

**SPA 112 - Elementary Spanish II (T02 - 31239)**

**Fall 2010**

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 Course schedule: Tuesday and Thursday 04:30pm-06:10pm  
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**Course description:** This four credit 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.

**Prerequisites:** Consent of the instructor is required for enrollment in this course. Consent is usually given if student has completed Elementary Spanish 111.

**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.
- ② *MySpanishLab* (Workbook and Laboratory Manual - online)
  - A minimum of one hour of laboratory/computer practice beyond the class meetings are required per week.
- ③ *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 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, Present tense of the Subjunctive Mood, 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	15%
Composiciones ( <i>Compositions</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 **Composiciones**. 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 - Compositions**

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/composition.
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, compositions 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.
- 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.
- 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.
- 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 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 Y 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, Projects, 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.

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

AGOSTO	Texto: Gramática, lecturas, vocabulario y actividades
<b>Jueves 26</b>  *** <b>Capítulo Preliminar B</b>	<b>Introducción al curso:</b> Presentación de la clase – Materiales – Metodología – Discusión de asignaciones – Programa – Encuesta
	<b>A. Comunicación</b> Repaso Vocabulario ( <i>review</i> ) pp. 224-231: La familia, Las materias y las especialidades, La Clase, Emociones y estados, En la universidad, los Deportes y los pasatiempos Repaso Gramática ( <i>review</i> ) pp. 224-231: Verbo TENER, Singular y plural, Masculino y femenino, Artículos definidos e indefinidos, Adjetivos posesivos y descriptivos, PRESENTE INDICATIVO de verbos regulares, Preguntas y palabras interrogativas, Los números 1-100.00.00, el Verbo ESTAR, el Verbo GUSTAR
	<b>B. Cultura</b> 📺 Vistas culturales: <i>El mundo hispano</i>
<b>Martes 31</b>  *** <b>Capítulo Preliminar B</b>	<b>A. Comunicación</b> Repaso Vocabulario ( <i>review</i> ) pp. 232-242: La casa, los Muebles, los Quehaceres domésticos, los Colores, los Lugares, Trabajos y servicios voluntarios Repaso Gramática ( <i>review</i> ) pp. 232-242: VERBOS IRREGULARES (dar, conocer, hacer, poner, salir, traer, ver, decir, oír, venir, poder, querer, tener) pp. 104-108, Hay, Expresiones con TENER, Saber y Conocer and the personal <i>a</i> , Tengo que..., los VERBOS CON CAMBIO DE RAÍZ pp. 144-146, el Verbos IR e IR + <i>a</i> + infinitivo, las Expresiones afirmativas y negativas
	<b>B. Cultura</b> 🌐 Repaso Geografía: Los países del mundo hispano pp. 16-18 📺 Repaso Vistas culturales: <i>Los hispanos en los Estados Unidos</i> (libro: pp. 52-53)
SEPTIEMBRE	Texto: Gramática, lecturas, vocabulario y actividades
<b>Jueves 2</b>  *** <b>Capítulo Preliminar B</b>	<b>A. Comunicación</b> Repaso Vocabulario ( <i>review</i> ) pp. 242-249: el mundo de la música, el mundo del cine Repaso Gramática ( <i>review</i> ) pp. 242-249: Verbos SER y ESTAR pp. 156-157, los adjetivos y pronombres demostrativos, el PRESENTE PROGRESIVO p. 182, los Números Ordinales, Hay que + infinitivo, los pronombres de complemento directo
	<b>B. Cultura</b> 📺 Ambiciones Sinistras: Sinopsis de los capítulos anteriores p. 248
<b>Martes 7</b>  *** <b>Capítulo 7</b>	<b>A. Comunicación</b> Vocabulario: La comida pp. 252-253, Gramática: Repaso del complemento directo p. 257, el PRETERITO pp. 258-262 Pronunciación: <i>r</i> and <i>rr</i> p. 253
	<b>B. Cultura</b> 📖 Lectura: <i>Las comidas en el mundo hispano</i> p. 256 🌐 Nutrición: ¡A contar calorías! p. 254, la Pirámide alimenticia y las dietas p. 255 📺 El maíz: alimento de múltiples usos
<b>Jueves 9</b>	<b>A. Comunicación</b> Vocabulario: la Preparación de las comidas p. 263, en el Restaurante p. 271 Gramática: unos VERBOS IRREGULARES en el PRETERITO pp. 266-267

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*** <b>Capítulo 7</b>	<b>B. Cultura</b> ☞ Lectura: <i>La comida hispana</i> p. 265 📖 Vistas culturales: <i>Chile</i> (libro: p. 276)
<b>Martes 14</b>	<b>A. Comunicación</b> Escuchar: Combinar estrategias para desarrollar esta habilidad p. 274 Escribir un relato de un recuerdo ( <i>memory</i> ): Describe el mejor día festivo que pasaste de niño p. 275
*** <b>Capítulo 7</b>	<b>B. Cultura</b> 📖 Vistas culturales: <i>Paraguay</i> (libro: p. 277) y <i>Bolivia</i> (libro: p. 346) 📖 Literatura: <i>Ambiciones Siniestras - Episodio 7 (El rompecabezas)</i> pp. 278-279 📖 <i>Ambiciones Siniestras: ¡Qué rico está el pisco!</i> (Predecir) p. 280
<b>Jueves 16</b>	<b>A. Comunicación</b> Vocabulario: La ropa pp. 286-287, GUSTAR y Verbos como gustar pp. 294-297 Gramática: los Pronombres de complemento indirecto pp. 292-294
*** <b>Capítulo 8</b>	<b>B. Cultura</b> 🌐 Moda: La moda y la vestimenta en los países hispanos pp. 288-289 🌐 Turismo - Geografía: la moda, las estaciones y el clima en los países hispanos 🌐 Ciencias sociales - Música - Arte: expresa tu opinión sobre personajes hispanos famosos del mundo de la moda, de la música o artistas en general pp. 296-297 ☞ Lectura: <i>Zara: la moda internacional</i> p. 291 📖 Vistas culturales: <i>Argentina</i> (libro: p. 312)
<b>Martes 21</b>	<b>A. Comunicación</b> Vocabulario: Verbos REFLEXIVOS pp. 302-303 Gramática: los Pronombres de complemento directo e indirecto usados juntos pp. 298-300, las construcciones reflexivas (VERBOS Y PRONOMBRES REFLEXIVOS) pp. 302-303
*** <b>Capítulo 8</b>	<b>B. Cultura</b> 🌐 Teatro: representación con mímica de los verbos reflexivos p. 305 ☞ Lectura: <i>Los centros comerciales en Latinoamérica</i> p. 306 📖 Literatura: <i>Ambiciones Siniestras - Episodio 8 (¿Quién fue?, Adivinar el significado por el contexto)</i> pp. 314-316 📖 <i>Ambiciones Siniestras: El misterio crece</i> pp. 316-317
<b>Jueves 23</b>	<b>A. Comunicación</b> Gramática: el IMPERFECTO pp. 306-309 Escuchar: Estrategias para desarrollar esta habilidad (Adivinar el significado por el contexto) p. 310
*** <b>Capítulo 8</b>	<b>B. Cultura</b> 🌐 Ciencias Políticas: Eva Perón p. 308 📖 Vistas culturales: <i>Uruguay</i> (libro: p. 313) 📖 Literatura: Escribir un relato de las actividades preferidas tu niñez en formato de correo electrónico ( <i>e-mail</i> ) p. 311
🕒 Entrega de la Guía de Estudio para el Examen de mitad de semestre (Study guide for Midterm Exam)	
<b>Martes 28</b>	<b>REPASO PARA EL EXAMEN DE MITAD DE SEMESTRE (MIDTERM REVIEW)</b>
<b>Jueves 30</b>	<b>EXAMEN ESCRITO DE MITAD DE SEMESTRE (WRITTEN MIDTERM EXAM - Capítulos: B, 7 y 8)</b>

<b>OCTUBRE</b>	<b>Texto: Gramática, lecturas, vocabulario y actividades</b>
<b>Martes 5</b>	<b>EXAMEN ORAL DE MITAD DE SEMESTRE (ORAL MIDTERM EXAM - Capítulos: B, 7 y 8)</b>
<b>Jueves 7</b>	<b>A. Comunicación</b> Vocabulario: el Cuerpo Humano p. 322 Gramática: un resumen de los Pronombres de complemento directo, indirecto y reflexivos pp. 325-327, ¡Qué! y ¡Cuánto! pp. 332-333
*** <b>Capítulo 9</b>	<b>B. Cultura</b> 🌐 Geografía - Salud: El soroche (Altiplano boliviano) p. 330 🌐 Arte: Pablo Picasso (Guernica), Salvador Dalí, Frida Kahlo 📖 Vistas culturales: <i>Perú</i> (libro: p. 345)
<b>Martes 12</b>	<b>A. Comunicación</b> Vocabulario: unas Enfermedades y tratamientos médicos pp. 328-329 Gramática: el PRETERITO y el IMPERFECTO pp. 334-335
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<b>Capítulo 9</b>	Escribir: completar un formulario médico p. 339
	<b>B. Cultura</b> Lectura: <i>El agua y la buena salud</i> p. 331 Historia: <i>Una (muy) breve historia de los incas</i> pp. 336-337 Literatura: Narrar una historia basándose en las imágenes p. 338 Vistas culturales: <i>Ecuador</i> (libro: p. 347)
<b>Jueves 14</b> <b>***</b> <b>Capítulo 9</b>	<b>A. Comunicación</b> Gramática: expresiones con HACER p. 341 Escribir: Narrar un resumen de una película p. 340 Escuchar: Estrategias para desarrollar esta habilidad (Haciéndote preguntas) p. 343
	<b>B. Cultura</b> Lectura: <i>Las farmacias en el mundo hispanohablante</i> p. 340 Literatura: Ambiciones Sinistras - Episodio 9 ( <i>¡Qué mentira!</i> , Reflexionar sobre el texto con preguntas) pp. 348-350 Ambiciones Sinistras: <i>No llores por mí</i> p. 350
<b>Martes 19</b> <b>***</b> <b>Capítulo 10</b>	<b>A. Comunicación</b> Vocabulario: los Medios de transporte pp. 356-357 Gramática: los Mandatos informales pp. 360-363, los Mandatos formales pp. 364-367
	<b>B. Cultura</b> Lectura: <i>¿Cómo nos movemos?</i> p. 366 Transmilenio: el transporte masivo de pasajeros de Bogotá p. 366 Vistas culturales: <i>Colombia</i> (libro p. 381)
<b>Jueves 21</b> <b>***</b> <b>Capítulo 10</b>	<b>A. Comunicación</b> Vocabulario: el Viaje pp. 368-371 Gramática: otras formas del Posesivo pp. 372- 373 Escribir: Las mejores vacaciones p. 371
	<b>B. Cultura</b> Geografía - Turismo: <i>Venezuela, país de aventuras</i> p. 371 Literatura: Ambiciones Sinistras - Episodio 10 ( <i>¿Qué sabía?</i> , Saltear palabras) pp. 383-385 Ambiciones Sinistras: <i>Falsas apariencias</i> p. 386
<b>Martes 26</b> <b>***</b> <b>Capítulo 10</b>	<b>A. Comunicación</b> Gramática: el COMPARATIVO y el SUPERLATIVO pp. 374-378 Escuchar: Estrategias para desarrollar esta habilidad (Identificar claves lingüísticas) p. 379
	<b>B. Cultura</b> Geografía: comparación de superficies de países hispanos p. 376 Literatura: Escribir un artículo periodístico para una revista turística ( <i>newspaper article</i> ) p. 380 Vistas culturales: <i>Venezuela</i> (libro: p. 382)
<b>Jueves 28</b> <b>***</b> <b>Capítulo 11</b>	<b>A. Comunicación</b> Vocabulario: los Animales pp. 392-395, el Medio Ambiente pp. 396-398 Gramática: el SUBJUNTIVO pp. 398-404
	<b>B. Cultura</b> Lectura: <i>El Yunque: tesoro tropical</i> p. 398 Ciencias de los animales - Ecología: El cocodrilo p. 402 Música: La salsa, el merengue y el bolero Vistas culturales: <i>Puerto Rico</i> (libro: p. 418) Los Recursos naturales

NOVIEMBRE	Texto: Gramática, lecturas, vocabulario y actividades
<b>Martes 2</b> <b>***</b> <b>Capítulo 11</b>	<b>A. Comunicación</b> Vocabulario: la Política pp. 405-408 Gramática: POR y PARA pp. 408-410
	<b>B. Cultura</b> Lectura: <i>La política en el mundo hispano</i> p. 407 Ciencias Políticas: anota algunas ideas que expresen tu opinión sobre el futuro político de tu ciudad, estado, país o del mundo p. 407 Vistas culturales: <i>Cuba</i> (libro: p. 417) Vistas culturales: <i>La República Dominicana</i> (libro: p. 419)

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<b>Jueves 4</b>  *** <b>Capítulo 11</b>	A. <i>Comunicación</i> Gramática: las Preposiciones y los Pronombres preposicionales pp. 410-413, el infinitivo después de preposiciones pp. 414-415 Escuchar: Estrategias para desarrollar esta habilidad (Utilizar organizadores visuales) p. 415
	B. <i>Cultura</i> 🌐 Geografía: El Viejo San Juan, Puerto Rico p. 413 🌐 Publicidad - Ecología: crear un anuncio publicitario para radio de 15 segundos sobre algún aspecto de la protección del medio ambiente p. 416 📖 Literatura: Ambiciones Siniestras - Episodio 11 ( <i>Celia</i> , Utilizar organizadores visuales) pp. 420-422 📖 Ambiciones Siniestras: <i>El desenlace</i> p. 422
<b>Martes 9</b>  *** <b>Capítulo 12</b>	Capítulo de <u>Revisión</u> de Vocabulario, Gramática y Cultura (Incluye Capítulos: B, 7, 8, 9, 10 y 11)
<b>Jueves 11</b>	<b>VETERAN'S DAY – CLASSES NOT IN SESSION</b>
<b>Martes 16</b>	<i>Comunicación y Cultura</i> 📺 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
<b>Jueves 18</b>	<i>Comunicación y Cultura</i> 📺 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
	🕒 Entrega de la Guía de Estudio para el Examen Final (Study guide for Final Exam)
<b>Martes 23</b>	<b>SUPPLEMENTAL SESSION</b>
<b>Jueves 25</b>	<b>THANKSGIVING BREAK</b>
<b>Martes 30</b>  *** <b>Capítulo 12</b>	Capítulo de <u>Revisión</u> de Vocabulario, Gramática y Cultura (Incluye Capítulos: B, 7, 8, 9, 10 y 11)

DICIEMBRE	Texto: Gramática, lecturas, vocabulario y actividades
<b>Jueves 2</b>  *** <b>Capítulo 12</b>	Capítulo de <u>Revisión</u> de Vocabulario, Gramática y Cultura (Incluye Capítulos: B, 7, 8, 9, 10 y 11)
<b>Martes 7</b>	REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW)
<b>Jueves 9</b>	REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW)
<b>Martes 14</b>	EXAMEN FINAL ESCRITO (FINAL WRITTEN EXAM - Todos los capítulos)
<b>Jueves 16</b>	EXAMEN FINAL ORAL (FINAL ORAL EXAM - Todos los capítulos - By appointment)



*Three Rivers Community College*

**Cuestionario Informativo**  
**Please fill in this form and return it to the instructor**

Nombre (*name*): \_\_\_\_\_ Apellido (*last name*): \_\_\_\_\_

Place and date of birth \_\_\_\_\_

Correo electrónico (*email*): \_\_\_\_\_

Area(s) de interés, o especialización (*Major and minor or main interests*): \_\_\_\_\_

**1.** Indica qué experiencia (cursos, años, amigos, etc.) en español has tenido hasta este momento (*Which experience with Spanish have you had until this moment? You can give previous courses and/or years of studying Spanish*).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2.** ¿Por qué decidiste tomar este curso? (*Why are you studying Spanish?*) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3.** Explica brevemente qué te gustaría hacer o qué esperas en esta clase. (*Explain briefly what you would like to learn or you expect to learn in this class.*) \_\_\_\_\_

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\_\_\_\_\_  
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\_\_\_\_\_

**5.** ¿Qué otros idiomas conoce? (*Do you have some knowledge of any language other than English or Spanish?*): \_\_\_\_\_

\_\_\_\_\_

**6.** Áreas de interés en lenguaje o la cultura hispánica (*Main areas of interest in Spanish language or culture*):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Muchas gracias*