

**SPA 111 - Elementary Spanish I (T01 - 30321)**

**Fall 2010**

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Instructor: MARIA CELESTE ARRIETA  
 Course schedule: Monday and Wednesday 8:00am-09:40am  
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 Office Hours: Monday and Wednesday 10am to 11.30am

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**Course description:** This four credit course introduces the basic principles of the Spanish language and provides a cultural understanding of the Hispanic world. The emphasis of the course is on developing communicative skills at a basic level, focusing on the basic skills of language learning: listening, speaking, writing and reading. This course will allow students to contextualize the learning experience by providing a cultural context for all activities which encourages interest and appreciation of language and Hispanic culture.

**Course Materials:**

- ① Textbook: Anda Curso Elemental, Heining-Boynton & Cowell, Pearson, 2009.
  - Span 111: Part A (Chapters 1 to 6) - Span 112: Part B (Chapters 7 to 12)
  - 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 Latino world.
- ① MySpanishLab (Workbook and Laboratory Manual - online)
  - A minimum of one hour of laboratory/computer practice beyond the class meetings are required per week.
- ① Vistas Culturales. Video Guide. Pearson Prentice Hall, 2007.

**Course goals:** At the end of this semester students should be able to do the following:

- To develop speaking and listening skills in Spanish, to be able to recognize and use Spanish pronunciation.
- To recognize and apply basic grammar structures and connect grammar with communication.
- To develop and use the vocabulary and topics of conversations presented in the six introductory lessons of the textbook. These topics reflect how Spanish speakers communicate in the real world.
- To read and understand short narratives.
- To write questions and answers and short paragraphs based on the material presented in the textbook.
- To be familiar with cultural contexts in order to contextualize the learning experience
- To increase their knowledge of Hispanic culture: Students will demonstrate basic knowledge of the customs and contributions of the different ethnic groups that form the Hispanic world

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

Class participation	15%
Journals ( <i>Diarios</i> )	10%
Quizzes ( <i>Pruebas</i> )	20%
Homework, notebook, workbook and lab book	20%
Midterm exam (Written and Oral)	10%
<u>Comprehensive oral final exam</u>	10%
<u>Comprehensive written final exam</u>	15%
	100%

**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

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**1. 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 or note 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. 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 "F" for the exam or assignment missed. In order to be fair to other students in the class, up to five points will be deducted from the student's grade for make up tests, or for late assignments.

**2. Completion of the material** in the **Textbook** (during class and homework), the **Activities and Lab Manual, Vistas Culturales** Video Guide and **Diarios**. You will be provided with **due dates** for submitting each Activity Manual and Lab chapter.

**3. Individual and group participation.** 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. **If you miss a class take responsibility for keeping up with the assignments. Check with a classmate for any changes or additions to the syllabus.**

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

GENERAL INFORMATION FOR STUDENTS

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**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 (see next). 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 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" a carry no penalty. Students who stop attending but fail to formally withdraw are assigned "F" for a grade.

**Participation:** Since the oral component of the class is very important, students are expected to participate in all class meetings.

Criteria for class participation are:

- Being present at every class session.
- Reading and preparing the work for class as determined by the instructor.
- *Actively* participating in class activities by making comments, asking questions, showing enthusiasm in activities.
- Do the homework in the preparation of listening comprehension, grammar exercises, dialogues, and readings and for completion of exercises indicated in the **workbook and lab book**.
- Study in advanced the assigned material for each class.
- The realization of the Internet projects which form an integral part of the required course work.

**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 have a conflict of times with another class, please inform your instructor about your problems. After the **third** late arrival, your grade will be affected.

**Written work:**

**Journals**

1. The main purpose of this activity is developing the writing skill by regularly practicing the skill and getting immediate feedback.
2. The instructor will announce the assignment 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.

**Notebook**

1. In order to gauge the progress the student has done throughout the course, each student is required to compile all the written texts and homeworks.
2. This *Cuaderno - Carpeta* should include the activities done in class, homework assignments, projects, exams, journals and quizzes.
3. Additionally, the student could add any other piece of writing evaluated and returned to you such as workbook activities or any other additional material you would like to include. Think of the *Carpeta* as a “scrap-book.”
4. The student will submit the *Carpeta* the last week of the course for grading, and the instructor will hand it back.

**Disruptive Behavior:** Will not be tolerated. Students will be removed from the course if the problem is not corrected.

**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 me before class that you will be expecting a call.

**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, 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. I reserve 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. You can consult dictionaries and grammar reference sources and use a Spanish spell checker (*e.g.* with a program such as *Microsoft 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 occur, the student will be reported to the appropriate university authorities for whatever action is deemed necessary

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

SUGGESTIONS ON HOW TO STUDY AND LEARN A FOREIGN LANGUAGE

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**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,
5. reread each part and then re-read the whole, after that, close the book and recall what you just read.
6. **Don't agonize** over passages you just can't understand. Ask your instructor.
7. **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. Use the language as often as possible with a classmate, Spanish-Speaking people or by yourself.
- Make use of **Rosetta Stone** at the **Language Laboratory** located in the Library. Students can make use of this excellent tool for practicing and improving their language skills.
- Participate in the **cultural activities** offered by the **Organization of the Latin- American Experience OLE** at the college. You can come to the first meeting, become an active member. We want to hear your suggestions on activities that interest you like study/travel courses, cultural videos, dinner/dance parties, etc. Look for notices and announcements.

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**Classes 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. Do the exercises in the Activities and Lab Manual in conjunction with the structures assigned in the Textbook's exercises. Also make sure you finish the material of these components and do the self test (*¿Cómo andas? and ¿Por fin cómo andas?*) sections throughout the chapters before a test. It will help you to know what you need to review or study more.

\*\* Homework, Activity and Lab Manuals activities will be assigned each class. In case of specific due date for completion of work it will be announced in advanced.









AGOSTO	Texto: Gramática, lecturas, vocabulario y actividades
<b>Lunes 30</b>  ***  <b>Capítulo Preliminar A</b>	Introducción al curso: Presentación de la clase – Materiales - Metodología – Discusión de asignaciones – Programa – Encuesta
	<b>A. Comunicación</b> Vocabulario: los Saludos pp. 4-6, los Cognados p. 10, la Clase pp. 8-9 Gramática - Pronunciación: el Alfabeto pp. 9-10
	<b>B. Cultura</b> 📖 Lectura: <i>Cómo se saluda a la gente</i> p. 7 🏠 Vistas culturales: <i>El mundo hispano</i>
SEPTIEMBRE	Texto: Gramática, lecturas, vocabulario y actividades
<b>Miércoles 1</b>  ***  <b>Capítulo Preliminar A</b>	<b>A. Comunicación</b> Vocabulario: los Números 0-30 pp. 16-17, las Nacionalidades pp. 14-15 Gramática: el Verbo SER pp. 13-14, los Pronombres personales pp. 11-12
	<b>B. Cultura</b> 📖 Lectura: <i>¿Tú o usted?</i> p. 12 🌐 <i>¿Quién habla español?</i> p. 17 🌍 Geografía: Los países del mundo hispano pp. 16-18 🏠 Vistas culturales: <i>Los hispanos en los Estados Unidos</i> (libro: pp. 52-53)
<b>Lunes 6</b>	<b>LABOR DAY – COLLEGE CLOSED</b>
<b>Miércoles 8</b>  ***  <b>Capítulo Preliminar A</b>	<b>A. Comunicación</b> Vocabulario: el Tiempo p. 23, los Días p.20, los Meses p. 20, las Estaciones p. 20, la Hora pp. 18-20 Gramática: Verbo GUSTAR pp. 25-26
	<b>B. Cultura</b> 🌐 Guía del ocio en Madrid p. 22, El clima en España y en América del Sur p. 24 🏠 Ecología: Los recursos naturales en el mundo hispano
<b>Lunes 13</b>  ***  <b>Capítulo 1</b>	<b>A. Comunicación</b> Vocabulario: la Familia pp. 32-34, la Gente pp. 41-42 Gramática: el verbo TENER pp. 35-36, el singular y el plural p. 37, el masculino y el femenino pp. 38-39 Pronunciación: las Vocales en español p. 33
	<b>B. Cultura</b> 📖 Lectura: <i>Los nombres en el mundo hispano</i> p. 34 🌐 Historia: la Historia del español en Los Estados Unidos
<b>Miércoles 15</b>  ***  <b>Capítulo 1</b>	<b>A. Comunicación</b> Vocabulario: los Números 31-100 pp. 48-49 Gramática: los Artículos definidos e indefinidos pp. 39-40
	<b>B. Cultura</b> 📖 Lectura: <i>El español, lengua diversa</i> p. 48 📖 Literatura: <i>Ambiciones Sinistras - Episodio 1 (Conexiones, E-mails)</i> pp. 54-55 🏠 <i>Ambiciones Sinistras: ¿Quiénes son?</i> (los Cognados) p. 56
<b>Lunes 20</b>  ***  <b>Capítulo 1</b>	<b>A. Comunicación</b> Vocabulario: los Adjetivos descriptivos pp. 44-47 Gramática: los Adjetivos posesivos pp. 42-43 Escuchar: Estrategias para desarrollar esta habilidad (Tema y Palabras conocidas) p. 50
	<b>B. Cultura</b> 🌐 Ciencias Sociales: la población hispana en los Estados Unidos p. 49












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	<p> Literatura: Escribir un Poema (integrando contenidos anteriores) p. 51</p>
<p><b>Miércoles 22</b> *** <b>Capítulo 2</b></p>	<p><b>A. Comunicación</b> Vocabulario: las Materias y las Especialidades pp. 62-63, la Sala de clase pp. 66-68 Gramática: PRESENTE INDICATIVO de VERBOS REGULARES pp. 68-71</p>
	<p><b>B. Cultura</b>  Lectura: <i>Los estereotipos</i> p. 65  Vistas culturales: <i>México</i> (libro: pp. 90-91)</p>
<p><b>Lunes 27</b> *** <b>Capítulo 2</b></p>	<p><b>A. Comunicación</b> Vocabulario: los Números 100-1.000 pp. 74-75, en la Universidad pp. 76-80, Emociones y Estados pp. 81-82 Gramática: la formación de Preguntas y las Palabras interrogativas pp. 71-73</p>
	<p><b>B. Cultura</b>  Matemática: el Dinero en los países hispanos y su conversión con el dólar p. 74  Literatura: Ambiciones Sinistras - Episodio 2 (<i>Las solicitudes</i>, Lectura rápida) pp. 92-93  Ambiciones Sinistras: <i>La aventura comienza</i> p. 94</p>
<p><b>Miércoles 29</b> *** <b>Capítulo 2</b></p>	<p><b>A. Comunicación</b> Vocabulario: los Deportes y los pasatiempos pp. 83-86 Gramática: Verbo ESTAR pp. 78-82, Verbo GUSTAR pp. 82-86 Escuchar: Estrategias para desarrollar esta habilidad (Ideas principales) p. 87</p>
	<p><b>B. Cultura</b>  Lectura: <i>Los deportes en el mundo hispano</i> p. 85  Geografía: las capitales del mundo hispano p. 80  Literatura: Escribir un texto descriptivo (Presentación personal) p. 88</p>
	<p><b>📌 Entrega de la Guía de Estudio para el Examen de mitad de semestre (Study guide for Midterm Exam)</b></p>

OCTUBRE	Texto: Gramática, lecturas, vocabulario y actividades
<b>Lunes 4</b>	<b>REPASO PARA EL EXAMEN DE MITAD DE SEMESTRE (MIDTERM REVIEW)</b>
<b>Miércoles 6</b>	<b>EXAMEN ESCRITO DE MITAD DE SEMESTRE (WRITTEN MIDTERM EXAM - Capítulos: A, 1 y 2)</b>
<b>Lunes 11</b>	<b>EXAMEN ORAL DE MITAD DE SEMESTRE (ORAL MIDTERM EXAM - Capítulos: A, 1 y 2)</b>
<p><b>Miércoles 13</b> *** <b>Capítulo 3</b></p>	<p><b>A. Comunicación</b> Vocabulario: la Casa pp. 100-103, los Muebles pp. 109-111, los Quehaceres domésticos pp. 112-113 Gramática: Algunos VERBOS IRREGULARES (dar, conocer, hacer, poner, salir, traer, ver, decir, oír, venir, poder, querer, tener) pp. 104-108 Pronunciación: las letras <i>h, j</i> y <i>g</i> p. 101</p>
	<p><b>B. Cultura</b>  Lectura: <i>¿Dónde viven los españoles?</i> p. 108  Arquitectura: Las casas en el mundo hispano  Arte: Goudí  Vistas culturales: <i>España</i> (libro: pp. 126-127)</p>
<p><b>Lunes 18</b> *** <b>Capítulo 3</b></p>	<p><b>A. Comunicación</b> Vocabulario: los Colores pp. 115-116 Gramática: Expresiones con el verbo TENER pp. 117-120</p>
	<p><b>B. Cultura</b>  Lectura: <i>Las mujeres del mundo hispano</i> p. 114  Arte: Artistas hispanos (Frida Kahlo, José Gurruchaga, Pablo Picasso, Xul Solar)  Arquitectura: La casa de Dalí p. 116  La mujer hispana de hoy, Desafíos y cambios</p>
<p><b>Miércoles 20</b> *** <b>Capítulo 3</b></p>	<p><b>A. Comunicación</b> Vocabulario: los Números 1.000-100.000.000 pp. 120-122 Gramática: Hay pp. 122-123 Escuchar: Estrategias para desarrollar esta habilidad (Información específica) p. 124</p>
	<p><b>B. Cultura</b>  Literatura: Escribir un anuncio promocional (<i>flyer</i>) p. 125  Ciencias Sociales: Las poblaciones de las provincias españolas p. 122</p>

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	<ul style="list-style-type: none"> <li> Literatura: Ambiciones Sinistras - Episodio 3 (<i>El concurso</i>, Ojea/Explorar un texto) pp. 128-129</li> <li> Ambiciones Sinistras: <i>¡Tienes una gran oportunidad!</i> P. 130</li> </ul>
<p style="text-align: center;"><b>Lunes 25</b></p> <p style="text-align: center;">***</p> <p style="text-align: center;"><b>Capítulo 4</b></p>	<p>A. Comunicación</p> <p>Vocabulario: Nuestra comunidad - los Lugares pp. 136-138</p> <p>Gramática: Verbos SABER y CONOCER pp. 140-141, Tengo que... pp. 142-143, los VERBOS CON CAMBIO DE RAÍZ PP. 144-146</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> <li> Lectura: <i>Actividades cotidianas: Las compras y el paseo</i> p. 139</li> <li> Geografía: la ciudad de Chiquimula en Guatemala p. 139</li> <li> Vistas culturales: <i>Guatemala</i></li> </ul>
<p style="text-align: center;"><b>Miércoles 27</b></p> <p style="text-align: center;">***</p> <p style="text-align: center;"><b>Capítulo 4</b></p>	<p>A. Comunicación</p> <p>Vocabulario: Trabajos y servicios voluntarios pp. 151-153</p> <p>Gramática: Verbo IR pp. 147-149, IR + a + infinitivo pp. 149-150</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> <li> Ciencias Sociales: <i>La conciencia social</i> p. 153</li> <li> Literatura: Ambiciones Sinistras - Episodio 4 (<i>Las cosas no son siempre lo que parecen</i>) pp. 164-165</li> <li> Ambiciones Sinistras: <i>¿Quiénes son en realidad?</i> p. 166</li> </ul>

NOVIEMBRE	Texto: Gramática, lecturas, vocabulario y actividades
<p style="text-align: center;"><b>Lunes 1</b></p> <p style="text-align: center;">***</p> <p style="text-align: center;"><b>Capítulo 4</b></p>	<p>A. Comunicación</p> <p>Gramática: expresiones afirmativas y negativas (frecuencia) pp. 154-156, repaso de Verbos SER y ESTAR pp. 156-159</p> <p>Escuchar: Estrategias para desarrollar esta habilidad (Parafrasear) p. 159</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> <li> Geografía: Guatemala p. 162, Honduras p. 161 y El Salvador p. 163</li> <li> Literatura: Escribir una tarjeta postal (<i>postcard</i>) p. 160</li> <li> Vistas culturales: <i>Nicaragua</i> (libro: p. 195), <i>El Salvador y Honduras</i></li> </ul>
<p style="text-align: center;"><b>Miércoles 3</b></p> <p style="text-align: center;">***</p> <p style="text-align: center;"><b>Capítulo 5</b></p>	<p>A. Comunicación</p> <p>Vocabulario: El mundo de la música pp. 172-175</p> <p>Gramática: los adjetivos demostrativos pp. 176-177 y los pronombres demostrativos pp. 178-179</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> <li> Lectura: <i>La música latina en los Estados Unidos</i> p. 179</li> <li> Música: Los famosos p. 175, Un concierto p. 179</li> <li> Vistas culturales: <i>Costa Rica</i> (libro: p. 196)</li> </ul>
<p style="text-align: center;"><b>Lunes 8</b></p> <p style="text-align: center;">***</p> <p style="text-align: center;"><b>Capítulo 5</b></p>	<p>A. Comunicación</p> <p>Vocabulario: El mundo del cine pp. 185-187</p> <p>Gramática: el PRESENTE PROGRESIVO pp. 182-184, los Adverbios pp. 180-181</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> <li> Lectura: <i>La influencia hispana en el cine norteamericano</i> p. 187</li> <li> Cine - Literatura: Escribir una reseña de una película p. 194</li> <li> Vistas culturales: <i>Panamá</i> (libro: p. 197)</li> </ul>
<p style="text-align: center;"><b>Miércoles 10</b></p> <p style="text-align: center;">***</p> <p style="text-align: center;"><b>Capítulo 5</b></p>	<p>A. Comunicación</p> <p>Gramática: los Números ordinales pp. 188-189, <i>Hay que</i> + infinitivo pp. 189-190, los pronombres de complemento directo y la "a" personal pp. 190-193</p> <p>Escuchar: Estrategias para desarrollar esta habilidad (Predecir contenido) p. 193</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> <li> Literatura: Ambiciones Sinistras - Episodio 5 (<i>La búsqueda de Eduardo</i>, Predecir contenido) pp. 198-199</li> <li> Ambiciones Sinistras: <i>Se conocen</i> p. 200</li> </ul>
<p style="text-align: center;"><b>Lunes 15</b></p> <p style="text-align: center;">***</p> <p style="text-align: center;"><b>Capítulo 6</b></p>	<p>Capítulo de <u>Revisión</u> de Vocabulario, Gramática y Cultura (Incluye Capítulos: A, 1, 2, 3, 4 y 5)</p>

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<b>Miércoles 17</b>	<p><i>Comunicación y Cultura</i></p> <p>🎬 Cine: Película <i>Nueve reinas</i> (pre-actividades y post-actividades)  Vocabulario: Expresiones idiomáticas coloquiales argentinas  Gramática - Pronunciación: el español en Argentina, sus características y diferencias de tipo morfológico, fonético, sintáctico y semántico</p>
<b>Lunes 22</b>	<p><i>Comunicación y Cultura</i></p> <p>🎬 Cine: Película <i>Nueve reinas</i> (pre-actividades y post-actividades)  Vocabulario: Expresiones idiomáticas coloquiales argentinas  Gramática - Pronunciación: el español en Argentina, sus características y diferencias de tipo morfológico, fonético, sintáctico y semántico</p>
<b>Miércoles 24</b>	<b>SUPPLEMENTAL SESSIONS - THANKSGIVING BREAK</b>
<b>Lunes 29 *** Capítulo 6</b>	<i>Capítulo de <u>Revisión</u> de Vocabulario, Gramática y Cultura (Incluye Capítulos: A, 1, 2, 3, 4 y 5)</i>

<b>DICIEMBRE</b>	<b>Texto: Gramática, lecturas, vocabulario y actividades</b>
<b>Miércoles 1 *** Capítulo 6</b>	<i>Capítulo de <u>Revisión</u> de Vocabulario, Gramática y Cultura (Incluye Capítulos: A, 1, 2, 3, 4 y 5)</i>
<b>Lunes 6</b>	<b>REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW)</b>
<b>Miércoles 8</b>	<b>REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW)</b>
<b>Lunes 13</b>	<b>EXAMEN FINAL ESCRITO (FINAL WRITTEN EXAM - Todos los capítulos)</b>
<b>Miércoles 15</b>	<b>EXAMEN FINAL ORAL (FINAL ORAL EXAM - Todos los capítulos - By appointment)</b>



