

**DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES**  
**Spanish and Portuguese Language Programs**  
**Summer 2025 - SPAN 220: Spanish III**  
**UCAN-SANTANDER**

**Section Information**

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Office Location: TBD

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Class Time: MTWThF 9 am -12 pm

**REQUIRED COURSE MATERIAL**

- **Textbook:** University of Southern California - SPAN 220: SPANISH III VOL 3. ISBN 1264515545
- **Workbook:** Follow the instructions on Brightspace (under Online Homework) to register for the online workbook.
- **Bilingual online dictionary:** [WordRefence](#) (please avoid Google translate and similar).

**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
<ul style="list-style-type: none"> <li>Active negotiation of meaning among individuals</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of what the author, speaker, or producer wants the receiver of the message to understand</li> </ul>	<ul style="list-style-type: none"> <li>Creation of messages</li> </ul>
<ul style="list-style-type: none"> <li>Participants observe and monitor one another to see how their meanings and intentions are being communicated</li> </ul>	<ul style="list-style-type: none"> <li>One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>Adjustments and clarifications are made accordingly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture</li> </ul>
<ul style="list-style-type: none"> <li>Speaking and listening (conversation); reading and writing (text messages or via social media)</li> </ul>	<ul style="list-style-type: none"> <li>Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials</li> </ul>	<ul style="list-style-type: none"> <li>Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)</li> </ul>

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](http://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](http://policy.usc.edu/scientific-misconduct).

### **SUPPORT SYSTEMS:**

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call [studenthealth.usc.edu/counseling](http://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](http://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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://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](mailto:ability@usc.edu).

## 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

<b>EVALUATION PROCEDURES</b>	<b>%</b>
<b>Effort and Preparedness (20%)</b>	
Class Preparedness and Participation	10%
Online Homework	10%
<b>Interpersonal (15%)</b>	
Final Oral Interview	15%
<b>Interpretive, Interpersonal, and Presentational (25%)</b>	
<b>One</b> Portfolio	15%
<b>One</b> group presentation	10%
<b>Summative Assessment: Interpretive and Presentational (40%)</b>	
<b>Two</b> Chapter Exams	20% (10% each)
Final Exam (In-Class Composition and Take-Home Project)	20%
<b>TOTAL</b>	<b>100%</b>

## 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 always communicate with your fellow students and instructor 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 Brightspace 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. 9-14) completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor).

### 4. Online 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:

- You will do your workbook exercises and practices outside of class in an electronic workbook that can be found on Brightspace. You will 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 **Online Homework** tab on Brightspace. To prepare for the activities, read the lesson in the text before starting your homework exercises.
- Your scores will be housed in the Brightspace 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 Brightspace 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.

## 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. Video Group Presentation

### 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 presentational mode.

### How it works:

Students will be paired/grouped and asked to record a video on different aspects of life in Santander/ Cantabria. Groups will have a maximum of three members, where each member will speak for no less than or 2-3 minutes. Students are responsible for making the videos as visually appealing as possible. For that purpose, students are welcome to walk around campus as they record or incorporate other production elements. The topic of the video can center around one or more of the following: housing, professions, emotional intelligence, arts, and activism.

Importantly, the video should be completely free of sentence-level text (only images or annotated graphs are allowed) and presenters should be speaking extemporaneously during their interventions in the video (no reading from cards or notes).

On the day of the presentation, each group will play their video to the class. After the video, presenters should lead a Q&A session to make sure the audience understood the main points in the video (i.e., to make sure the audience can answer the questions in the handout). Presenters should make sure to engage the audience to encourage their participation, rewind the video to the point containing the answer after the audience responds, etc. If your audience is unilaterally unable to answer your questions, your grade will be negatively affected.

Presenters should make sure to rehearse their talks as needed prior recording the video and prior to showing it in class. Choppy delivery will negatively impact your grade.

Please note that to complete this assignment, you are expected to rely primarily on vocabulary and materials covered in your Spanish course. Do not create your script using Google translate, or AI and make sure you write and understand what you are saying to ensure natural delivery.



## 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 or lessons, 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. Portfolio

**Purpose:** To give you the opportunity to work on different oral and written texts, to interact with native speakers, and to know more about the target culture.

### How it works:

You will have to complete one portfolio task related to the topics discussed in class. This task will require you to work with authentic materials, or to use Spanish in the community, and to write reflections on your experience, both in class and at home. The completed assignments will be submitted online (on Brightspace) on the deadline established in the schedule. Your instructor will provide further details about the portfolio entry at a later date during the semester.

## 9. 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**.

<b>Dates</b>	<b>Content</b>
<b>Monday, May 19th</b>	<b>Introduction to the course</b>  Ch11 Q1-Q10: Lenguaje en Contexto I: El medio ambiente  <b>HW:</b> Complete Ch11 HW Q1-Q5 on Brightspace.

<p><b>Tuesday, May 20th</b></p>	<p>Ch11 Q11-Q24: Punto Gramatical I: Pretérito vs Imperfecto</p> <p>Ch11 Q25-Q33: Lenguaje en Contexto II: La tecnología</p> <p><b>HW:</b> Complete Ch11 HW Q6-Q16 on Brightspace.</p>
<p><b>Wednesday, May 21st</b></p>	<p>Ch11 Q34-Q41: Punto Gramatical II: Futuro Sintético Ch11</p> <p>Q43: Escritura</p> <p><b>HW:</b> Complete Ch11 HW Q17 - Q22 on Brightspace.</p>
<p><b>Thursday, May 22nd</b></p>	<p>Ch12 Q1-Q4: Lenguaje en Contexto I: El medio ambiente_ La Universidad</p> <p>Ch12 Q5-Q8: Punto Gramatical I: El Presente de Subjuntivo</p> <p><b>HW:</b> Complete Ch12 HW Q3-Q6 on Brightspace.</p>
<p><b>Friday, May 23rd</b></p>	<p>Ch12 Q9-Q18: La Generación Z.</p> <p><b>HW</b></p> <p>Complete Ch12 HW Q7-Q10 on Brightspace.</p>
<p><b>Monday, May 26th</b></p>	<p>Ch12 Q19-Q24: Escritura: La vivienda universitaria</p> <p><b>HW:</b> Complete Ch12 HW Q11-Q14 on Brightspace</p> <p><b>Review for exam 1</b></p>

<p><b>Tuesday, May 27th</b></p>	<p><b>Exam 1 (Chapters 12 and 13)</b></p> <p>Ch13 Q1-Q4: Lenguaje en contexto I: Arte</p> <p>Ch13 Q5-Q7: Punto Gramatical I: Cláusulas Adjetivas</p> <p>Ch13 Q8-Q12: Punto Gramatical I (cont.): Cláusulas Adjetivas: Indicativo vs. Subjuntivo</p> <p><b>HW:</b> Complete Ch13 HW Q1-Q8 on Brightspace.</p>
<p><b>Wednesday, May 28th</b></p>	<p>Ch13 Q13-Q16: Lenguaje en contexto II: La televisión y el cine</p> <p>Ch13 Q17-Q19: Punto Gramatical II: Cláusulas nominales y cláusulas adjetivas.</p> <p>Ch13 Q20-Q24: Lenguaje en contexto: Por vs. para</p> <p><b>Participation 1</b></p> <p><b>HW:</b> Complete Ch13 HW Q9 and Q16 on Brightspace.</p>
<p><b>Thursday, May 29th</b></p>	<p>Ch13: Q25 Escritura</p> <p>Review for Exam 2</p> <p><b>HW:</b> Complete Ch14 HW Q1-Q3 on Brightspace.</p> <p><b>Portfolio</b></p>
<p><b>Monday, June 2nd</b></p>	<p>Ch14 Q1-Q6: Lenguaje en contexto I - La inteligencia emocional</p> <p>Ch14 Q7-Q11: Punto gramatical I: Las cláusulas adverbiales temporales.</p> <p>Ch14 Q12-Q16: Lenguaje en contexto II: Arte y temas sociales</p> <p><b>HW:</b> Complete Ch14 HW Q4-Q6 on Brightspace.</p>

<p><b>Tuesday, June 3rd</b></p>	<p>Ch14 Q17-Q20: Punto gramatical II: Cláusulas adverbiales de contingencia</p> <p>Ch14 Q21-Q24: Lenguaje en contexto II: El baile y el espectáculo</p> <p>Ch15 Q1-Q5: Lenguaje en contexto I: Después de graduarse</p> <p><b>HW:</b> Complete Ch14 HW Q7-Q13 on Brightspace.</p> <p>Complete Ch15 HW Q1-Q2 on Brightspace.</p>
<p><b>Wednesday, June 4th</b></p>	<p><b>Exam 2 (Chapters 13 and 14)</b></p> <p>Ch15 Q6-Q14: Gramática en contexto I: El imperfecto de subjuntivo</p> <p>Ch15 Q15: A escribir</p> <p>Ch15 Q16-Q18: Vocabulario en contexto II: La vida después de la graduación</p> <p><b>HW:</b> Complete Ch15 HW Q3-Q4 on Brightspace.</p>
<p><b>Thursday, June 5th</b></p>	<p>Ch15 Q19-Q23: Gramática en contexto II: El condicional simple</p> <p><b>HW:</b> Complete Ch15 HW Q5-Q6 on Brightspace.</p>
<p><b>Friday, June 6th</b></p>	<p>Ch15 Q26: Gramática en contexto III: Oraciones condicionales hipotéticas.</p> <p><b>HW:</b> Complete Ch15 HW Q9-Q11 on Brightspace.</p> <p><b>Participation 2</b></p>
<p><b>Monday, June 9th</b></p>	<p>Review for Final Oral Interview</p> <p><b>HW:</b> Complete Ch15 HW Q14-Q16 on Brightspace.</p>
<p><b>Tuesday, June 10th</b></p>	<p><b>Final Oral Interview</b></p>

<b>Wednesday, June 11th</b>	<b>Video Group Presentation</b> Review for Final Exam
<b>Thursday, June 12th</b>	<b>Final Exam</b>