, laboratory reports, and/or other records or academic work offered for credit”

***b. Plagiarism:***

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

***c. Collusion:***

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

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

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

1. For classes that met twice a week (MW or TR)- you will be immediately dropped from the class after you have been absent two times in a row or after you have accumulated a total of six hours of sporadic absences during the semester (equivalent to four absences).
2. For classes that met once a week- you will be immediately dropped from the class after you have been absent two times during the semester.

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

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

Late arrivals (15 minutes) and early departures (15 minutes) also carry penalties for purposes of dropping or lowering the course grade: two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence. If you arrive late to class, it is your responsibility to tell your instructor at the end of the class period that you arrived late but that you were indeed present, for if you don't, it's possible he or she will mark you absent. Exceptions to the above-stated policies are only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documentary proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentary proof of hospitalization must be provided on the day you return to class. **Babysitting, work schedule changes, personal problems, unexpected events, workload are not exceptions for this attendance policy**

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

### ***XVIII. Students with any type of disabilities:***

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

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

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

### ***XIX. Social learning: Discussions***

In this course, activities are designed to engage you with your classmates and with your instructor in authentic-purposeful social interaction in which culture will be key. You will be able to engage by creating projects/written assignments within the BB platform (posted under discussions) in which the whole class will be able to participate all while

experiencing, reflecting, analyzing and applying corresponding chapter themes/activities in different contexts.

**XX. Determination of course grade:**

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

This includes all assignments from the textbook and its workbook (electronic and printed edition), along with any other work that your instructor may assign. Late homework is not accepted. If you are absent on any given day, please contact your instructor or a classmate to find out what work was assigned but a good source of the homework is your calendar, depicted in this syllabus, and the *My Spanish Lab* page.

Exception for late homework

The following are the only conditions under which a late homework assignment will be accepted: you were absent because of a medical emergency requiring hospitalization; you were on jury duty; you were attending the funeral of an immediate member of your family; you were away on official UTEP business. Documentary proof of any of the above must be provided before or immediately after the fact. The course calendar—the last page of this syllabus—gives you a general idea of what parts of the textbook and workbook are going to be covered on any particular day; you must therefore read the course calendar very carefully. All the homework assignments that you turn in will receive full credit provided that they are complete and also handed in on time. Incomplete assignments receive only partial credit.

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

You are expected to complete the assigned written assignments during the semester. Each assignment is to follow the guidelines that your instructor provides. All assignments must be typed and must be turned in by the scheduled date. Rubrics will be used to evaluate your written compositions.

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

See the course calendar for dates of administration. Exams will be administered online (either in MSL or BB) as indicated by your instructor and you will have two hours to complete them. Exams will be open for 48 hours. Once you have opened the exam you must complete it. Please note: There are NO “make-ups.” Your course grade will be determined as follows:

Three chapter exams, each counts 15% for a total of 45% and a final exam that counts 15% plus an oral portion that counts for an additional 15%- totaling 75%.

Exam 1 .....	15%
Exam 2 .....	15%

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

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

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

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

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

Spanish 2301 TTH		
JAN. 21	Para empezar	Introducción al curso. Vocabulario: los adjetivos (p. 2-10)
JAN. 23	Para empezar	El presente indicativo (p.11-12)
JAN. 28	Para empezar	Los verbos irregulares (p.19-22)
JAN. 30	Para empezar	Ser y estar. Gustar (p. 23-32)
FEB. 4	Capítulo 1.	Así somos. Verbo gustar. Vocabulario (p. 34-43)
FEB. 6	Capítulo 1.	Nota cultural. Comunicación (p. 44-50)
FEB. 11	Capítulo 1.	El presente perfecto (p. 51-56)
FEB. 13	Capítulo 1.	La familia. A escribir (p. 57-67) <b>Writing assignment 1</b> : Act. 1.39-1.40
FEB. 18	<b>Examen 1</b>	El tiempo libre. Algunos deportes. (P.78-79) Vocabulario. (p. 116-117)
FEB. 20	Capítulo 2.	Los mandatos con nosotros (p. 85-92)
FEB. 25	Capítulo 2.	Algunos pasatiempos (p. 93-97)
FEB. 27	Capítulo 2.	El subjuntivo para pedidos, mandatos y deseos (p.101-103)
MAR. 3	Capítulo 2.	Conversemos y escribe. (p. 104-106) <b>Writing assignment 2</b> : Act. 2.39-2.40
MAR. 5	Capítulo 3.	Hogar dulce hogar. El participio pasado (118-127) Vocabulario (p. 154-155)
MAR. 10	Capítulo 3.	El mejoramiento de casa. Dentro del hogar (p. 128-135)
MAR. 12	Capítulo 3.	El subjuntivo para expresar sentimientos (p. 136-138)
MAR. 16-20	<b>NO CLASS</b>	<b>SPRING BREAK</b>
MAR. 24	Capítulo 3.	El subjuntivo para expresar sentimientos (p. 139-141)
MAR. 26	<b>Examen 2</b>	Conversemos y escribe. <b>Writing Assignment 3</b> (p. 142-147) Act. 3.39-3.40
MAR. 31	Capítulo 4.	Celebremos. Las celebraciones.(p.156-162) El vocabulario (p.156-162)
APR. 2	Capítulo 4.	El pasado perfecto (El pluscuamperfecto) (p. 163-168)
APR. 7	Capítulo 4.	La comida y la cocina (p. 169-180). El presente perfecto del subjuntivo
APR. 9	Capítulo 4.	Conversemos y escribe. (p. 184-186) <b>Writing assignment 4</b> : Act. 4.43-4.44
APR. 14	Capítulo 5.	Los viajes. Los pronombres relativos (p. 200-210) Vocabulario (240-241)
APR. 16	Capítulo 5.	Las vacaciones. La tecnología y la informática (p.211-219)
APR. 21	Capítulo 5.	El subjuntivo con antecedentes indefinidos o que no existen (p.220-222)
APR. 23	Capítulo 5.	El subjuntivo con antecedentes indefinidos (p. 223-226)
APR. 28	<b>Examen 3.</b>	La tecnología. Conversemos y escribe. (p. 228--231) <b>Writing assignment 5</b> : Act. 5.49-5.50
APR. 30	Capítulo 6.	Repaso (p.242-254)
MAY 5	Capítulo 6.	Repaso (p.255-266)
MAY 12	<b>Examen final</b>	Ver horario oficial en la página de UTEP [Tuesday, May 12th 10am- 1245pm]