DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES
Spanish and Portuguese Language Programs
MAYMESTER 2027 - SPAN 220: Spanish III
UIMP-SANTANDER

SECTION INFORMATION

Instructor: David Zarazúa
E-mail: zarazua@usc.edu
Office Hours: TBD

Section:
Phone number:
Class Time: MTWThF 9 am –12 pm

REQUIRED COURSE MATERIAL/ONLINE TOOLS

- **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).
- **Brightspace**: brightspace.usc.edu

IMPORTANT DATES

Last day to change to Pass/No Pass.	Friday, May 21

The final exam will take place on Friday, June 11.

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.

DRAFT

- **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.

DRAFT

ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ACADEMIC CONDUCT AND USE OF ARTIFICIAL INTELLIGENCE:

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

COURSE CONTENT DISTRIBUTION AND SYNCHRONOUS SESSION RECORDINGS POLICIES

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is strictly prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

DRAFT

SUPPORT SYSTEMS:

Students and Disability Accommodations:
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems:
Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

CARE-SC: Confidential Advocacy, Resources, and Education Support Center - (213) 740-9355(WELL) – 24/7/365 on call.
Confidential advocates, prevention educators, and professional counseling teams work to promote a universal culture of consent, as well as prevent and respond to sexual assault, intimate partner violence, stalking, or other relationship harm. Services available to all USC students at no cost.

Office of Civil Rights Compliance - (213) 740-5086
Information about how to get help or help someone affected by harassment, discrimination, retaliation on the basis of a protected characteristic, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

USC Report & Response - (213) 740-2500
The USC Report & Response website is the university's central reporting portal for concerns arising in the academic space or workplace. All concerns will be assessed and referred to the appropriate university office for resolution. Any questions about USC Report & Response or reporting, in general, can be referred to the Office of Professionalism and Ethics at ope@usc.edu.

DRAFT

USC Campus Support and Intervention - (213) 740-0411
Focuses on student success by assisting students in navigating and resolving complex issues through problem solving, presenting options, and connecting to resources.

USC Emergency Information
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
For 24 hour emergency assistance or to report a crime: UPC: (213) 740-4321, HSC: (323)-442-1000.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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

Effort and Preparedness (20%)	
Class Preparedness (Class-checked Homework) and Participation	10%
Brightspace Homework	10%
Interpersonal (10%)	
Final Interview with Instructor (10 minutes)	10%
Interpretive, Interpersonal, and Presentational (10%)	
Portfolio	10%
Presentational (20%)	
Group presentation with video	10%
Video Diary	10%
Summative Assessment: Interpretive and Presentational (40%)	
Two Chapter Exams (10% each)	20%
Final Written Exam	20%
TOTAL	**100%**

DRAFT

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.

DRAFT

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 from class meetings, excursions, and/or activities throughout the course at UIMP-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 local health centers 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 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. Brightspace 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.

DRAFT

How it works:

- 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 Brightspace website https://brightspace.usc.edu . Once inside Brightspace, click on your Spanish class. Brightspace 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 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 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. 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 related to the topics discussed in class. This activity will comprise a research portion, which students will complete independently outside of class hours, and a written reflection portion, completed in class. The research portion of Portfolios will require students to work with authentic materials and/or to use Spanish in the community. The written portion of the Portfolio will require students to reflect on the information gathered through their research. For that reason, students will need to submit the research portion of the portfolio timely, per the deadlines in the course calendar, as failure to do so will interfere with completion of the written portion. Portfolios will involve submissions via Brightspace, (research portion), and paper-based submissions during class (written reflection portion). Your instructor will provide further details about the portfolio entries and submission at a later date during the semester.

DRAFT

7. Group Presentation with Video

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 the city 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.

8. Video Diary

Purpose:

- To evaluate you in the acquisition and use of Spanish in the presentational mode.
- To give you the opportunity to reflect on your use of Spanish.

How it work:

Students will record themselves on video on 20 dates throughout the course. The videos will be in Spanish and should last between 2 and 3 minutes. The videos should describe the students' use of oral or written Spanish outside the classroom on the indicated dates. Students should also reflect on these experiences. Videos should be posted as "unlisted" in YouTube, and the links will be shared with the faculty. Students should make an effort to use new language items (grammar and vocabulary) covered in SPAN 220. The material presented should not be read nor memorized.

9. 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.

DRAFT

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.

10. 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.

ENROLLMENT DATES

11/2/2026	Application deadline in Terra Dotta.
11/20/2026	Terra Dotta Decision Notification emailed to students.
12/14/2026	Student Commitment & Travel Forms.
1/7/2027	Student registration.
5/21/2027	Last Day to switch to P/NP or letter grade.

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**.

Dates	**MTWTh**
Monday, May 17th	**Bienvenida y orientación** **Introduction to the course** **HW** Complete Ch11 HW Q1-Q5 on Brightspace.
Tuesday, May 18th	Ch11 Q1-Q10: Lenguaje en Contexto I: El medio ambiente Ch11 Q11-Q24: Punto Gramatical I: Pretérito vs Imperfecto **HW** Complete Ch11 HW Q6-Q16 on Brightspace.
Wednesday, May 19th	Ch11 Q25-Q33: Lenguaje en Contexto II: La tecnología Ch11 Q34-Q41: Punto Gramatical II: Futuro Sintético Ch11 Q43: Escritura **HW** Complete Ch11 HW Q17-Q22 on Brightspace.

DRAFT

Thursday, May 20th	Ch12 Q1-Q4: La Universidad Ch12 Q5-Q8: Punto Gramatical I: El Presente de Subjuntivo **HW** Complete Ch12 HW Q3-Q6 on Brightspace.
Friday, May 21st	Ch12 Q9-Q18: La Generación Z. **HW** Complete Ch12 HW Q7-Q10 on Brightspace.
Monday, May 24th	Ch12 Q19-Q24: Escritura: La vivienda universitaria **HW** Complete Ch12 HW Q11-Q14 on Brightspace.
Tuesday, May 25th	**Exam 1 (Chapters 11 and 12)** Ch13 Q1-Q4: Lenguaje en contexto I: Arte Ch13 Q5-Q12: Punto Gramatical I: Cláusulas Adjetivas, Ind. vs. Subjuntivo **HW** Complete Ch13 HW Q1-Q8 on Brightspace. Cooking class in the afternoon.
Wednesday, May 26th	Ch13 Q13-Q16: Lenguaje en contexto II: La televisión y el cine Ch13 Q17-Q19: Punto Gramatical II: Cláusulas nominales y cláusulas adjetivas. Ch13 Q20-Q24: Lenguaje en contexto: Por vs. para **Participation 1** **HW** Complete Ch13 HW Q9 and Q16 on Brightspace.
Thursday, May 27th	Ch13: Q25 Escritura **HW** Complete Ch14 HW Q1-Q3 on Brightspace. **Portafolio due**
Friday, May 28th to Sunday, May 30th	**Trip to the Basque Country**
Monday, May 31st	Ch14 Q1-Q6: Lenguaje en contexto I - La inteligencia emocional Ch14 Q7-Q11: Punto gramatical I: Las cláusulas adverbiales temporales. Ch14 Q12-Q16: Lenguaje en contexto II: Arte y temas sociales **HW** Complete Ch14 HW Q4-Q6 on Brightspace.
Tuesday, June 1st	Ch14 Q17-Q20: Punto gramatical II: Cláusulas adverbiales de contingencia Ch14 Q21-Q24: Lenguaje en contexto II: El baile y el espectáculo Ch15 Q1-Q5: Lenguaje en contexto I: Después de graduarse **HW** Complete Ch14 HW Q7-Q13 on Brightspace. Complete Ch15 HW Q1-Q2 on Brightspace. **Review for Exam 2 (Ch12+Ch13)**
Wednesday, June 2nd	Exam 2 (Chapters 13 and 14)

DRAFT

	Ch15 Q6-Q14: Gramática en contexto I: El imperfecto de subjuntivo Ch15 Q15: A escribir Ch15 Q16-Q18: Vocabulario: La vida después de la graduación **HW** Complete Ch15 HW Q3-Q4 on Brightspace.
Thursday, June 3rd	Ch15 Q19-Q23: Gramática en contexto II: El condicional simple **Participation grade 2** **HW** Complete Ch15 HW Q5-Q6 on Brightspace.
Friday, June 4th	**Cantabria day tour.**
Monday, June 7th	Ch15 Q26: Gramática en contexto III: Oraciones condicionales hipotéticas 3 pm – 5pm Presentation on Cantabrian culture by UIMP faculty **HW** Complete Ch15 HW Q9-Q11 on Brightspace.
Tuesday, June 8th	Review for Final Oral Interview and Final Exam **HW** Complete Ch15 HW Q14-Q16 on Brightspace.
Wednesday, June 9th	Final Oral Interview
Thursday, June 10th	**Group Presentations with Video** Review for Final Exam
Friday, June 11th	**Final Exam**

This represents approximately 75 contact hours.

TRAVEL INFORMATION

Universidad Internacional Menéndez Pelayo (UIMP):

This university will be hosting our class and will provide lodging for the students in its residency buildings. UIMP is located in El Sardinero area of Santander. The UIMP address is:

Av. de los Castros, 42, 39005 Santander, Cantabria, Spain

Arriving in Santander:

The easiest way to arrive to Santander is by flying to the city international airport, the Seve Ballesteros–Santander Airport (SDR). Currently flights from other cities in Spain and from Great Britain land there. The airport is 15 minutes/6 miles away from UIMP and the taxi fare will range between $15 and $20. Uber, Cabify and Bolt also operate in Santander. The Santander Airport address is:

C. Aeropuerto, s/n, 39600 Maliaño, Cantabria, Spain

Alternatively, students may fly to Bilbao Airport (BIO) which offers service from a larger number of European cities (and Newark, NJ on seasonal basis). The airport is 75 minutes/70 miles away from UIMP.

DRAFT

The fare for a taxi ride from Bilbao airport to Santander ranges between $200 and $220. Public transportation will require connecting through the Bilbao bus station. The Bilbao Airport address is:

Bo. Gaztañaga, 48180 Loiu, Biscay, Spain

Transportation in Santander:
UIMP is located 25 minutes/1.2 miles from downtown Santander. Alternatively, TUS (Transportes Urbanos de Santander) bus service has lines connecting the El Sardinero area to downtown Santander. The bus fare is $1.50 and you can pay with an ATM card with chip or with your smartphone (Apple Pay or Google Pay). Alternatively, you can obtain a TUS bus card ($1.20) that you can preload with cash. Taxis (Tele Taxi Santander app), Uber, Cabify and Bolt also provide services.

Transportation in Cantabria and the Basque Country:
The Estación Autobuses de Santander provides inexpensive service to numerous destinations in Cantabria, the Basque Country, the rest of Spain and Portugal. It is located 12 minutes/2 miles drive from UIMP. The address is:

Pl. Estaciones, S/N, 39002 Santander, Cantabria, Spain

Lodging:
The majority of the time, you will be lodged at the UIMP residency buildings. You will be lodged in single rooms. According to the UIMP website, "The campus offers: Library, cafeteria, dining room, study rooms, IT rooms, kitchen, laundry service and self-service launderette, parking, green areas and sports facilities. 24 h Reception." Breakfast and lunch will be provided at the UIMP cafeterias. Lodging will be arranged by USC FLP. The UIMP address is:

Av. de los Castros, 42, 39005 Santander, Cantabria, Spain

Additionally, during the trip to Basque Country, we will spend two nights in San Sebastián, Spain. We will be staying at the Hotel ILUNION San Sebastián. Students will stay in double rooms. Lodging will be arranged by USC FLP. The hotel address is:

De Zumalakarregi Hiribidea, 20, 20008 Donostia / San Sebastián, Gipuzkoa, Spain

Cost:
Estimated costs for the program:

Tuition	Part of the 12-18 units Spring block rate.
Program fee (lodging, some meals, program travel)	$2300
Airfare	$1300 (aprox.)
Transportation	$150 (aprox.)
Personal meals	$450 (aprox.)
Textbook	$114
Personal expenses	$300 (aprox.)
Overseas health insurance	$121
Intl. student identification	$26
ESTIMATED TOTAL	$4700

DRAFT

Health and Safety Issues:
No potential health and safety issues different than those we have in Los Angeles are anticipated for Santander. According to Wikitravel.org, "Santander is very safe and petty crime is not a major threat to tourists."

Refrain from drinking alcohol in public spaces (streets, beaches, parks) since it is illegal.

Medication permits: "In the case of medicines containing narcotic drugs or psychotropic substances, patients should send inquiries to the Spanish Agency of Drugs and Health Products in order to receive a permit to travel with their medication. Interested parties can contact: estupefacientes@aemps.es

In case of medical emergency, dial 112 or 061 in Santander. The main medical center in Santander is the Hospital Universitario Marqués de Valdecilla located at:

+34 942 20 25 20
Av. de Valdecilla, s/n, 39008 Santander, Cantabria, Spain

DRAFT