

DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES
Spanish and Portuguese Language Programs
Summer 2023 - SPAN 220: Spanish III
UCAN-SANTANDER

Blackboard: <http://blackboard.usc.edu>

Instructor: David Zarazúa Section: _____
E-mail: zarazua@usc.edu Phone number: _____
Office Location: _____ Class Time: _____
Office Hours: _____ Class Location: _____

IMPORTANT DATES

- Last day to add the course or change letter grade to pass/no pass
- Last day to drop a class without a mark of "W" or change pass/no pass to letter
- Last day to drop a class with a mark of "W"

REQUIRED COURSE MATERIAL

- **Textbook:** Goodall, G., & Lear, D., (2020). *Conéctate* (Vol. 3). ISBN: 9781308975498
- **Workbook:** Follow the instructions on Blackboard (under Online Homework) to register for the online workbook.

COURSE OBJECTIVES

This is a course aimed at those students who wish to attain a working knowledge of Spanish in a naturalistic, immersion environment. Students will:

- continue to develop their communicative skills through frequent interaction in formal and naturalistic environments.
- understand simple ideas expressed by other speakers.
- use Spanish to communicate ideas about self, family, study, work, daily routines, leisure activities, houses, furniture, chores, health, food, shopping, vacations and festivals, traveling, relationships, environmental issues, arts and entertainment, politics, and technology.
- interact with native Spanish speakers on a variety of subjects.
- attain an increased awareness of and cultural sensitivity to the Spanish language, and, in particular, its elements in northern Spain and Spain in general.
- gain knowledge of some social and historical aspects in northern Spain and Spain in general.
- learn and engage with local elements of Spanish culture.

The Language Program at USC teaches language communicatively which means that all courses are taught in Spanish, except for brief moments of English when absolutely necessary to facilitate the flow of the course. In a communicative language class, students are expected to be active co-participants in their own learning. **This requires that you come to class prepared to engage in the day's work by having read all required material and completed all assignments listed on the schedule.**

The content of the Spanish classes and the way in which students' work is assessed are based on the theoretical and pedagogical guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL). These are summarized in the *National Standards for Foreign Language Education* (ACTFL, 2006), whose main goals of instruction are as follows:

COMMUNICATION: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD

- **Standard 5.1:** Students use the language both within and beyond the school setting.
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. (Source: <http://www.actfl.org/publications/all/national-standards-foreign-language-education>)

The activities and homework assignments that you will complete in class and the assessment tools with which your work will be evaluated have been created to accomplish and reflect the instructional objectives described in the Standards. The content of your class has also been designed to develop your ability to communicate in three different modes—interpersonal, interpretive, and presentational:

Interpersonal	Interpretive	Presentational
• Active negotiation of meaning among individuals	• Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	• Creation of messages
• Participants observe and monitor one another to see how their meanings and intentions are being communicated	• One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer	• One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
• Adjustments and clarifications are made accordingly	• Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective	• To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture
• Speaking and listening (conversation); reading and writing (text messages or via social media)	• Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	• Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

Source: ACTFL (2012). *ACTFL Performance Descriptors for Language Learners: 2012 Edition*. Alexandria, VA: ACTFL.

ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ACADEMIC CONDUCT:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

SUPPORT SYSTEMS:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services - (213) 740-0776

<https://osas.usc.edu/>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

ACCOMODATION IN THE LANGUAGE PROGRAM: OSAS

Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please present your letter of accommodation to your instructor as early in the semester as possible, preferably during the first week of classes. Arrangements for accommodations for chapter exams are done individually with your instructor. Requests for accommodations for final exams require the OSAS test proctoring form, signed by the student and the professor and submitted to OSAS by the student, two weeks prior to the beginning of the final exam period. OSAS is located in 3601 Watt Way, Grace Ford Salvatori Hall 120, and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for OSAS is (213) 740-0776. They can be reached via email at ability@usc.edu.

RESEARCH

The Department Latin American and Iberian Cultures routinely conducts research on instructional practices. This research provides valuable data for program assessment. Occasionally throughout the program you may be invited to participate in on-going studies either during regular class time or outside of class hours. As the researcher and/or your instructor will explain, participation in any such studies is absolutely voluntary and your performance on tests intended for studies will in no way affect your grade in the course.

CONTACT WITH INSTRUCTORS

Your first contact is your instructor at the University of Cantabria who may be reached through email, or in person during class time and by appointment. You may also contact USC program directors, Gorette Prieto Botana (botana@usc.edu) and Vianey Cabrera (canobrit@usc.edu) if you need assistance.

COURSE EVALUATION

The evaluation system is based on students' ability to participate actively and effectively in a wide variety of language related activities both in and out of the classroom. This entails a kind of apprenticeship into the language and progress is a result of the students' own efforts. A strategy of continuous application and fulfillment of course requirements will enable students to exercise a great deal of direct control over their final grade for this course.

SUMMARY OF DISTRIBUTION OF GRADES

EVALUATION PROCEDURES	%
<u>Effort and Preparedness (25%)</u>	
Class Preparedness (Class-checked Homework) and Participation	15
Blackboard Homework	10
<u>Interpersonal (10%)</u>	
Final Interview with Instructor (10 minutes)	11
<u>Interpretive, Interpersonal, and Presentational (18%)</u>	
Three story-building activities	18 (6% each)
<u>Presentational (6%)</u>	
Regroup and Discussion of Findings from Story Building Activities	6 (2% each)
<u>Summative Assessment: Interpretive and Presentational (40%)</u>	
Two Chapter Exams	20 (10% each)
Final Written Exam	20
TOTAL	100

GRADING SYSTEM

PERCENTAGES	LETTER GRADE	PERCENTAGES	LETTER GRADE
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

EXPLANATION OF EVALUATION PROCEDURES

1. Make Up Policy

Be aware that Language Program has a Make Up Policy, and that all course work responds to it. This means that, in order to make up any work (specific assignments, exams, etc.) that you miss, you must present valid, original documentation to your instructor.

General university policy states that students who can verify that they were prevented from completing assignments due to illness or religious holidays are permitted to make up the work they missed. Students who miss class because of their performance in university-sponsored events, such as athletic competitions, fine-arts performances, ROTC activities, etc. are also allowed to make up the work they missed. The other valid reason for making up work is a death in the immediate family. Personal reasons for missing class **cannot be excused**. These include personal trips to attend university-sponsored events as a spectator, to visit family, to attend weddings (and the like), to attend court (except for jury duty), and other personal reasons, even when plane tickets have been purchased. To make up missed class work, consult your instructor. Give your instructor the original of your excuse, who will verify it and attach it (or a copy of it) to the grade sheet.

In order to assist you, we have summarized below the different components of the Spanish courses. If after reading these sections, you have questions about your course, please be sure to ask your instructor.

2. Use of Spanish and Instructors' Feedback

This is a Spanish course in Spain at a Spanish university, therefore **it will be taught in Spanish**. To benefit from this course and to acquire a greater understanding of the language, students are expected to speak Spanish as much as possible in class.

Throughout the program, instructors will make constructive comments on students' errors with the objective of helping students to recognize weaknesses in their learning process, and, above all, to provide them with ways to improve. You should take advantage of your instructors' comments, following suggestions for improvement and continuing using Spanish actively. Your instructor's feedback should not be seen as a form of criticism, but as another facet of the learning process.

3. Attendance and Participation

PLEASE READ THIS SECTION CAREFULLY AND MAKE SURE YOU UNDERSTAND IT AS OUR ATTENDANCE POLICY CAN HAVE GREAT IMPACT ON YOUR FINAL GRADE.

Students are allowed a maximum of 1 unexcused absence throughout the course at UCAN-Santander. Students who exceed the number of unexcused absences for the course will see their final grade lowered in the following way:

- 2 to 3 unexcused absences – Final grade lowered by 5 points
- 4 to 5 unexcused absences – Final grade lowered by 10 points
- 6 to 7 unexcused absences – Final grade lowered by 15 points
- 8 to 9 unexcused absences – Final grade lowered by 20 points
- 10 to 11 unexcused absences – Final grade lowered by 30 points
- 12 to 13 unexcused absences – Final grade lowered by 35 points
- 14 or more unexcused absences will result in an automatic F

Students must provide original documentation for all absences. For illness, a medical excuse from a doctor or other appropriate health-care provider is required and is subject to confirmation. Students using the UCAN Health Center should ask the accompanying professor to confirm that they were seen. Documentation from a newspaper, funeral, memorial service, etc., must be provided in the event of absence due to a death in the immediate family.

Participation consists of the assessment of the quality of the student's contributions to the class and language learning. Participation is not an attendance grade, but rather a measure of each student's language learning activity. As such, **perfect attendance in no way guarantees a good participation grade**. If you appear not to be prepared (e.g., if you haven't completed the exercises assigned the previous class), your grade will reflect this. If you are prepared and do not participate, your grade will suffer similarly. We expect that all students will engage in the course in ways that will advance language learning.

Participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Spanish as the language of communication in the classroom. You are expected to use Spanish to communicate with your fellow students and instructor **at all times** during

your class (except when discussing your grades or any administrative matters related to your class). **If you are absent, you will earn the average of your performance for participation based on the days you were present.** You may consult with your instructor about your participation throughout the program. Your participation grades will be posted on Blackboard at the end of each week.

In-class Homework: Each day before class, students are expected to have the material outlined on the schedule (pp. 8-11) completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor).

4. Homework

Purpose:

- To give you the opportunity to experiment with and use Spanish in a variety of activities/contexts.
- To help you prepare for your in-class work.

How it works:

Blackboard Homework

- You will do your workbook exercises and practices outside of class in an electronic workbook. Use a web browser and go to the myusc portal <https://my.usc.edu/portal/guest.php> or the Blackboard website <https://blackboard.usc.edu>. Once inside Blackboard, click on your Spanish class. Blackboard is the framework for the electronic workbook. You will also have to enter the key in your book to access the assignments. Your instructor can assist you with this matter.
- To do your assignment, click on the **Mandatory Homework** icon. Click on the lesson you are working on (note the deadlines), and go to an activity. To prepare for the activities, read the lesson in the text before starting your homework exercises. Note that most activities will direct you to the appropriate pages in your text if you encounter difficulties.
- Your scores are housed in the Blackboard grade book. You may check your scores at any time. You must complete the activities **by the deadline stated in the schedule. You will not have access to the online BB exercises after the deadline.** You must complete all of the assignments for each of the lessons for your level unless otherwise instructed. No assignments will be dropped. **Activities that are not done or not submitted for scoring (work saved, but not submitted for scoring) are computed as a zero.**
- **NOTE:** When doing your workbook, if you open multiple instances (windows) of Bb, submit your activities for scoring from the original instance (window) of Bb. It is the original instance that the system uses to record your grades.

5. Final Oral Interview

Purpose:

- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode

How it works:

The final oral interview will consist of a one-on-one conversation with your instructor. It will be conducted at the end of the program, and you will be evaluated with regard to the expected proficiency level of students in your course. **The interview will last at least 10 minutes.**

6. Story building activities + Story Building Regroup and Discussion

Purpose: To give you the opportunity to reflect upon the culture you are immersed in and work on written texts, to interact with native speakers, and to know more about the target culture.

How it works:

(1) Activity for Santander

In this activity students will work in pairs. Each pair will be getting a set of pictures for which they will need to find a connecting storyline. Your job throughout the first week of the trip will be to find out as much as possible about each of the images so you can ultimately draft the story that threads them together.

- You should start by asking UCAN students to see if they recognize any of the images and use any information they can provide as leads to visit sites, run internet searches or continue to find information in any way you can.
- **Very importantly, if any of the pictures feature local sights (meaning sights that are in the city of Santander) you should make a point to visit them, take a selfie to add to your assignment, take a guided tour and/or consult literature to appropriately research for this task.**
- In addition, you should use anything in the images (signs in them, footnotes) to be able to find out further information.

All pairs will regroup, discuss and present their findings in class. During the regroup and discussion, first you will be given time to talk with your classmates about all pictures. After that, each pair will be called on and assigned a picture to talk about in front of the whole class. The goal is to include all the information available on that picture. You will obtain full credit (2%) if once you are done no one, including your professor, can add or correct anything about your picture. If one item is added, your credit will be reduced to half of its total value (i.e., 1%). If two or more items are added you will get 0 points. It is important that you take note of any new items added and include it in your write-up, for an opportunity to make up for any lost points .

Based on what you find out through research **and class discussion**, each pair will have to turn in a 300-word write up of the entire story (one write-up per pair).

Your write-up will worth 6% and it will be graded for:

- Thoroughness and curiosity demonstrated (25%) in your research.
- Language accuracy of the writing (25%).
- Quality of the information (25%) and coherence (25%) of your story.

(2) Activity for San Juan/Bermeo/Markina

Please note that for this activity you will need to start your research while in Santander and complete it during the San Juan/Bermeo/Markina portion of the trip to the Basque Country. You will probably need to continue your research after the trip is over for some of the pictures (refer to the activity to find out which portions need to be completed where). The description of this activity is identical to the description of the Santander Story Building Activity but in this case, you will also need to (a) talk to **two** locals in Bermeo and Markina to gather information about one of the images, (b) find your way over to it and take a selfie by it to include in your assignment. **Importantly**, be sure to record your conversation, as you will need to turn in links to it during your assignment.

All pairs will regroup, discuss and present their findings in class. During the regroup and discussion, first you will be given time to talk with your classmates about all pictures. After that, each pair will be called on and assigned a picture to talk about in front of the whole class. The goal is to include all the information available on that picture. You will obtain full credit (2%) if once you are done no one, including your professor, can **add or correct** about your picture. If one item is added, your credit will be reduced to half of its total value (i.e., 1%). If two or more items are added you will get 0 points. It is important that you take note of any new items added and include it in your write-up, for an opportunity to make up for any lost points .

Based on what you find out through research **and class discussion**, each pair will have to turn in a 300-word write up of the entire story (one write-up per pair).

Your write-up will worth 6% and it will be graded for:

- Thoroughness and curiosity demonstrated (25%) in your research.
- Language accuracy of the writing (25%).
- Quality of the information (25%) and coherence (25%) of your story.

(3) Activity for San Sebastian

In this activity the class will work in pairs again. Unlike in previous activities, however, each pair will get only one picture. As a whole, all the pictures that the different members of the class will get have a common theme and draw a common story. Together with your partner(s), your job will be to approach **a minimum of three locals** to find out as much as you can about the picture you were assigned. In some cases, part of the information you will need to ask for will be directions to the places featured in the images, so you can take a selfie there. **Please be aware that you will need to talk to a minimum of three locals and record your interactions.** Note that:

- If what one local tells you seems to be at odds with what a second local tells you, you will need to clarify and decide on a version or present all of them if you cannot tell which is the correct one.
- If a local says something you do not understand, it will be your job to follow up right then and there so you report appropriately.
- If the locals fail to mention something that is salient in the picture, you are curious about or you have been asked to find out about, it is your job to bring it up and find out about it.

After you return to Santander, all groups will regroup, discuss and present their findings in class (Thursday, May 31st) in order, which will allow you to figure out what story is the pictures are trying to tell all together. Based on what you find out, your group will have to turn in a 300 word write-up of the entire story, with particular emphasis on the portion you were in charge of and include all selfies (if you were asked to take one) and links to your audio files (you should upload them to Google drive or Youtube) and any other pictures you consider appropriate.

Your work will be graded for:

- a. Thoroughness and curiosity (16%) demonstrated by your group.
- b. Language accuracy (16%), comprehensibility (16%) and effectiveness (16%) when communicating in Spanish with a native.
- c. Quality of the information (16%) and coherence (20%) of your story.

7. Chapter Exams

Purpose: To validate comprehension of material in the chapter (interpretive and presentational modes), and to allow students to assess their knowledge of the material learned.

How they work:

Each exam may cover any and all of the material related to a particular lesson, and it will consist of reading and listening comprehension exercises and a short composition. The exams are significant measurements of your comprehension of the material in the lesson and should be viewed as interim assessments with regard to the final exam. The number of items on an exam is variable.

8. Final Exam

Purpose: To evaluate your progress in the acquisition of Spanish in the interpretive and presentational modes.

How it works:

The exam will cover the material learned in all the chapters discussed during the program, and it will consist of reading and listening comprehension exercises and a composition.

TEMARIO/SCHEDULE:

- The instructor reserves the right to make changes to the schedule (excluding exams and composition dates) if he/she deems it pedagogically appropriate.
- The student is responsible for the notes/material from any classes missed.
- **Remember** to bring your textbook to class every day. You are responsible for all the material assigned that is listed on each day, and **you are required to complete ALL assigned activities** listed on the schedule or any assigned by the instructor **BEFORE** you come to class.
- **NOTE: Any incomplete or late assignments** will receive an automatic grade of **ZERO**.

Day	Content
Monday, July 17	<p>Orientation and Introduction to the course Orientation with Raúl López Aguirre (Universidad de Cantabria, Centro de Idiomas) <i>Review of Syllabus, Evaluation Rubrics, Blackboard. Introductions.</i></p> <p>Chapter 11 Comunicación Bienvenido A-B (pp. 316-317); Pasa A-B (318-319)</p> <p>Chapter 11 Vocabulario La casa y los muebles A (p. 320); Los muebles y los electrodomésticos A-G (pp. 321-324)</p> <p>HW - Read all boxes on pp. 316-319 and complete Chapter 11 Comunicación on Blackboard by 11:59 pm before next class. - Read vocabulary and boxes on pp. 320-322 and complete Chapter 11 Vocabulario on Blackboard by 11:59 pm before next class.</p>
Tuesday, July 18	<p>Estructura 11.1 The Present Perfect Para empezar (p. 325); Actividades analíticas 1-4 (p. 326-328); Actividades prácticas A-F (pp. 328-330)</p> <p>Chapter 11 Cultura Mario Pani y la arquitectura moderna en México (p. 331) vs la arquitectura racionalista de Santander</p> <p>Estructura 11.2 Commands with Object Pronouns Para empezar (p. 332); Actividades analíticas 1-3 (pp. 332-333); Actividades prácticas A-D (333-334)</p> <p>HW - Complete Estructura 11.1 Practice on Blackboard by 11:59 pm before next class. - Complete IPA Chapter 11 by class time.</p>
Wednesday, July 19	<p>Estructura 11.2 Commands with Object Pronouns Para empezar (p. 332); Actividades analíticas 1-3 (pp. 332-333); Actividades prácticas A-D (333-334)</p> <p>Estructura 11.3 The Present Progressive Para empezar (p. 335); Actividades analíticas 1-4 (pp. 336-337); Actividades prácticas A-E (pp.337-338)</p> <p>HW - Complete Chapter 11 Estructura 11.2 Practice and Chapter 11 on Blackboard by 11:59 pm before next class.</p>

	<ul style="list-style-type: none"> - Complete Chapter 11 Estructura 11.3 Practice on Blackboard by 11:59 pm before next class. - Read all boxes on pp. 348-349 and complete Chapter 12 Comunicación on Blackboard by 11:59 pm before next class. - Complete Chapter 11 IPA by Classtime.
Thursday, July 20	<p>Chapter 11 Hablemos Antes de hablar (p. 343); A hablar (p. 343); Después de hablar (p. 343).</p> <p>Chapter 11 IPA</p> <p>Chapter 12 Comunicación ¡Suerte! A-C (pp. A-C) Para mantenerse sano/a hay que A and B (p. 349)</p> <p><u>HW</u></p> <ul style="list-style-type: none"> - Read all vocabulary and boxes on pp. 351-354 and complete Chapter 12 Vocabulario Parte 1 on Blackboard by 11:59 pm before next class. - Read all vocabulary and boxes on pp. 351-354 and complete Chapter 12 Vocabulario Parte 2 on Blackboard by 11:59 pm before next class. - Prepare for Regroup and discussion of Story Building Activity I.
Friday, July 21	<p>Chapter 12 Vocabulario Los deportes y cómo mantenerse en forma A-I (pp. 350-356)</p> <p>Regroup and discussion of Story Building Activity I</p> <p>Estructura 12.1 The Present Perfect with Object Pronouns Para empezar (p. 357); Actividades analíticas 1-2 (p. 358); Actividades prácticas A-D (pp. 358-359)</p> <p><u>HW</u></p> <ul style="list-style-type: none"> - Story Building Activity 1 due. - Complete Chapter 12 Estructura 12.1 Practice on Blackboard by 11:59 pm before next class. - Complete Chapter 11 Learnsmart Vocabulario and Gramática on Blackboard by 11:59 pm before next class.

<p>Monday, July 24</p>	<p>Exam 1 (Chapter 11)</p> <p>Chapter 12 Cultura Cesta Punta (País Vasco, Nevada, Miami)</p> <p>Reciclaje (p. 361)</p> <p>Estructura 12.2 The Present Progressive with Object Pronouns Para empezar (p. 362); Actividades analíticas 1-2 (p. 362); Actividades prácticas A-C (p. 363) Reciclaje (p. 364)</p> <p>Participation grade 1</p> <p>HW</p> <ul style="list-style-type: none"> - Complete Chapter 12 Estructura 12.2 on Blackboard by 11:59 pm before next class. - Complete IPA Chapter 12 by class time. - Complete Chapter 12 Learnsmart Vocabulario and Gramática on Blackboard by 11:59 pm before next class.
<p>Tuesday, July 25</p>	<p>Estructura 12.3 The Subjunctive: Volition with Regular Verbs Para empezar (p. 364); Actividades analíticas 1-5 (p. 365-366); Actividades prácticas A-E (pp. 367-368)</p> <p>Chapter 12 IPA</p> <p>Chapter 13 Comunicación Debería ... A-C (pp. 378-379);</p> <p>HW</p> <ul style="list-style-type: none"> - Complete Chapter 12 Estructura 12.3 on Blackboard by 11:59 pm before next class. - Read box on p. 383 and complete Chapter 13 Vocabulario Parte 1 on Blackboard by 11:59 before next class. - Complete Chapter 13 Vocabulario Parte 2 on Blackboard by 11:59 before next class. - Read the box on p. 379 and complete Chapter 13 Comunicación Parte 1 on Blackboard by 11:59 pm before next class. - Read boxes on pp. 380 and 381 and Chapter 13 Comunicación Parte 2 on Blackboard by 11:59 before next class.
<p>Wednesday, July 26</p>	<p>Chapter 13 Comunicación ¿Cuánto tiempo hace que ...? A-C (pp. 380-381)</p> <p>Chapter 13 Vocabulario La naturaleza y el medio ambiente A-D (pp. 382-385) Reciclaje (p. 386)</p> <p>Estructura 13.1 The subjunctive: Irregular verbs Para empezar (p. 386); Actividades analíticas 1-3 (p. 387); Actividades prácticas A-D (p. 387-388).</p> <p>HW</p> <ul style="list-style-type: none"> - Complete Chapter 13 Estructura 13.1 Practice on Blackboard by 11:59 before next class. - Complete Chapter 13 IPA by class time.

<p>Thursday, July 27</p>	<p>Reciclaje (p. 389) Estructura 13.2 The subjunctive: Disbelief and uncertainty Para empezar (p. 389); Actividades analíticas 1-3 (pp. 390); Actividades prácticas A-D (pp. 390-391)</p> <p>Estructura 13.3 The subjunctive: Purpose and Contingency Para empezar (p. 393); Actividades analíticas 1-3 (pp. 394); Actividades prácticas A-D (pp. 395-396)</p> <p>Chapter 13 Cultura Las luchas (ecológicas) de Ecuador y Bolivia (p. 393)</p> <p>Chapter 13 IPA</p> <p>HW</p> <ul style="list-style-type: none"> - Complete Chapter 13 Estructura 13.2 Practice by 11:59 before next class. - Complete Chapter 13 Estructura 13.3 Practice on Blackboard by 11:59 before next class. - Read boxes on pp. 406 and 407 and complete Chapter 14 Comunicación on Blackboard by 11:59 pm before next class. - Read the box on p. 409 and 411 and complete Chapter 14 Vocabulario Parts 1 and 2 on Blackboard by 11:59 pm before next class. - Prepare for Regroup and discussion of Story Building Activity 2.
<p>Monday, July 31</p>	<p>Chapter 14 Comunicación Quizás. No sé. Tal vez ... A and B (p. 406) Quisiera A-C (p. 407)</p> <p>Chapter 14 Vocabulario El nuevo centro cultural A-F (pp. 408-411)</p> <p>Estructura 14.1 The Past Subjunctive Reciclaje (p. 412) Para empezar (p. 412); Actividades analíticas 1-4 (pp. 413-414); Actividades prácticas A-D (pp. 414-416)</p> <p>Regroup and Discussion from Story Building Activity 2</p> <p>Participation grade 2</p> <p>HW</p> <ul style="list-style-type: none"> - Complete Chapter 14 Estructura 14.1 Practice on Blackboard by 11:59 pm before next class. - Complete IPA Chapter 14 by class time. - Complete Chapter 13 Learnsmart Vocabulario and Gramática on Blackboard by 11:59 pm before next class. - Story Building Activity 2 Due.

<p>Tuesday, August 1</p>	<p>Estructura 14.2 The Future Para empezar (p. 417); Actividades analíticas 1-4 (pp. 417-418); Actividades prácticas A-D (p. 419) Chapter 14 IPA</p> <p>Exam 2 (Chapter 12 and 13)</p> <p>HW - Complete Chapter 14 Estructura 14.2 Practice on Blackboard by 11:59 pm before next class. - Read box on pp. 430 and complete Chapter 15 Comunicación Parte 1 on Blackboard by 11:59 pm before next class. - Prepare for Regroup and discussion of Story Building Activity 3.</p>
<p>Wednesday, August 2</p>	<p>Chapter 15 Comunicación En mi opinión ... A-D (p. 430)</p> <p>Chapter 15 Comunicación ¿Qué sé yo? A (p. 431)</p> <p>Regroup and Discussion of Story Building Activity Findings 3</p> <p>HW - Complete Chapter 14 Learnsmart Vocabulary and Grammar on Blackboard by 11:59 pm before next class. - Read the box on p. 431 and complete Chapter 15 Comunicación Parte 2 on Blackboard by 11:59 pm before next class. - Complete Chapter 15 Vocabulario on Blackboard by 11:59 pm before next class. - Story Building Activity 3 Due.</p>
<p>Thursday, August 3</p>	<p>Chapter 15 Vocabulario Los problemas sociales, económicos y políticos A-D (p. 432-434)</p> <p>Estructura 15.1 The conditional Para empezar (p. 435); Actividades analíticas 1-4 (p. 436); Actividades prácticas A-D (p. 437)</p> <p>HW - Complete Chapter 15 Estructura 15.1 Practice on Blackboard by 11:59 pm before next class. - Complete Chapter 15 IPA by class time.</p>
<p>Friday, August 4</p>	<p>Estructura 15.2 Si Clauses Para empezar (p. 438); Actividades analíticas 1-4 (p. 439); Actividades prácticas A-D (p. 440-441)</p> <p>Chapter 15 IPA</p> <p>Review for Oral Interviews</p>

	Participation grade 3 <u>HW</u> TBD
Monday, August, 7	Review for final exam Oral Interviews <u>HW</u> - Complete Chapter 15 Learnsmart Vocabulary and Grammar on Blackboard by 11:59 pm before next class.
Tuesday, August 8	Posttest and Final Exam

Additional information

1. Housing. During the duration of the program, students will be housed at the micampus Santander building located in:

Av Herrera Oria, 23
39011 Santander
Spain