

Español 2010 COURSE SYLLABUS
Intermediate Spanish I – FALL SEMESTER 2017

Section 001: EBB 209, MWF 8:30 am – 9:20 am

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Office Hours: MW: 11:00 pm – 12:00 pm or by appointment

Course Fees:

The \$24.00 course fee is used to staff and maintain the Language Lab (MAIN 004) and to pay teaching assistants who assist instructors in the classroom.

Course objectives: The course will provide you with the continued opportunity to improve your Spanish speaking, listening, and writing skills while learning about Hispanic culture.

Note: This course has adopted the following standard IDEA course evaluation objectives (the objectives on which the semester-end course evaluations are based):

1. Gaining Factual Knowledge (terminology, classifications, methods, trends) - essential
2. Developing skill in expressing oneself orally or in writing - essential
3. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) - important

Texts:

1) Sharon Foerester and Anne Lambright, *Punto y Aparte (5th edition) with CONNECT+ with WBLM*. ISBN 9781259277733. Your workstation in *CONNECT* will include an e-book with *LearnSmart*, an online student activities manual (*WBLM*), and access to the online tutorials, and other online resources. The e-book contains everything in the printed textbook, including all its learning activities. ALL assigned work is completed in *CONNECT*.

The printed text and the *CONNECT* access are the required texts for both Spanish 2010 and Spanish 2020. **This means you will have nothing more to purchase when you take SPANISH 2020, provided you take it within 24 months of your purchase.** You may purchase the text and accompanying *CONNECT* access code at the USU Bookstore **for about \$250.00**. The book keys are good for 24 months and renewable for additional time if necessary.

You do your preparation for class in *CONNECT*, using the online e-book (It is better to use the e-book instead of the hard copy because of the audio recordings and because it interfaces with all assigned activities and with *LearnSmart*), and doing assigned and unassigned activities. You bring the hard copy of the text to class to use in class activities.

Important note: Do not buy a used book. If you buy a used text, you will still have to buy the *CONNECT* access, which sold separately will cost you only a few \$s less than if you buy the package.

Additional Course Materials: You will find additional course materials on the USU *CANVAS* website in the form of PDF files and links to videos and other resources. These materials are not mentioned in the course schedule. Your instructor will tell you about them as needed. Your

instructor will make class announcements through *CANVAS*, so make sure that you set your notification preferences so that you can receive those announcements on your phone and/or email.

Class Procedures: You are to prepare for each class session by studying the pages from the e-book as indicated for each day on the class schedule (*Horario de clases*). That preparation includes 1) reading **OUT LOUD** the assigned material, 2) completing assigned textbook, tutorial, WBLM and *LearnSmart* activities (*tarea obligatoria*) online in *CONNECT*, and 3) completing as many of the unassigned activities from those same pages as your study time permits so that you are well prepared to repeat those activities (or others similar to them) in class.

Class discussions and activities will be based on what you have prepared from the text. We will repeat some of the assigned and unassigned activities that you have already done online (alone or with a partner), but most of class time will be spent doing other activities that reinforce what you have practiced. Make sure as you complete the online activities and as you read from the text that you **say everything you read or do out loud**. The idea is that you come to class already having gone through most or all of the material at least once. Class time will then reinforce and clarify that material through communicative activities. Here is a summary of the way the course works:

1. The student prepares for class through regular personal and partner study, which includes studying the text, viewing the applicable *CONNECT* tutorials, and doing the assigned *CONNECT* activities.
2. Class time is devoted entirely to communicative activities (from the book or otherwise designed by the instructor) that develop and practice language skills (especially speaking skills).
3. The instructor gives good, timely feedback individually on **some** of the student's work in *CONNECT* to correct errors and misunderstandings. **The student carefully reviews that feedback.**
5. The student meets with the instructor during his/her office hours if extra help is needed.
6. The student's skills are evaluated through quizzes, assigned *CONNECT* activities, and exams that test the language skills learned.

Some of the *CONNECT* e-book activities that you will complete require that you record your voice, sometimes alone and sometimes with a partner. Instead of randomly searching for a partner who just happens to be online at the same time you are, you will be paired each Wednesday with a classmate with whom you will complete the *CONNECT* paired activities assigned for the week (Wednesday to Wednesday—or sometimes longer). Those pairings will be announced during Wednesday's class and will be posted in *CANVAS*. As you leave class, you should schedule with your assigned partner a time when you can complete those activities together. If you are not in class the day partners are assigned, you should check *CANVAS* and contact your partner as soon as possible. If for any reason you cannot record the activity with a partner, do the activities alone and record yourself, but make sure you do **at least one of the required activities in which you are required to record your voice every week** with a partner.

Note: When your assigned partner is one of the class's TAs, you should work with him or her for a full hour during the week you are assigned. In addition to doing with you the recorded activities, the TA can help you with the other assigned activities, answer your questions, redo some of the class activities (posted in *CANVAS*) or simply converse. Your communication with the TA during that hour should be **entirely in Spanish**.

When recording with a partner using the same computer (when only one of you is logged in to your *CONNECT* workstation), make sure you state your name and your partner's name **before** you do the activity. Then make sure **also** if you are not logged in to your *CONNECT* workstation, that you log in and state that you have recorded the activity with whomever you have.

You must log in and state that you have done the activity with someone else in his or her workstation to receive credit for doing the activity. If you do not log in to your workstation and open the activity, you have not completed the activity, and it cannot be graded because it does not appear for the instructor to grade.

Exams: You will take three exams in class. All are of equal weight (15% of the class grade). Each exam focuses on the material presented in the corresponding chapter (1, 2, or 3) with the assumption that you have mastered the material from the previous chapter(s). In this way, the exams are comprehensive.

That third exam is a 90-minute exam taken during the day the two-hour final exam time is assigned the class by the university.

Quizzes: You will take two quizzes per chapter in class.

Rotating Conversation Pairs: During the greater part of most class periods, you will be working in rotating conversation pairs (sometimes in small groups). Your preparation for, and participation in, these activities are essential. You will be graded based on that participation and preparation.

***CONNECT* Tutorials and Textbook Grammar Section:** Very little of class time (almost none) will be spent discussing grammar. Class time is for language practice. The grammar tutorials (there are 56) available in *CONNECT* should provide you all the grammar explanation you will need. If they do not, for further discussion on grammar, you may meet with the instructor during his/her office hours. There is also an *Explicación gramatical* section in the back of the text (starting on page 208) that provides additional grammar explanations and practice activities. Many of the tutorials and their accompanying questions are assigned, and you will view them and complete the accompanying assigned activities according to the assignment calendar. Many times a tutorial will be recommended within an activity, but will not be specifically assigned. Feel free to view them and the others that are not assigned whenever you need them. The additional *Explicación gramatical* grammar activities are not always specifically assigned. You are on your own to do them as needed.

Spanish-only Rule: The language of the class is **Spanish**. Neither the instructor nor the students will speak English except on **VERY** rare occasion during the last two or three minutes of class (and only when the instructor allows) so that instructions regarding assignments are understood and questions relative to those instructions can be asked and answered. Should you need to discuss matters with the instructor in English, you must do so during the instructor's office hours or otherwise outside the classroom. This Spanish-only rule applies to **whenever you are inside the classroom**, including the several minutes before class begins and after it ends.

Deadlines for Online Text and Manual Activities: You are required to complete **all** the assigned work in your *CONNECT* online workstation by the due dates and times indicated both in *CONNECT* and the *Horario de clases* attached to this syllabus. You must complete the assigned activities one half hour **before class begins**. The due dates for the assigned activities are noted on the *Horario de clases* and on your *CONNECT* calendar.

If you desire, you can have a second attempt at any *CONNECT* activity, but you must start the second attempt from the beginning of the activity and complete the entire activity. In addition, remember that **if you begin a second attempt, *CONNECT* and your professor will grade and score that second attempt.**

Note: **You may do the activities late as practice, but no points will be awarded and feedback will not be given.** A grade of “zero” is automatically recorded for an activity if the activity is not completed by the due date.

When completing activities that require you to write answers to questions, you **MUST** answer **using complete sentences** (For a sentence to be complete, it must contain a conjugated verb.). Here are a couple of examples:

Question: *¿Sobre qué será la presentación de la Dra. Sosa en el congreso?*

Incorrect: *las carreras sociales del futuro.*

Incorrect: *sobre las carreras sociales del futuro.*

Correct: *Será sobre las carreras sociales del futuro.*

Question: *¿Crees que es necesario que haya leyes que protejan a los campesinos?*

Incorrect: *Sí.*

Correct: *Sí, creo que es necesario.*

Correct and even better for practice sake: *Sí, creo que es necesario que haya leyes que protejan a los campesinos.*

If you answer without using complete sentences, you will receive **no credit** for the answer.

The instructor will grade each assigned *CONNECT* activity that is not automatically graded. Full points possible will be given if the instructor judges work on the assignment to be your best effort. No points or reduced points will be given for hurried, incomplete, or careless completion (and it is careless not to go back and correct your work). **Make sure that when completing written activities that you go back and read out loud what you have written and that you correct any errors you discover in your review.**

Many of the activities are automatically graded and give the correct answers immediately. Your instructor must assign scores to the other activities, and you will sometimes receive feedback from the instructor. Return often to view the instructor’s feedback. That feedback will be very useful to you. You will not see feedback for ALL the activities, but you will see it for some of them and in as timely a manner as possible for your instructor (usually within a week or two after the assignment falls due). It is also a good idea to go back and review feedback as part of your study for the exams.

You review the feedback by following the steps below:

- Click the **reports** tab.
- Locate the assignment that you would like to view, and then click on the score.
- The detailed results of your assignment will display.

Note: *If there is a dash (-) in place of your score, then it means that your instructor has delayed the feedback until a specific date. Your results will be available on the date that your instructor has chosen.*

Grading: Your grade will be calculated as follows:

1. Exams
 - a. Chapter One (**15%**)
 - b. Chapter Two (**15%**)
 - c. Chapter Three (**15%**)
2. Your best 80% of your scores from the *CANVAS* quizzes (**10%**)
3. Completion of the assigned online *CONNECT* activities (**30%**)
4. Your attendance, participation, and adherence to the Spanish-only rule (**15%**)

Note: The final grade percentage shown in the *CANVAS* grade book is correct **ONLY** if there is a number in **EACH** column of the grade book. If any column is left blank (-), the % total is **NOT** accurate (nor is the grade). *CANVAS* allows you to insert “what-if” grades, meaning you can fill the blanks columns with numbers and *CANVAS* will calculate the grade based on those numbers. Just be sure that there is a number **in every column.**

Note: The *CONNECT* activities are *very* important. Please take them very seriously.

Final grades: Final grades will be determined by the number of points accumulated against the maximum points possible as follows: 93-100%=A, 90-92.99%=A-, 87-89.99%=B+, 83-86.99%=B, 80-82.99%=B-, 77-79.99%=C+, 73-76.99%=C, 70-72.99%=C-, 600-69.99%=D, below 60%=F.

Class Rules: Please be in your seat ready to go when class begins. If on occasion, you have to leave early or arrive late, please do so in a manner that does not disrupt class or group activities. Again, only Spanish is to be spoken in the classroom.

Spanish Keyboard: Learn how to produce written accent marks, the ñ, and other diacritical marks using your computer keyboard. You may learn the shortcuts (different for PC and Mac), and there is a tool in *CONNECT* that allows you to write accents and the ñ without having a Spanish keyboard, but when you take the exams and quizzes in *CANVAS*, there will be no such tool, so change your keyboard to a Spanish keyboard and use it while doing the work in *CONNECT* so that you are well practiced when you take the first exam and the first quiz. You will find instructions on how you change your keyboard at the end of this syllabus and also on *CANVAS*. Remember to **take time to practice before you take the quizzes and exams.** Do not ask me (your professor) to give you credit for words with missing or incorrectly placed accent marks. A missing or misplaced accent mark is the same as a missing or misplaced vowel or

consonant. When you take the exam at the Testing Center, make sure you first toggle to the Spanish keyboard.

Additional Advice: Plan to attend every class and plan to work hard. This is an "interactive" class. No timidity is allowed. Set up a regular **daily** study schedule—include in that schedule your preparation of the assigned pages in the text, including your work in your *CONNECT* workstation—and stick to it.

Spanish 2010 is a 4-credit class. By standard expectation, this means each week you do **a minimum** of 1½ hours of quality personal out-of-class study for every credit hour. If you are a "full-time" student, this means a 40-hour workweek. The normal load for a full-time student is 16 credit hours. Times that by two and a half and you get 40 hours. It is true that a student may need to spend more than 40 hours a week because of his or her aptitude or lack of prior preparation. But the 1½-hour outside-class to 1-hour credit-hour ratio as a minimum requirement is not excessive. If you are spending 1½ hours for each of the 4 credit hours, you are spending 7 hours (the extra 1 hour of class time not scheduled + 6 hours) per week studying Spanish outside of class, plenty of time to accomplish the program as it is prescribed, meaning your study of the textbook and completion of ALL the assigned individual and paired activities in your *CONNECT* workstation (e-book and *Manual*). If you are unable or unwilling to spend at least 7 hours each week outside of class studying, you should not take the class.

Be on time, come prepared and participate willingly and enthusiastically in paired, group, and class activities. Take advantage of the instructor's office hours if you should need or desire extra help. Anything you read in Spanish should always be read out loud. Take every opportunity possible to practice your Spanish outside of class. Regular study groups are a **very** good idea.

USU Plagiarism Policy: Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (Code of Policies and Procedures for Students, Article V, Section 3A.1). The penalties for plagiarism are severe. They include “#1) warning or reprimand and #2) grade adjustment” (see: Article VI, Section 1A): Other penalties may also be imposed at the Dean’s discretion. These include probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees.

Note: Writing in English and then using an online translator to convert your English into Spanish will not help you improve your language skills and will be considered plagiarism. Use online dictionaries to help you with words or phrases, but do NOT use programs that convert your writing from English to Spanish.

USU Students with Disabilities Policy: “Reasonable accommodations will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodations by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.”

INSTRUCTIONS FOR ENROLLING INTO THE *CONNECT* COURSE:

You will need the section web address so that you can access the course.

Section web address:

<http://connect.mheducation.com/class/m-bernal-fall-2017-section-001-830-920-am>

You will also need the registration code that came with your textbook (*Punto y aparte*, 5th edition).

To register follow these steps:

1. Go to the section web address.
2. Click the “Register Now” button.
3. Enter your email address.
4. Enter your access code (or, if you do not have one, select “Buy Online” or “Start Free Trial”).
5. Fill out the registration form that appears. (Make sure you write down your password so you can remember it).
6. Click “Complete My Registration”.

If you have any issues contact the Customer Experience Group. This is their contact information:

- Website: www.mhhe.com/support
- Toll Free: (800) 331-5094

Using *CONNECT*:

To access your Student Workstation in the future, go to <http://connect.mheducation.com/connect/login/index.htm>

and log in. You can also log in through *CANVAS*.

Horario de clases:

Note: WBLM = *Workbook/lab manual*

PRIMERA SEMANA

28 agosto Introducción al curso
Prueba #1: El plan de estudio (CANVAS) (hasta martes, 29 agosto, 11:59 p.m.)
Prueba #2: Preséntate (CANVAS) (hasta martes, 29 agosto 11:59 p.m.)
Prueba #3: Ensayo diagnóstico (CANVAS) (hasta martes, 29 agosto, 11:59 p.m.)

30 agosto PARA EMPEZAR
Los cinco amigos (1-5):
Preparación (tarea obligatoria) (en *CONNECT*):
Cara a cara
PE WBLM 1
Grammar Tutorial - Describing Adjectives: Gender, Number, and Position

01 sept. PARA EMPEZAR
Puntos clave (6-10):
Preparación (tarea obligatoria) (en *CONNECT*):
Descripción: El café Ruta Maya
Comparación: Dos compañeras de cuarto
Narración en el pasado: Sara y el día inolvidable
Reacciones y recomendaciones: ¡Qué talento tiene Diego
PE WBLM 2
Grammar Tutorial: Present Tense of ser, Summary of uses

SEGUNDA SEMANA

04 sept. Día festivo – No hay clases

06 sept. PARA EMPEZAR
Puntos clave (11-15):
Preparación (tarea obligatoria) (en *CONNECT*):
Hablar de los gustos y opiniones: ¡Qué extrovertido es Javier!
Hacer hipótesis: Los sueños de Sergio
Hablar del futuro: Las aventuras de Laura
PE WBLM 3
Grammar Tutorial – (Unstressed) Possessive Adjectives

08 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
La historia: Las primeras impresiones (16-18):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad B: Comprensión
Actividad C: Reacciones
Actividad D: Descripciones
C1 WBLM V1
Grammar Tutorial – Present Tense of –er and –ir Verbs; Subject Pronouns

TERCERA SEMANA

11 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
Vocabulario del tema (19-21):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad A: Vocabulario en contexto
Actividad B: Penélope y Mónica Cruz
Actividad E: ¡Cuéntenos!: David y Ana
C1 WBLM V2
Grammar Tutorial – Demonstrative Adjectives and Pronouns

13 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
Vocabulario del tema (23):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad C: Lo cursi
Actividad F: Fiestas fascinantes
Grammar Tutorial – Tener, venir, preferir, querer, and poder; Some idioms with tener

15 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
Vocabulario del tema (23):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad G: Problemas cotidianas
Nota cultural (24):
Preparación (tarea obligatoria) (en *CONNECT*):
¿Somos tan sensibles?: Preguntas
¿Somos tan sensibles?: Actividad
Grammar Tutorial – Ir, ir + a + infinitive; The contraction al

CUARTA SEMANA

- 18 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
Puntos clave (25-26):
Preparación (tarea obligatoria) (en *CONNECT*):
Prueba diagnóstica
Actividad A: El botellón
C1 WBLM PC1
Grammar Tutorial – Hacer, oír, poner, salir, traer, and ver
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- 20 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
Puntos clave (27-29):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad B: Joaquín Sorolla y Pablo Picasso: dos pintores, dos visiones
Actividad C: La naturaleza humana
C1 WBLM PC2
Grammar Tutorial – Present Tense of Stem-Changing Verbs
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- 22 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
Puntos clave (30-31):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad D: Los estereotipos
C1 WBLM PC3
Grammar Tutorial – Reflexive Pronouns

QUINTA SEMANA

- 25 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
A escribir (32):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad A: Lluvia de ideas
Actividad B: Composición: Descripción
Grammar Tutorial – Present Progressive: Estar + -ndo
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- 27 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
Rincón cultural: Lugares fascinantes (34-37):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B, C, D
Grammar Tutorial – Summary of the Uses of ser and estar
-
- 29 sept. CAPÍTULO 1, PERCEPCIONES E IMPRESIONES
Rincón cultural: Un artista hispano (37-38)
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B
Rincón cultural: La música española (39):
Preparación (tarea obligatoria) (en *CONNECT*):

Actividades A, B, C

Rincón cultural: Un momento histórico (La Guerra Civil Española) (40):
Preparación (tarea obligatoria) (en *CONNECT*):

Actividad A

Grammar Tutorial - Comparisons

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SEXTA SEMANA

02 octubre CAPÍTULO 1, PERCEPCIONES E IMPRESIONES

Lectura, antes de leer (57-58):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividades A, B

Preparación (preparar para clase):

Lectura, después de leer (58-61):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividades B, E

Grammar Tutorial – Direct Objects; Direct Object Pronouns

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04 octubre CAPÍTULO 1: EXAMEN

06 octubre CAPÍTULO 2, NUESTRAS RAÍCES

La historia (47-49):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividades B, C, D: ¡La quiero mucho!

C2 WBLM V1

Grammar Tutorial – Indefinite and Negative Words

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SÉPTIMA SEMANA

09 octubre CAPÍTULO 2, NUESTRAS RAÍCES

Vocabulario del tema (50-51):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividad A: Vocabulario en contexto

Actividad B: Sus antepasados

C2 WBLM V2

Grammar Tutorial – Formal Commands

11 octubre CAPÍTULO 2, NUESTRAS RAÍCES

Vocabulario del tema (52-53):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividad C: Las relaciones intergeneracionales

Actividad D: Preguntas personales

Actividad E: “De tal palo, tal astilla”

C2 WBLM V3

Grammar Tutorial – Indirect Object Pronouns; Dar and decir

- 13 octubre CAPÍTULO 2, NUESTRAS RAÍCES
Vocabulario del tema (54):
 Preparación (tarea obligatoria) (en *CONNECT*):
 Actividad F: ¡Cuéntenos!: Alberto y Xianix
 Actividad G: Problemas cotidianas
- Nota cultural (55):
 Preparación (tarea obligatoria) (en *CONNECT*):
 Preguntas y Actividad: Nombres raros: El caso de Venezuela
 Grammar Tutorial – Irregular Preterits
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OCTAVA SEMANA

- 16 octubre CAPÍTULO 2, NUESTRAS RAÍCES
Puntos clave (56-57):
 Preparación (tarea obligatoria) (en *CONNECT*):
 Prueba diagnóstica
 Actividad A: Una despedida emocionante
 C2 WBLM PC1
 Grammar Tutorial – Preterit of Stem-Changing Verbs
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- 18 octubre CAPÍTULO 2, NUESTRAS RAÍCES
Puntos clave (58-59):
 Preparación (tarea obligatoria) (en *CONNECT*):
 Actividad B: Jack Delano
 Actividad C: Cuando era más joven
 C2 WBLA PC2
 Grammar Tutorial – Double Object Pronouns
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- 19 octubre *Note; This is a Thursday. The USU Academic Calendar schedules Friday's classes on this Tuesday because of Friday Fall Break holiday.*
 CAPÍTULO 2, NUESTRAS RAÍCES
 REPASO
 Preparación (tarea obligatoria) (en *CONNECT*):
 Grammar Tutorial – Gustar
 Grammar Tutorial – Preterit of Regular Verbs and of dar, hacer, ir, and ser
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20 octubre Día festivo – No hay clases

NOVENA SEMANA

- 23 octubre CAPÍTULO 2, NUESTRAS RAÍCES
Puntos clave (60-61):
 Preparación (tarea obligatoria) (en *CONNECT*):
 Actividad D: Verdades y mentiras
 Actividad E: La inmigración y las nuevas generaciones
 Actividad F: Un chico rebelde

C2 WBLA PC3

Grammar Tutorial – Imperfect of Regular and Irregular Verbs

25 octubre CAPÍTULO 2, NUESTRAS RAÍCES
A escribir (62):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad A: Lluvia de ideas
Actividad B: Composición: Descripción
Grammar Tutorial - Superlatives

27 octubre CAPÍTULO 2, NUESTRAS RAÍCES
Rincón cultural: Lugares fascinantes (64-68): El Caribe
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B, C y D
Grammar Tutorial – Summary of Interrogative Words

DÉCIMA SEMANA

30 octubre CAPÍTULO 2, NUESTRAS RAÍCES
Rincón cultural: Un artista hispano, Gustavo Dudamel (69-70):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B
Rincón cultural: La música caribeña (71):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B, C
Rincón cultural: Un momento histórico, La revolución cubana (72):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad A
Grammar Tutorial – Using the Preterit and the Imperfect

01 nov. CAPÍTULO 2, NUESTRAS RAÍCES
Lectura, antes de leer (73-77):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B
Preparación (preparar para clase):
Lectura, después de leer (77-79):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B
Grammar Tutorial – Relative Pronouns

03 nov. **CAPÍTULO 2, EXAMEN**

UNDÉCIMA SEMANA

06 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS

La historia (82-84):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividades B, C, D

Grammar Tutorial – Reciprocal Actions with Reflexive Pronouns

8 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS

Vocabulario del tema (85-86):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividad A: Vocabulario en contexto

Actividad B: Problemas sentimentales

Actividad F: ¡Cuéntenos!: Juan y Verónica

C3 WBLM V1

10 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS

Vocabulario del tema (87-88):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividad C: Preguntas personales

C3 WBLM V2

Grammar Tutorial – hace... que: Another use of hacer

DUODÉCIMA SEMANA

13 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS

Vocabulario del tema (89-90):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividad D: Matrimonios renovables

Actividad E: ¿Qué nos trae?

Preparación (preparar para clase):

Nota cultural, Los piropos (91):

Preparación (tarea obligatoria) (en *CONNECT*):

Preguntas y Actividad

Grammar Tutorial – Another Use of se (Unplanned or Unexpected Events)

15 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS

Puntos clave (92-93):

Preparación (tarea obligatoria) (en *CONNECT*):

Prueba diagnóstica

Actividad A: Una visita a Guanajuato

Grammar Tutorial - ¿Por o para? A Summary of Their Uses

17 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS
Puntos clave (94-95):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad B: El Callejón del Beso
Actividad C: Algunas situaciones delicadas
C3 WBLM PC2
Grammar Tutorial – Tú (informal Commands)

.....
DÉCIMOTERCERA SEMANA

20 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS
Día de repaso y práctica

.....
22-24 nov. Días festivos – No hay clases

.....
DÉCIMOCUARTA SEMANA

27 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS
Puntos clave (96-98):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad D: Una noche desilusionante
Actividad E: Los polos opuestos
Actividad F: Una pareja famosa
C3 WBLM PC3
Grammar Tutorial – Present Subjunctive (Part 1): An Introduction

.....
29 nov. CAPÍTULO 3, PASIONES Y SENTIMIENTOS
A escribir (98):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividad A: Lluvia de ideas
Actividad B: Composición: Descripción
Grammar Tutorial – Present Subjunctive (Part 1): An Introduction
(Continued: Stem-Changing Verbs)

.....
01 dic. CAPÍTULO 3, PASIONES Y SENTIMIENTOS
Rincón cultural: Lugares fascinantes (100-103):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B, C, D
Grammar Tutorial – Use of the Subjunctive (Part 2): Influence

.....
DÉCIMOQUINTA SEMANA (Última semana de clases)

04 dic. CAPÍTULO 3, PASIONES Y SENTIMIENTOS
Rincón cultural, Un artista hispano, José Guadalupe Posada (104-105):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B
Rincón cultural: La música mexicana (106):
Preparación (tarea obligatoria) (en *CONNECT*):
Actividades A, B,C

Rincón cultural: Un momento histórico: La revolución mexicana (107):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividad: Comprensión

Grammar Tutorial – Use of the Subjunctive (part 3): Emotion

06 dic.

CAPÍTULO 3, PASIONES Y SENTIMIENTOS

Lectura, antes de leer (108-111):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividades A,B

Preparación (preparar para clase):

Lectura, después de leer (112-113):

Preparación (tarea obligatoria) (en *CONNECT*):

Actividades A,B

Grammar Tutorial – Use of the Subjunctive (Part 4): Doubt and Denial

08 dic.

CAPÍTULO 3, PASIONES Y SENTIMIENTOS

Repaso para el examen

SEMANA DE EXÁMENES

CAPÍTULO 3, EXAMEN (90 MINUTOS) (CANVAS)

Sección 001: lunes 11 de diciembre: 7:30 am – 9:30 am (EBB 209)

HOW TO CHANGE YOUR COMPUTER KEYBOARD TO SPANISH

If you have a PC:

1. *Go to your start menu.*
2. *Open up the control panel.*
3. *Find “clock, language, and region” and open it.*
4. *Under “region and language”, click on the link that says “change keyboards or other input methods”.*
5. *Select “change keyboards”. Another window will open up that says, “text services and input languages” on the top.*
6. *Click on "add".*
7. *Scroll down on the list of languages and find "Spanish".*
8. *Select it, expand the keyboard tab, and select the keyboard and click “ok”.*
9. *Click “apply”.*
10. *Your keyboard will appear in the lower right hand screen on the task bar. You can select the small box that says "EN" and change it to Spanish. While in Spanish it will say "ES".*

If you have a MAC:

1. *Go to the apple icon in the left upper corner of your screen.*
2. *Go to your System Preferences.*
3. *In the Personal bar, go to International.*
4. *Go to Input Menu.*
5. *Select the language(s) (Spanish and U.S.)*
6. *Mark the box that says “Show input menu in menu bar”. This will put a flag up on your computer’s main menu bar. You can then change it back and forth from one language to the next. You can also open the keyboard viewer there so you can know which keys produce which figures.*

You may also find the following links to videos helpful:

How to change your Mac keyboard from English to Spanish: <http://www.youtube.com/watch?v=-dhBkx1rIJE>

How to change your PC keyboard from English to Spanish: <http://www.youtube.com/watch?v=Ld6eWzymQDQ>