

SPA 112 - Elementary Spanish II (T1-12143)

Spring 2014

Instructor: NANCY E. ARMSTRONG, PH.D.
Course schedule: Monday & Wednesday 10:00am-11:40am
+ Supersite - LAB (Online)
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Course description: *Prerequisite: SPA* K111.* This course is a continuation of Elementary Spanish I. More advanced grammatical structures are introduced to continue developing the skills of language learning, to prepare students to begin expressing more complex thoughts in Spanish. Cultural topics and literary readings offer a wide range of historical, social, political and artistic information to increase the student's knowledge and understanding of the Spanish speaking world. *This course fulfills the Intercultural/International requirement.*

Course Materials:

- ☑ Textbook: *Vistas*. Introducción a la lengua Española, 4th edition. Blanco & Donley, Vista Higher Learning, 2012.
 - Span 111: Lección 1 to 5 - Span 112: Lección 6 to 11 **
 - This textbook introduces the basic grammatical structures of the language. Each chapter provides a large number of activities to help you practice the structures introduced. The chapters provide practice in pronunciation, listening, writing, reading and speaking the language. The readings offer a wide range of historical, social, political and artistic information to increase the student's knowledge and understanding of the Spanish & Latino world.
- ☑ *Vistas Supersite Plus (WebSAM: Online Workbook/Lab Manual/Video Manual + Wimba Pronto: for online communication and collaboration + vText)*
 - Lab: This is a four credit course since a minimum of one hour of laboratory/computer practice beyond the class meetings is required per week. The amount of time you will spend doing these activities will depend on your level of skills. You can use the Language Lab (C117), the computers at the library or your own computer for that. You can access the Supersite from any computer connected to the internet.
- ☑ *Dictionary*. To have your own dictionary is strongly recommended. There are no specific requirements for dictionaries, any dictionary will work. Making your own vocabulary & grammar cards is greatly recommended since they prove to be very useful for foreign language learners. Several of these resources are available at the Language Lab, you can check them and see if any of those will fit your needs. Although you can't take them home, you are more than welcome to use them in the Language Lab.

** Remember to keep your textbook and Supersite account for Intermediate Spanish I. You'll use the same textbook and account so you won't need to buy any new material for SPA211 course.

Learning Outcomes: At the end of this semester students should be able to do the following:

- To pronounce clearly most of what they say and read in the target language
- To understand Spanish spoken at a moderate speed.
- To recognize and apply more advanced grammar structures (Preterit, Imperfect, Commands)
- To begin expressing their thoughts in the language.
- To read short narratives ranging from simple to moderate difficulty.
- To write short compositions using previously learned structures in Elementary Spanish I and new ones, allowing them to express more complex thoughts.
- To be familiar with cultural contexts in order to contextualize the learning experience.
- To continue developing the cultural understanding of the Hispanic population by researching and presenting to the class a topic of their choice

Evaluation Criteria: An individual's performance will be evaluated according to the following criteria and percentages.

Class participation and attendance (<i>Participación</i>)	15%
<u>Supersite</u> (<i>Lab online</i>)	15%
Homework, assigned projects, notebook (<i>Carpeta</i>)	5%
Tests, Quizzes, Assessments (<i>Pruebas</i>)	20%
Writing assignments (Journals & Composition) (<i>Diarios</i>)	10%
Oral Exam (<i>Examen oral individual</i>)	10%
Oral group presentations (Culture & Movie)	10%
<u>Comprehensive written final exam</u> (<i>Examen final</i>)	15%
	100%

Cultural Assessment: Please remember that Culture is a very important part of learning a foreign language. Global awareness, cross-cultural and multi-cultural perspectives are strong components of your general education. Students' cultural competences will be assessed in all of the criteria mentioned above. At the end of this course students will be familiar with cultural concepts and will demonstrate knowledge of the Hispanic culture and how it relates to language and communication.

Numerical Grading Scale

A	94-100	B	83-86	C	73-76	D	65-66
A-	90-93	B-	80-82	C-	70-72	D-	60-64
B+	87-89	C+	77-79	D+	67-69	F	0-59

CRITERIA OF EVALUATION

1. CLASS PARTICIPATION and ATTENDANCE: Since the oral component of the class is very important, students are expected to attend and participate in all class meetings.

Criteria for class participation:

- Being **present** at every class session, arriving to class on time and being present during all the class period until the end of the class (usually important announcements are given at the end of the class).

ATTENDANCE: Because of the cumulative nature of language learning, attendance is very important, frequent exposure to the material and keeping up with the assignments is essential. Students should attend all classes and must come to class prepared by reviewing the material assigned to study for each class. If absences are not justified student's participation grade will be affected. It is at the instructor's discretion to justified absences given circumstances and situations for each individual student. Every class you will receive a grade for attendance and a grade for overall participation. Your grade for attendance will be determined by receiving points for each class you attend. If you miss a class you'll be deducted all those points. Also you will receive fewer points if you arrive to class late or leave early.

Punctuality: As participation is so important in language courses, chronic tardiness cannot be tolerated as it disturbs both your classmates and the instructor. If you arrive after class has begun, quietly take a seat near the door in order to minimize the interruption.

If you miss a class, you need to take responsibility for keeping up with the assignments. Check with your classmates for any changes or additions to the classes' schedule. Remember that it's your responsibility to be updated on the class announcements, assignments and due dates.

- Reading, studying and preparing in advance the assigned material for each class as determined by the instructor. Read the course schedule and outline for the topics that will be covered each class.
- The realization of projects required which form an integral part of the required course work.

What does it mean to participate in class?

- **Actively participating in class activities and discussions by making comments, asking questions, showing enthusiasm in activities, respecting others participation and conducting yourself appropriately for a class.**
- Doing the homework, paying attention to listening comprehension activities and instructions, grammar exercises, performing dialogues and oral activities, studying and focusing on the readings and participating in the correction of exercises indicated in the textbook.

- Your self-motivation, interest and **attitude** towards the class are very important in foreign language classes (you could earn an overall performance extra-point at the end of the course).

Disruptive behavior: Will not be tolerated. Class interruptions such talking during video sessions or instructor explanations, affect the dynamic of the class. Your disruptive behavior will be noted by the instructor and your participation grade will be seriously affected. Students will be removed from the class if the problem is not corrected and the Dean of Students will be notified for a follow up with you on your behavior. Please see **Student's responsibilities** for more information on behavior during classes.

2. Completion of all ASSIGNMENTS AND EXAMS. Students are required to take all scheduled exams, both oral and written, in order to pass the course. Make up tests, quizzes or exams are not allowed. The instructor must be notified in advance by phone, note or e-mail if the student is under extenuating circumstances and has to miss a class or a test. Any exam or other work missed due to illness or other **excused** absence must be made up within one week of the scheduled date and is at the instructor discretion to receive it after the due date. It is the student's responsibility to make the necessary arrangements. In the event that arrangements are not made, the student shall receive a grade of 0 (zero) / "F" for the exam or assignment missed. In order to be fair to other students in the class, up to ten points may be deducted from the student's grade for make up tests, or for late assignments. The instructor will keep tests, quizzes and written exams after reviewed by students. Students are welcome to make appointments during office hours to discuss and review their tests with the instructor. The **completion of the material** assigned from the **Textbook** (during class and as homework), **Supersite**, Video assignments, homework assignments and **Diarios/Composiciones** is **required**. You will be provided with instructions and **due dates** for submitting each assignment. It is at the instructor discretion to receive or accept late submissions of assignments and it could be based on the student overall performance in the class.

3. WRITTEN WORK:

Journals and Compositions:

1. The main purpose of this activity is developing your writing skills by regularly practicing the skill and getting immediate feedback by the Supersite and by your instructor.
2. The instructor will announce the assignment, instructions, format and the topic of the journal.
3. The assignment will be related to topics discussed in class.
4. The level and length at a basic level will vary from short and simple sentences (5 to 10) with simple vocabulary at the beginning to longer and more advance vocabulary at the end (one or two pages).

Notebook / "Cuaderno":

1. In order to gauge the progress the student has done throughout the course, each student is required to compile all the homework and written assignments done during the course. Including practice sheets, handouts and packages.
2. This *Cuaderno or Carpeta* should include the activities done in class, homework assignments, projects, journals, compositions and study packs.
3. Additionally, the student should add any other piece of writing evaluated and returned by the instructor, such as workbook activities or any other additional material you would like to include.
4. Students will submit the *Cuaderno* at the end of the course for grading, and the instructor will hand it back.

** Failure to fulfill any of the categories mentioned above can have a negative impact on your grade.

Extra-credit projects: Might be allowed at the instructor's discretion and will be announced.

Previous knowledge of the Language:

If you believe that your previous knowledge of Spanish could allow you to move forward to the next level course of Spanish, you can discuss your situation with your instructor since it might be possible to receive an override to join that class. Decisions are made on an individual basis taking into account several factors.

GENERAL INFORMATION FOR STUDENTS

Student's rights: All students in the College have specific rights and responsibilities. You have the right to expect a classroom environment that enables you to learn, including modifications if you have a disability.

Student's responsibilities: Your **responsibilities** to this class --and to your education as a whole-- include attendance and participation. You are also expected to be honest and honorable in your fulfillment of assignments and in test-taking situations. You have a responsibility to the rest of the class--and to the instructor--to help create a classroom environment where all may learn. At the most basic level, this means that you will **respect the other members of the class and the instructor**, and treat them with the courtesy you hope to receive in turn.

Disabilities Statement: If you have a disability that may require certain modifications, please contact the Counseling and Advising Center at 860-383-5217 as soon as possible. I cannot provide accommodations until I receive a letter from the Disability Counselor. Your cooperation is appreciated.

College Withdrawal Policy: A student who finds it necessary to discontinue the course must complete a withdrawal form in the Registrar's office. Withdrawals are recorded with a "W". Students who stop attending but fail to formally withdraw are assigned "F" for a grade at the end of the course. If you decide to withdraw, please make sure to make the withdrawal process in a

timely matter so you don't receive an F in the class. Make sure that you are aware of the withdrawal due date at the Registrar's office each semester, it is your responsibility to withdraw before the due date.

Cell phones: Please turn off cell phones during class. Please turn cell phones completely off, including vibration setting and put them away. It is disturbing to the entire class—and disrespectful to the instructor—to have students get up during class to receive phone calls or to have to lecture while they are text messaging. If you have a particular emergency, please inform the instructor before class. Otherwise, your participation grade may be affected.

Laptop Use: While use of laptops is permitted in this class, it should be used in connection to the class activities and instructions issued by the instructor. Any student found to be surfing the internet, checking email, using social networks, chat, playing games or doing anything on the laptop that is not connected with the class, will have their grade affected and may forfeit their right to use their laptop for the duration of the semester.

Academic honesty and plagiarism:

- False representation of a student's academic performance constitutes academic dishonesty. Knowingly or intentionally assisting another student to do so in any way (during a quiz, exam or written assignment) will have serious consequences. The instructor reserves the right to award an "F" for the course to the individuals involved.
- Please note that **ALL** written work is expected to be your own work, without the help of others. Keep in mind that turning in another's work as your own is considered plagiarism and constitutes academic dishonesty. This inappropriate behavior will be considered especially in relation to texts copied from Internet or done by people other than you. You can consult dictionaries and grammar reference sources and use a Spanish spell checker (*e.g.* with a program such as *Microsoft Office Word*). You can't turn in a composition that translates your writing from English to Spanish or use *automatic translation devices* from Internet or other sources (machine translation is easily identifiable and usually a bad quality one).
- Any student found copying during an exam or any other individual piece of work that is to receive a grade will receive a grade of "F" in the assignment. If other case of plagiarism occurs, the student will be reported to the appropriate university authorities for whatever action is deemed necessary.

SUGGESTIONS ON HOW TO STUDY AND LEARN A FOREIGN LANGUAGE

Learning to speak:

1. **Practice** the language as much as you can.
2. **Imitate** as exactly as you can. Say everything **out loud**. If you read silently you are only using your visual memory if you study out loud, you triple your efficiency by adding auditory memory and motor memory.
3. Learn **one concept** at a time. Break up a lesson into small units.

4. **Study for short periods of time.** Start off with twenty minutes to a half an hour at the most; then turn to some other work; then come back for another twenty minutes; and so on. Four half hour periods of study will produce far better results than two uninterrupted hours.
5. **Make full use of class time.** Don't close your mind off when somebody else is responding in class. Recite mentally with him or her and get half the learning job done that way.
6. **Keep up with the assignments** and don't fall behind. Language learning is cumulative. You build on what you learned previously. You must know the concepts on chapter 1 because you need them for chapter 2.
7. **Come to class prepared.** Don't stay away from class if you are unprepared. You'll fall still farther behind. Tell your instructor and learn from the classroom work.
8. **Learn to apply the grammatical rules you are learning** rather than learn the rule. If you can't apply them, they are of no use to you.

Learning to read:

1. **Read** the assignment twice once for pronunciation and the second time for content. Don't look up every word you don't know. Verbs are the most important words in a sentence, if you know the meaning of the verbs, you can guess the rest.
2. **Read** the whole sentence before you look up a word that you don't know in a paragraph.
3. **Literal translation** from one language to another is not possible in many cases. Learn to read for meaning rather than just translating.
4. **Don't try** to cover the whole assignment in one sitting. Break up the chapter into structures, reread each part and then re-read the whole, after that, close the book and recall what you just read.
5. **Don't agonize** over passages you just can't understand. Ask your instructor.
6. **Make a list** or flash cards of your own particular nuisance words; words you have to look up again and again spend special time on them. Except for such nuisance words, don't write out list of words you had to look up- unless you think you have time to waste.

Other suggestions:

- Listen to the Spanish radio stations or watch the news on the Spanish TV channels.
- Listen to music in Spanish and try to recognize some words.
- Use the language as often as possible with a classmate, Spanish-Speaking people or by yourself.
- Prepare your own vocabulary cards to help you remember or get them at a bookstore.
- On TV, select the audio in Spanish and/or the subtitles in Spanish to practice listening and reading coordination.

LANGUAGE LAB and ROSETTA STONE software:

- Make use of **Rosetta Stone** for free at the **Language Laboratory** located behind the Lab in room C-117. Students can make use of this excellent tool for practicing and improving their language skills.
- You will also find several useful study materials at the Language Lab. Please see posted flyer on Resources and Tools for Language students at TRCC.

- The Language Arts Lab in TASC provides of space for tutoring along with 5 computer work stations. Headphones and headphone/microphone sets are available for use in TASC.
- Remember to sign in every time you use the Language Lab, you could receive extra-points for your classes.

TUTORING

- Languages tutors are available at the Tutoring and Academic Success Center (TASC) located in C117. Tutoring service is **free** to students.

OLE - Organization of the Latino-American Experience:

- Participate in the **cultural activities and events** offered by **OLE** at the college. You can come to their meetings and become an active member. You can be part of cultural and academic events: music, art, language, books, games, job, fashion, travel, movies and food. You can get in touch with a new culture and have some fun by sharing “fiestas” together. Think also it will look good in a resume to be a member of an organization. This participation can help you develop leadership and teamwork skills to get the job you want for your future. OLE wants to hear your suggestions on activities that interest you like study/travel courses, cultural videos, dinner/dance parties, community help, etc. Look for notices and announcements.
- Visit their website at: <http://www.wix.com/oletrcc/home>



STUDY ABROAD

Learning about a foreign culture is valuable for your academic performance, your career and it's an enriching personal experience. Adding a *foreign language* to your career preparation and your resume could translate in the possibility of a new job or a better position. Think that when learning foreign languages, the full immersion methodology, by living in the country where it's spoken, is always the best way to learn it.

Three Rivers Community College is currently associated with the **College Consortium for International Studies**, which is a partnership of colleges that encompasses a broad spectrum of international higher education. If you are interested in learning about Studying Abroad opportunities, the first step would be to navigate CCIS website at: <http://www.ccisabroad.org/>. There you can explore the information on destinations, options of programs (semester and summer programs), academics (course offerings & credits), student life, costs, application deadlines, eligibility, etc. After reviewing this information, if you are interested in any specific program or programs offered by CCIS, please contact Jamie McCutcheon (JMcCutcheon@trcc.comnet.edu) or Maria Celeste Arrieta (marrieta@trcc.comnet.edu) so we can schedule a meeting and try to answer all your questions. We'd like to help you with the process of Studying Abroad and hope that you find a program that meets your career expectations.

COURSE SCHEDULE















- Out of class preparation is essential for language learning. Do the assigned material prior to coming to class, not during class. Class time reinforces the material you have already studied at home.
- In this syllabus you will see the dates in which each new topic will be introduced, but remember that language learning is a progressive and integral process that requires continuous revision and recycling of old material.
- Do the exercises in **Supersite** in conjunction with the structures assigned in the Textbook’s exercises. Also make sure you finish the material of these components and do the assessments online. It will help you to know what you need to review or study more.
- Homework and Projects will be assigned each class. In case of specific due date for completion of work it will be announced in advance.





Course Revisions: This syllabus has been prepared as accurately as possible, but it could be modified and revised at the discretion of the instructor.

Referencias: 📖 Lecturas culturales - 🌐 Cultura hispana en el mundo - 📺 Videos - 📖 Literatura - 🎵 Música

ENERO	Temas y Actividades (Las páginas corresponden al Libro de Texto)
LUNES 27, MIER. 29 Y LUNES 3 (FEB.) *** Capítulo 6 “¡De compras!”	<p><u>Introducción al curso:</u> Presentación de la clase - Syllabus - Materiales - Metodología - Criterios de Evaluación - Discusión de asignaciones - Encuesta</p> <ul style="list-style-type: none"> • <u>Asignación:</u> “The importance of learning Spanish” (one-page, in English, bullets format) • SUPERSITE
	<p>A. Comunicación</p> <p>Contexto: ¡De compras! Vocabulario: Los colores pp. 192 Pronunciación: D y T p.197 Gramática: Saber y conocer pp. 200 -201, Objeto indirecto y sus pronombres pp 202-205, Pretérito de verbos regulares pp206-209 Gramática: Pronombres y adjetivos demostrativos pp. 210-213 Escritura: Reporte entrevista p. 218 Escuchar: Claves lingüísticas p. 219</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> 📺 Fotonovela: <i>En el mercado</i> pp. 194-195 🌐 Cultura: <i>Los mercados al aire libre</i> p.198, <i>Diseñadores de moda</i> pp. 199, <i>Carolina Herrera</i> pp. 199 📖 Lectura cultural: <i>Corona</i> pp. 216-217 (Skimming) 📺 Video TV Clip: <i>Anuncio de Comercial mexicana</i> p. 220 📺 Flash Cultura: <i>Comprar en los mercados</i> pp. 221 🌐 Panorama cultural: <i>Cuba</i> pp. 222-223

FEBRERO	Temas y Actividades (Las páginas corresponden al Libro de Texto)
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<p>MIER. 5, LUNES 10 Y MIER. 12</p> <p>***</p> <p>Capítulo 7 “La rutina diaria”</p>	<p>A. Comunicación Contexto: La rutina diaria pp. 226-227 Gramática: Verbos reflexivos pp. 236-237, Pretérito Ser e Ir pp. 241 Escritura: Sequencing events p. 254 Escuchar: Using background information p. 255 Pronunciación: The consonant R p. 233 Gramática: Verbos como Gustar pp. 246- 247, Palabras indefinidas y negativas pp. 240-241 Repaso Vocabulario p. 260</p>
	<p>B. Cultura</p> <ul style="list-style-type: none">  Fotonovela: <i>¡Necesito arreglarme!</i> pp.230  Lectura cultural: <i>La siesta</i> p. 234  <i>El mate</i> p. 235  Lectura: Predicting content from the title (Correo electrónico/E-mail) pp. 252-253  En Pantalla: <i>Anuncio de champú Sedal</i> p. 256  Flash cultura: <i>Tapas para todos los días</i> p. 257  Panorama: <i>Perú</i> pp. 258- 259
<p>MIER. 19, LUNES 24 Y MIER. 26</p> <p>***</p> <p>Capítulo 8 “La Comida”</p>	<p>A. Comunicación Contexto: La comida pp. 262-264 Gramática: Preterite of stem changing verbs pp. 274-276 Pronunciación: ll, n, c and z p. 271 Gramática: Double object pronouns pp. 277-279 Lectura: Reading for the main idea pp. 290 Gramática: Comparaciones pp. 281-285, Superlativos pp. 286-287 Escritura: Expressing and supporting opinions (Crítica) p.292 Escuchar: Jotting down notes as you listen p. 293 Repaso vocabulario p. 298</p>
	<p>B. Cultura</p> <ul style="list-style-type: none">  Fotonovela: <i>Una cena... romántica</i> pp. 268-269  Salud - Nutrición: La Pirámide alimenticia p.265  Lectura: <i>Frutas y verduras de América</i> p. 272, <i>Ferrán Adrià: arte de la cocina</i> p. 273  Gastronomía: <i>La feria del maíz</i> pp. 290-291  Video TV Clip: <i>Anuncio de El Comercio</i> p. 294  Flash Cultura: <i>La comida latina</i> p. 295  Panorama Cultural: <i>Guatemala</i> p. 296-297

MARZO	Temas y Actividades (Las páginas corresponden al Libro de Texto)
<p>LUNES 3, MIER. 5 Y LUNES 10</p> <p>***</p> <p>Capítulo 9 “Las fiestas”</p>	<p>A. Comunicación Contextos: Las fiestas pp. 300-301 Vocabulario: Las etapas de la vida p. 302 Gramática: Verbos irregulares pp. 310-311 Gramática: Verbs that change meaning in preterite p. 314 Lectura: Recognizing word families pp. 322-323 Escritura: Planning and writing a comparative analysis (Diferencias y similitudes) p. 324 Pronunciación: h, j and g p. 307 Gramática: ¿Que? y ¿Cual? p. 316, Preposiciones y pronombres p. 318 Escuchar: Guessing the meaning of words through context (Una invitación) p. 325 Repasar Vocabulario p.330</p>
	<p>B. Cultura</p> <ul style="list-style-type: none">  Fotonovela: <i>El Día de los muertos</i> pp.304-305  Cultura: <i>Semana santa: vacaciones y tradición</i> p. 308, <i>Festival de Viña del Mar</i> p. 309  Las telenovelas p. 315  Lectura cultural: <i>Vida social</i> p.322-323

	<ul style="list-style-type: none"> 📺 Video TV Clip: <i>Fiestas patrias: Chilevisión</i> p. 326 📺 Flash Cultura: <i>Las fiestas</i> p. 327 🗺 Panorama Cultural: <i>Chile</i> pp.328-329
<p style="text-align: center;">MIER. 12, LUNES 24 Y MIER. 26</p> <p style="text-align: center;">***</p> <p style="text-align: center;">Capítulo 10 “En el consultorio”</p>	<p>A. Comunicación</p> <p>Contextos: En el consultorio p. 331-332 Ortografía: el acento y las sílabas p. 339 Gramática: El imperfecto pp.242-343 Gramática: El imperfecto y el pretérito pp. 346-347, Constructions with se pp. 350-351, Adverbios p. 354 Lectura: Activating background knowledge p. 358 Escritura: Mastering the simple past tense (<i>Una historia</i>) p. 360 Escuchar: Listening for specific information (Enfermedades) p. 361 Repaso Vocabulario p. 366</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> 📺 Fotonovela: <i>¡Qué dolor!</i> pp. 336-337 🗺 Cultura: <i>Servicios de salud</i> p. 340, 🌐 <i>Curanderos y chamanes</i> p. 341 🌐 La sala de emergencia p. 349 📺 Video TV Clip: <i>Anuncio de Anaflex</i> p. 362 📖 Literatura: <i>Libro de la semana, Entrevista a Carla Baron</i>, p. 359 📺 Flash Cultura: <i>La salud</i> p. 363 🗺 Panorama Cultural: <i>Costa Rica</i> pp.364-365
<p style="text-align: center;">LUNES 31 Y MIER. 2 (ABR.)</p>	<p>ORAL GROUP PRESENTATIONS (Instructions for oral presentations will be provided in a separate handout)</p> <ul style="list-style-type: none"> • Cultura (Culture - in Spanish)
<p style="text-align: center;">LUNES 7 Y MIER. 9</p>	<p>ORAL GROUP PRESENTATIONS (Instructions for oral presentations will be provided in a separate handout)</p> <ul style="list-style-type: none"> • Película (Movie - in English)

ABRIL	Temas y Actividades (<i>Las páginas corresponden al Libro de Texto</i>)
<p style="text-align: center;">LUNES 14, MIER. 16 Y LUNES 21</p> <p style="text-align: center;">***</p> <p style="text-align: center;">Capítulo 11 “La tecnología”</p>	<p>A. Comunicación</p> <p>Contexto: La tecnología pp. 368-369 Vocabulario: En la gasolinera p. 370 Gramática: Mandatos informales pp. 378-379, Por y para pp. 382-383 Lectura: Recognizing borrowed words p. 394 Ortografía: La acentuación de palabras similares p. 375 Gramática: Reciprocal reflexives p. 386, Stressed possessive adjectives and pronouns pp. 388-389 Escritura: Listening key words (Instrucciones) p. 396 Escuchar: Recognizing the genre of spoken discourse p. 397 Repaso vocabulario p. 402</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> 📺 Fotonovela: <i>En el taller</i> pp. 372-373 🗺 Lectura Cultural: <i>El teléfono celular</i> p. 376, <i>Los mensajes de texto</i> p. 377 🌐 Lectura: <i>Comic</i> pp. 394-395 📺 TV Clip: <i>Anuncio Davivienda</i> p. 398 📺 Flash cultura: <i>Maravillas de la tecnología</i> p. 399 🌐 Panorama Cultural: <i>Argentina</i> pp. 400-401
	<p>📌 Entrega de la Guía de Estudio para el Examen Final (Study guide for the Final Exam)</p>

Three Rivers Community College

MIER. 23 Y LUNES 28	EXAMEN <u>ORAL</u> individual (Individual ORAL EXAM - Capítulos: 6,7, 8, 9, 10 y 11) (By appointment) • <i>SUPERSITE</i>
MIER. 30 Y LUNES 5 (MAYO)	REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW) <i>Revisión de Vocabulario, Gramática y Cultura (Incluye Capítulos: 6,7, 8, 9, 10 y 11)</i>

MAYO	Temas y Actividades <i>(Las páginas corresponden al Libro de Texto)</i>
MIER. 7 Y LUNES 12	REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW) <i>Revisión de Vocabulario, Gramática y Cultura (Incluye Capítulos: 6,7, 8, 9, 10 y 11)</i>
MIER. 14	EXAMEN FINAL ESCRITO (FINAL WRITTEN EXAM - Todos los capítulos - Comprehensive - All chapters included: 6,7, 8, 9, 10 y 11) - Follow the Study guide provided to prepare for the exam
LUNES 19	<i>Carpeta (notebook due) - Grades - Fiesta</i>