



Department of Languages, Literatures, and Cultures  
**HISPANIC STUDIES**

**PLEASE NOTE THAT SWITCHING SECTION IN THE WINTER SEMESTER IS NOT POSSIBLE.**



Street art in Bogotá, Colombia

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**Instructor Information**

Instructor and email:	Mira Witczak mira.witczak@mail.mcgill.ca
Office location:	688 SH rm TBD
Office hours:	Mondays-Wednesdays 12:30-1:30 or by appointment

**Course Information**

**This is a full-year 6 credit course that starts in September and ends in April.**

Course Title:	HISP 210 Spanish Language Beginner
Course Duration:	September 2022 to April 2023
Time & Section:	Section 004, 11:35-12:25 meets M-W-F in-person
Classroom:	SH688 room 395

**Language Program Director**

Should you need any further information on our language program contact Lucia Chamanadjian at [lucia.chamanadjian@mcgill.ca](mailto:lucia.chamanadjian@mcgill.ca)  
Office location and hours: 688 SH rm 373 // Wednesdays from 11:30-12:30 or by appointment

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**Prerequisites and Mandatory Online Placement Tests**

This course is for students with little or no previous knowledge of Spanish. All students registered in the course must write an online placement test between August 23 and August 30 to be allowed to stay in the course. Your instructor will be contacting you by email with the result of your test.

**COURSE DESCRIPTION**

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Spanish 210 is an elementary course (6 credits) for students who have never studied Spanish or do not have the prerequisite knowledge for the intermediate level. The course is designed to enable students to learn the basic grammatical structures of written and oral Spanish (morphology and syntax), and to acquire basic vocabulary for use in daily life, travel purposes and discussions about Hispanic cultures and countries. Classes are held in Spanish to facilitate assimilating the language. The primary emphasis is on effective oral and written expression. Please note that HISP210 is aimed to prepare students for HISP220 Intermediate Spanish or HISP219 Intensive Intermediate Spanish.

After taking the intermediate level course, should you wish to continue with Spanish, there are general Surveys of Spanish Literature or Spanish American Literature courses (such as HISP-241, HISP- 242, HISP243, HISP-244). All these courses allow the language students ample opportunity to practice their reading, writing, speaking, and listening skills. If you have any questions or need more information regarding our program, you may consult Ms. Lucia Chamanadjian, the Language Program Director, at the email above, as well as the [departmental webpage](#).

### COMMUNICATION WITH YOUR PROFESSOR

I will try to respond on the same day to emails that arrive before 5:00 PM, Monday to Friday. Emails that arrive after 5:00 PM will be answered on the next day. Responses will take longer on days that there are no classes, but every attempt will be made to respond within 24 hours. To ensure successful communication and to act upon a time critical e-mail, please check your McGill e-mail account regularly. You must also check “Announcements” in myCourses daily, which may include reminders, revisions, and updates.<sup>1</sup>

### LEARNING OUTCOMES

At the end of the course, you will be able to:

1. Understand short texts related to everyday life (letters, ads, public signs, etc.), cultural texts, short newspaper articles and literary texts (assessed by in-class based activities, writing assignments, and oral presentation)
2. Understand people addressing you at normal speed, the basic gist of conversations, news, and simple oral texts (assessed by in-class activities, mini skits, and oral presentations)
3. Write dialogues, simple narrations, and descriptions in the present and past with structural accuracy (assessed by short journal entries and compositions)
4. Communicate at a functional level on topics dealing with common situations, asking, and answering questions, requesting, expressing opinions and feelings, giving advice as well as talking about common subjects dealing with everyday life in the present and past (assessed by in-class peer-group activities, conversations, debates, mini skits, and oral presentations).

### REQUIRED TEXTBOOK/MATERIALS

#### Materials:

- Additional exercises, readings and other material are posted on *myCourses* and need to be printed for class use
- An online Spanish-English or Spanish French dictionary, such as [www.wordreference.com](http://www.wordreference.com)

#### Required textbook:

***Exploraciones with the MindTap platform.*** Blitt, Mary Ann, and Margarita Casas. 3<sup>rd</sup> edition, Cengage Learning, 2020. **MindTap**, which is a digital learning tool, is an integral part of this course, both in terms of your learning and your grade.

### READ SECTIONS A, B and C BEFORE BUYING YOUR BOOK:

#### A. Short-term option: 2-week free trial access:

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<sup>1</sup> You can sign up to be notified via text (SMS) or email about any or all of the following topics, including assignment due dates, new discussion posts, new grades, new items, and more. We strongly suggest that you sign up for notifications: log-in to myCourses, click on your name in the top right corner, then click on "Notifications." You can set how often you would like notifications, for which topics, and by which method (text or email). To access your notification settings, click the arrow beside the word “Announcements” at the top of the Announcements widget and select “Notifications”. Click here for further instructions if you need help setting it up: <http://kb.mcgill.ca/kb/?ArticleId=3925&source=article&c=12&cid=2#tab:homeTab:crumb:8:artid:3925:src:article>

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- if you are not sure whether you are going to stay in the course or if you have not received your placement test results, choose the 21-day free trial period to *Exploraciones*+MindTap option that starts on August 30<sup>th</sup>.
- The trial version gives you full access to a) the e-Book version of our textbook, b) online workbook exercises c) extra materials for practice. All work that you will be doing during this trial period will be saved as long as you use the same username and password that you will set up when you open your account.
- **Last step:** Once you have the access code, you also need this course code or link to register for this class/the MindTap platform: TBD

**B. Year-long options:** <https://lejames.ca/textbooks>

-Loose-leaf print copy with access card

-or e-book with MindTap access card

- Select this option if you are sure that you will stay in the course, and you have received your placement test results. Package: Paper copy with access card or e-book with access card is available at the McGill bookstore.
- **Last step:** Once you have the access code, you also need this course code or link to register for this class/the MindTap platform: TBD
- DO NOT buy a second-hand book/e-book because the book key will no longer be valid and cannot be transferred to another student. The **access card** will give you access to MindTap, a site where you will have the online workbook exercises and e-book.

**C. In all options, instructions to buy the package and have access to MindTap can be found in a PPT called “General Instructions to access the MindTap course” under the section “Syllabus.”**

### COURSE FORMAT

Class time is dedicated to practicing the language in partner and/or group activities, asking questions on unclear grammatical aspects to solidify grammar structures and discussing cultural material. For these reasons coming to each class having completed the preparatory work assigned (see section “Required Work and Procedure”) is of utmost importance. The preparation for each class will allow you to practice and improve your communication skills via interactive activities and progress rapidly. Classes will be held in Spanish because using the target language is the best way to assimilate the language. Do not worry about making mistakes, this is a learning experience which comes about by using the language.

### METHOD OF EVALUATION:

Check the course schedule for all due dates. Please note that there is no Final exam scheduled in April for this course.

Assessment	Weight in final grade	Grading Scheme
Participation	10	A 85-100%
Orals (Oral 1: 4%; Oral 2: 10%)	14	A- 80-84
MindTap (online exercises)	9	B+ 75-79
Homework on culture & grammar (“Tareas”)	12	B 70-74
Tests (Test 1: 5%; Test 2: 6%; Test 3: 8%; Test 4: 9%)	28	B- 65-69
Quizzes (2 x 1.5%)	3	C+ 60-64
Compositions (4 x 4%)	16	C 55-59
Journals (4 x 2%)	8	D 50-54
Total	100%	F Fail 0-49

[http://www.mcgill.ca/study/2011-2012/university\\_regulations\\_and\\_resources/undergraduate/gi\\_grading\\_and\\_grade\\_point\\_averages](http://www.mcgill.ca/study/2011-2012/university_regulations_and_resources/undergraduate/gi_grading_and_grade_point_averages)

### REQUIRED WORK AND PROCEDURE

**Learning a language** is a very gratifying experience, which requires time, dedication, discipline, and organization. On average, you should expect to work **at least 5 to 6 hours a week** to complete all preparatory work or assignments in a timely fashion. Also, you are responsible for your learning, and you must monitor your progress by:

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- Reviewing and using new vocabulary and grammar structures
- Identifying problem areas and taking immediate action
- Talking to me if you find yourself doing poorly in the course so that the challenging areas can be dealt with together.

**Before each class**, complete the homework assigned in the course schedule in parenthesis in italics. The homework consists of studying the grammar explanations in your textbook and in study slides, called Learning PPT, found in *myCourses*, completing grammar exercises, and correcting them with the answer key provided in the Learning PPTs, learning vocabulary, preparing handouts, and writing short paragraphs. Other work required, but not daily, is:

- 1) completing online exercises on *MindTap* (see corresponding section below)
- 2) writing compositions and journals (see corresponding sections below)
- 3) doing culture related work such as reading a short story, newspaper articles or watching a movie and answering the corresponding questions assigned. Please note that tests always include questions based on this cultural material assigned.
- 4) submitting grammar exercises called “Tareas: Gramática” or reading or movie comprehension exercises called “Tareas: Cultura” (see corresponding section below).

#### **ATTENDANCE, ACTIVE PARTICIPATION AND PROGRESS (10%)**

I take attendance in each class. **Attendance** will benefit you in several ways. Primarily, your understanding of the course material is heightened from double exposure to the material (i.e., in the textbook and in class). Second, you are responsible for all information presented in class even on days that you are absent if absences are necessary. Therefore, attendance is highly recommended because it will increase your proficiency and contribute to your participation grade in a positive way. You are allowed to have up to 6 absences without official justification in the entire academic year, which will not affect your participation grade.

Seeing that this is not a lecture class, you need to **actively participate** in each class. This is the best way to engage you in learning the material and makes the class more interesting. **Participation marks will be in effect as soon as you are officially registered in course.**

**ACTIVE participation** in this class means the following and all these points will account for the participation and progress grade:

- attending class
- arriving to class on time
- completing all preparatory and required work before class
- always having all the necessary material in class (book, handouts, readings, etc...)
- answering questions and volunteering answers on a regular basis
- always using Spanish
- being engaged in **all** in class activities
- volunteering effective comments and questions that advance the level and depth of classroom dialogue in a variety of activities (discussions on assigned readings and films, debates, cooperative work, etc...)
- participating in the “Q&A” period of peers’ oral presentations
- asking questions to clarify doubts or to receive a second explanation on the material studied in class
- showing steady progress in written and oral assignments and exams
- learning from and self-correcting mistakes

Mistakes will not be taken into consideration when assigning this mark, importance will be placed in your constant effort in speaking the language in each class. As well as in-class progress, awareness of mistakes and self-correction are considered. You are advised to keep up with the work day-by-day to make progress.

To enhance the language experience, you are encouraged to attend extra-curricular activities that may take place in the department, such as conversation, reading sessions and/or movie screenings followed by a discussion.

#### **MINDTAP ONLINE EXERCISES (9 x 1%, 4 first semester x 1%, 5 x second semester x 1%)**

- a. *MindTap* is a web-based assignment platform. When you buy the book-package to the course you will have access to all features in the *MindTap* platform. Exercises from the *online workbook* are to be done online. The exercises are computer graded and you have three attempts to obtain the right answer and a better score.

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- b. The objective of doing these exercises is to help you work and learn on your own and, thus, be responsible for your learning as well they serve as an **important review tool of material** covered in class. If after completing the exercises, there are points that you still find unclear, bring it to my attention and I will further explain.
- c. **No late "MindTap"** are accepted. Due dates are indicated in the course schedule.

#### HOMEWORK: "Tareas de Gramática o de Cultura" (12 x 1%, 6 per semester)

- a. The main goal of these exercises is to measure your assimilation of the material covered, your progress as well as prepare you for the in-class evaluations.
- b. All "Tareas" will be submitted through *myCourses*, via *Quizzes, Assignments* and/or *Discussion Forums*.
- c. **No late "Tareas"** are accepted. Due dates are indicated in the course schedule.

#### JOURNALS: "Diarios" (4 x 2%, 2 per semester)

- a. You are required to write 4 journals with three entries of approximately 80 words each entry and they will be corrected according to a rubric. Each entry must deal with vocabulary and grammar structures that have just been covered in the course.
- b. Most topics will be assigned by me and posted on *myCourses: Diarios*. See the course schedule for due dates. For further information on what a journal is, refer to *myCourses: Diarios*.
- c. **No late "Journals"** are accepted. Due dates are indicated in the course schedule.

#### COMPOSITIONS (4 x 4%, 2 per semester)

- a. 4 compositions are assigned with specific topics and corrected according to a rubric. 3 out of 4 compositions of the academic term will be written in class.
- b. **Composition 1**, which will be written in class, is the only one that has two versions because it will serve as an example of the important aspects to consider when writing all compositions. The marking will be done in the following way: 60% for the first version; 40% for the second version. If version 2 is not submitted, the mark on 60% for version 1 will be your final mark on 100%. Please note that if you have received an A in the first version, you do NOT submit a corrected version.
- d. **If work assigned is submitted late, 5%** of the total mark is deducted per day, including weekends, and is NOT accepted after 7 days (weekends included) after the deadline and you will receive a 0. See the course schedule for due dates.
- c. Students are expressly forbidden to have their composition and second version of Composition 1 corrected by native speakers or any other person or use a translating program (see "Academic Integrity" section below). If an instructor believes that a composition is not entirely the work of the student who has submitted it, **the instructor will report the case to the Office of Student Affairs for disciplinary action**.

#### TESTS (Test 1: 5%; Test 2: 6%; Test 3: 8%; Test 4: 9%: 28%, 2 per semester)

- a. All tests are based on material covered in class (textbook, online workbook/exercises, hand-outs, readings and class discussions). There will be a written part and an oral part evaluated on two different days. See course schedule for dates of each test.
- b. All formal tests are kept by me. You will be shown the test and will be able to check your mistakes. You will also be able to re-check them in my office by appointment.

#### ORALS (oral 1 x 4% Fall, oral 2 x 10% Winter: 14%)

- a. To assess your communicative skills in Spanish there will be 1 oral evaluation, presentation or interview per semester that will be carried out during class time.
- b. **More information** on orals will be offered later. All due dates are in the course schedule.

#### MISSING EVALUATIONS (TESTS & ORALS)

There will be NO make-up tests nor orals for missed evaluations unless a doctor's certificate (signed by a doctor) is provided within the next 5 days of the absence. **The note must cover the day and hour of the test. It must bear the doctor's office or hospital logo and a contact number.** If a problem arises, students are expected to contact their professor **before** the exam date by e-mail. Longer weekends out of town and prolonged holidays, for example, will not be accepted as a valid excuse. No travel arrangements by yourself or family member should be made before knowing evaluations dates. If you do not abide to the above rules for a missed test or an in-class composition, you will receive a 0.

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## IMPORTANT INFORMATION FOR OUR LEARNING COMMUNITY

### ACADEMIC INTEGRITY

McGill University values academic integrity, therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the code of student conduct and disciplinary procedures.

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires.

For more information see/Consultez les sites:

[//https://www.mcgill.ca/students/srr/academicrights/integrity">//](https://www.mcgill.ca/students/srr/academicrights/integrity)

<http://www.mcgill.ca/students/srr/academicrights/integrity/cheating/>

Test your knowledge on academic integrity:

<https://www.mcgill.ca/students/srr/honest/students/test>

**Any use of translation programs constitutes academic misconduct. You can use online dictionaries, but not programs that translate sentences or phrases.**

### MENTAL HEALTH AND UNIVERSAL DESIGN FOR LEARNING

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it is important to reach out. Consider discussing the situation with me or academic advisors. Furthermore, should you experience barriers to learning in this course, do not hesitate to discuss them with me and/or the Office for Students with Disabilities, 514-398-6009. For further information contact

<http://www.mcgill.ca/osd/>

In our class, everybody has a name and a pronoun. I am committed to referring to you with the correct pronoun. Please contact me in this regard.

### SENSITIVE COURSE MATERIAL

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. You can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. You are encouraged to discuss these matters with your instructors.

### CLASS COURTESY

Mobile computing and communications devices are permitted in class insofar as their use does not disrupt the teaching and learning process and are used as part of the learning process. During in-class evaluations and oral presentations done by a fellow student, they are NOT allowed. Please note that if this is not followed, it will influence your participation grade.

### ONLINE 'NETIQUETTE'

A certain email etiquette is expected from your emails, please watch this [informative video](#).

- Include a courteous greeting and closing and use proper titles and forms to address your professor.
- Demonstrate professionalism and respect in your emails.
- Use correct spelling and standard grammar in your communications. Avoid typing in all capital letters.
- Avoid the use of abbreviation and informal language.

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### **2022 FALL COURSE SCHEDULE FOR HISP 210 BEGINNER LEVEL**

The detailed calendar for the Winter session will be provided at the beginning of January.

**--IMPORTANT: THIS IS A FULL-YEAR COURSE AND SECTION CHANGE IN JANUARY IS NOT ALLOWED. --**

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- **Prior to each class, complete** and correct all homework indicated in parenthesis in italics under each square below and **consult** the Learning PPTs for further grammar explanations and **correct** homework, answers are in Learning PPTs. These Learning PPTs, **when available**, are in *myCourses* under the week+day that we are in.
- The professor reserves the right to adjust the syllabus to accommodate the pace of the class as well as to incorporate current events.

Lunes	Miércoles	Viernes
<p>(semana 1)</p> <p><b>Before August 31:</b></p> <p><b>A.</b> Complete the placement test</p> <p><b>B.</b> Read the syllabus in <i>myCourses</i>//Syllabus</p> <p><b>C.</b> Familiarize yourself with the content of <i>myCourses</i></p> <p><b>D.</b> Start your 21-day free-trial access to the textbook or buy the book at the bookstore (see PPT <i>General instructions to access MindTap course</i> in <i>myCourses</i>//Syllabus)</p>	<p><b>31 de agosto</b></p> <p><b>¡Bienvenidos y bienvenidas a HISP 210!</b> Introducción al curso (you will need the Syllabus)</p> <p><u>Capítulo 1: Exploraciones léxicas 1:</u> el alfabeto, las presentaciones p. 4-5</p>	<p><b>2 de septiembre</b></p> <p><u>Capítulo 1:</u> (Tarea en el libro: estudia y completa los ejercicios indicados: <u>Exploraciones gramaticales 1:</u> vocabulario: el salón de clase p. 4-5 género y número, números 0 a 101 pp. 8-9 #1.6-1.7, p. 10 #1.10, artículos p. 11)</p> <p><b>En clase:</b> p. 10, pp. 13-14</p>
<p>(semana 2) 5 de septiembre Labour day</p>	<p><b>7 de septiembre</b></p> <p><u>Capítulo 1:</u> (Tarea en el libro: estudia y completa los ejercicios indicados: <u>Exploraciones gramaticales 2:</u> "hay" pp. 11-12 #1.11 y 1.13 <u>Exploraciones léxicas 2:</u> voc. descripciones de personalidad p. 18 y p. 35 <u>Exploraciones gramaticales 3:</u> verbo "ser" y pronombres de sujeto pp. 22-23 #1.23-1.24)</p> <p><b>En clase:</b> pp. 13-14, p. 19, p. 24 y más práctica sobre números</p>	<p><b>9 de septiembre</b></p> <p><u>Capítulo 1:</u> (Tarea en el libro: estudia y completa los ejercicios indicados: <u>Exploraciones gramaticales 4:</u> adjetivos pp. 25-26 #1.29 <u>Capítulo 2:</u> <u>-Exploraciones gramaticales 4:</u> posición de adjetivos pp. 59-60 # 2.31)</p> <p><b>En clase:</b> pp. 26-27, pp. 60-61, p. 66</p>
<p>(semana 3) 12 de septiembre</p> <p>(add-drop period ends on Sept. 13)</p> <p><u>Capítulo 14:</u> (Tarea: estudia y completa los ejercicios indicados: <u>-Exploraciones léxicas 2:</u> voc. las nacionalidades pp. 472-473 prepara el ejercicio A del documento "Adjetivos de nacionalidad" (<i>myCourses</i>) lee lectura 1 pp. 28-29)</p> <p><b>En clase participación oral sobre Lectura 1</b> "Algunos latinoamericanos famosos" (pp. 28 - 29) e introducción a cómo hacer preguntas.</p>	<p><b>14 de septiembre</b></p> <p><u>Capítulo 2:</u> (Tarea: estudia y completa los ejercicios indicados: <u>-Exploraciones gramaticales 1:</u> adjetivos posesivos pp. 42-44 #2.6 y 2.7 adjetivos demostrativos p. 565)</p> <p><b>En clase trabajo cooperativo escrito sobre Lectura 1</b> "Algunos latinoamericanos famosos" (pp. 28 -29), pp. 43-44 y más práctica sobre verbos -AR</p> <p><b>Important trial-run:</b> Complete <u>MindTap: Capítulo 1</u> ejercicios en línea para las 11:59pm<sup>2</sup></p>	<p><b>16 de septiembre</b></p> <p><b>ENTREGAR</b> (<i>hand-in</i>) BEFORE class starts <b>Tarea 1: Cultura</b> (1%) en <i>myCourses</i>: Quizzes</p> <p><u>Capítulo 2:</u> (Tarea: estudia y completa los ejercicios indicados: <u>-Exploraciones léxicas 1:</u> voc. la familia pp. 38-39 #2.2-2.3 y p. 68 lee y prepara ejercicios B, C de lectura 2 lee y prepara el documento "¿Cómo hacer preguntas?" (<i>myCourses</i>) choose pictures of your family to use in class)</p>

<sup>2</sup> All MindTap online exercises are to be handed in at 11:59 pm on the day that it appears on the course schedule, MindTap: Capítulo 1 is just a trial run to make sure that you are familiar with the online system, and it does not count for marks.

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<p>Ejercicios del documento "Adjetivos de nacionalidad" (myCourses)</p> <p>Esta semana, introducción a unos verbos regulares -AR, como "hablar", "estudiar", "tomar", "practicar" ...</p>		<p><b>En clase participación oral sobre lectura 2</b> "Jorge Drexler" (myCourses), 'me gustaría' y más sobre cómo hacer preguntas con el documento "¿Cómo hacer preguntas?" (myCourses)</p>
<p><b>(semana 4) 19 de septiembre</b></p> <p><u>Capítulo 2:</u> (Tarea en el libro: estudia y completa los ejercicios indicados -<u>Exploraciones gramaticales 2:</u> presente de verbos regulares -AR p. 45-47 #2.12-2.13)</p> <p><b>En clase</b> p. 47-48 y algunos usos de la preposición 'a' con algunos verbos</p> <p><b>ENTREGAR Diario 1</b> (2%) por myCourses: Assignments para las 11:59pm</p>	<p><b>21 de septiembre</b></p> <p>(Tarea: Consulta el PPT: Acentos (myCourses))</p> <p><b>En clase</b> ejercicios de consolidación del presente del indicativo: verbos -AR p. 47-48 y p. 67 y algunos usos de la preposición 'a' con algunos verbos. Las reglas de acentuación</p>	<p><b>23 de septiembre</b></p> <p><u>Capítulo 2:</u> (Tarea en el libro: estudia y completa los ejercicios indicados -<u>Exploraciones léxicas 2:</u> voc. la universidad p. 52 y p. 69, p. 53 #2.20 -<u>Exploraciones gramaticales 3:</u> verbo "tener" y expresiones con "tener" p. 56-57 #2.24)</p> <p><b>En clase</b> p. 53, pp. 57-58, pp. 60-61</p> <p><b>ENTREGAR MindTap: Capítulo 2</b> (1%) ejercicios en línea para las 11:59 pm</p>
<p><b>(semana 5) 26 de septiembre</b></p> <p><u>Capítulo 3:</u> (Tarea: -<u>Exploraciones gramaticales 2:</u> presente de verbos regulares -IR/ -ER pp. 81-82 #3.13 y 3.14)</p> <p><b>En clase</b> pp. 83-84, p. 102 #3.37</p> <p><b>ENTREGAR Tarea 2: Gramática</b> (1%) en myCourses: Quizzes para las 11:59pm</p>	<p><b>28 de septiembre</b></p> <p><u>Capítulo 3:</u> (Tarea: -<u>Exploraciones gramaticales 3:</u> verbo "ir" pp. 92-93 #3.27 y 3.28 -<u>Exploraciones gramaticales 4:</u> "ir+a+infinitivo" para expresar acciones en el futuro pp. 95-96 # 3.31)</p> <p><b>En clase</b> pp. 93-94, pp. 96-97</p>	<p><b>30 de septiembre</b></p> <p><u>Capítulo 3:</u> (Tarea: -<u>Exploraciones léxicas 1:</u> voc. las estaciones y la ropa pp. 74-75 # 3.2 y p. 104 -<u>Exploraciones gramaticales 1:</u> "gustar", "fascinar", "encantar" pp. 78-79 #3.7 y 3.8)</p> <p><b>En clase</b> p. 80, 102 #3.39</p>
<p><b>(semana 6) 3 de octubre</b></p> <p><u>Capítulo 3:</u> (Tarea en el libro: estudia y completa los ejercicios indicados -<u>Exploraciones léxicas 2:</u> la hora, los días de la semana, los meses p. 88-89 # 3.22 y 3.23 y p. 105 preparar lectura 3 (myCourses))</p> <p><b>En clase participación oral, debate sobre lectura 3:</b> "Las cuatro estaciones" (myCourses) y repaso de "gustar" y p. 89</p> <p><b>ENTREGAR Tarea 3: Gramática</b> (1%) en myCourses: Quizzes para las 11:59pm</p>	<p><b>5 de octubre</b></p> <p><b>Día de Repaso para la Prueba I</b> (Tarea: Completar el Repaso para la Prueba I en casa (myCourses))</p> <p><b>En clase</b> corrección de <u>algunos</u> de los ejercicios del Repaso 1</p> <p><b>ENTREGAR MindTap: Capítulo 3</b> (1%) ejercicios en línea para las 11:59pm</p>	<p><b>7 de octubre</b></p> <p><b>PRUEBA I parte escrita en clase (5%)</b> (Capítulos 1-3 y las lecturas 1 a 3)</p>

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<p>(semana 7) 10 de octubre <b>ACCIÓN DE GRACIAS</b></p>	<p><b>12 de octubre</b> <b>FALL BREAK</b></p> <hr/> <p><b>Jueves, 13 de octubre</b> <b>Make-up class for Thanksgiving</b></p> <p style="text-align: center;"><b>PRUEBA I parte oral en clase</b> (en clase, 15 minutos)</p> <p><u>Capítulo 4:</u> (Tarea: -<u>Exploraciones gramaticales 1:</u> Mini-introducción a verbos de cambio de raíz o&gt;UE pp. 112-113 n. 4.6 y 4.7) <b>En clase p. 114</b></p>	<p><b>14 de octubre</b></p> <p><b>NO HAY CLASE.</b></p> <p><b>ENTREGAR Diario 2</b> (2%) por myCourses: Assignments para las 11:59pm</p>
<p>(semana 8) 17 de octubre</p> <p><u>Capítulo 4:</u> (Tarea: -<u>Exploraciones gramaticales 1/2:</u> más práctica de algunos verbos de cambio de raíz o&gt;ue y más verbos de cambio de raíz e&gt;ie, e&gt;i pp. 129-131 #4.29 preparar la lectura 4 (myCourses))</p> <p><b>En clase participación oral lectura 4:</b> “Los universitarios aprenden español” (myCourses) y p. 131 y p. 136 #4.33</p> <p><b>ENTREGAR Tarea 4: Gramática</b> (1%) en myCourses: Quizzes para las 11:59pm</p>	<p><b>19 de octubre</b></p> <p><u>Capítulo 4:</u> (Tarea: -<u>Exploraciones léxicas 1:</u> los lugares pp. 108-109#4.2/p. 138 -<u>Exploraciones gramaticales 2:</u> “estar” para indicar posición pp. 115-116 #4.11-4.12)</p> <p><b>En clase p. 109, pp. 116-118</b></p>	<p><b>21 de octubre</b></p> <p><u>Capítulo 4:</u> (Tarea: -<u>Exploraciones léxicas 2:</u> voc. la casa p. 122 n. 4.20 y p. 139 <u>Capítulo 5:</u> -<u>Exploraciones gramaticales 1:</u> “estar” con el presente progresivo pp. 148-149 # 5.8)</p> <p><b>En clase p. 123, pp. 149-150</b></p>
<p>(semana 9) 24 de octubre</p> <p><u>Capítulo 5:</u> (Tarea: -<u>Exploraciones léxicas 1:</u> voc. los estados de ánimo p. 144 # 5.2 y p. 184 completar documento “Estar con el participio pasado” (myCourses))</p> <p><b>En clase p. 145 y documento “Estar con el partipio pasado” (myCourses)</b></p> <p><b>ENTREGAR MindTap: Capítulo 4</b> (1%) ejercicios en línea para las 11:59pm</p>	<p><b>26 de octubre</b></p> <p><u>Capítulo 5:</u> (Tarea: -<u>Exploraciones gramaticales 2:</u> “ser” y “estar” con adjetivos pp. 151-154 # 5.13 y 5.14)</p> <p><b>En clase pp. 153-154</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Trabajo cooperativo oral:</b> <b>Mini-teatro p. 137 n. 4.38</b></p> </div>	<p><b>28 de octubre</b></p> <p style="text-align: center;"><b>COMPOSICIÓN 1 (escrita en clase)</b> (trae tu diccionario, un libro de conjugación y la hoja con las palabras de transición de myCourses)</p>
<p>(semana 10) 31 de octubre</p> <p><u>Capítulo 5:</u> (Tarea: -<u>Exploraciones léxicas 2:</u> voc. las profesiones p. 158-159 # 5.19 y p. 175 -<u>Exploraciones gramaticales 3:</u> verbos -GO p. 162-163 # 5.24 y 5.25)</p> <p><b>En clase p. 159, p. 164</b></p>	<p><b>2 de noviembre</b></p> <p>Ejercicio de consolidación verbos de cambio de raíz, verbos -GO</p> <p><b>En clase:</b> más ejercicios con verbos de cambio de raíz y verbos -GO y p. 463</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Trabajo cooperativo oral:</b> <b>Mini-teatro p. 171</b></p> </div> <p><b>ENTREGAR Tarea 5: Gramática</b> (1%) en myCourses: Quizzes para las 11:59pm</p>	<p><b>4 de noviembre</b></p> <p style="text-align: center;"><b>Quiz 1 en clase (1.5%)</b> (el presente del indicativo: verbos regulares e irregulares)</p> <p><u>Capítulo 5:</u> (Tarea: -<u>Exploraciones gramaticales 4:</u> “saber” y “conocer” pp. 165-166 # 5.29 a 5.31)</p> <p><b>En clase p. 166</b></p>

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<p>(semana 11) 7 de noviembre El condicional pp. 462-463</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Trabajo cooperativo oral: Mini-teatro</b></p> </div> <p><b>ENTREGAR MindTap: Capítulo 5</b> (1%) ejercicios en línea para las 11:59pm</p>	<p><b>9 de noviembre</b> <u>Capítulo 11:</u> (Tarea: -<u>Exploraciones gramaticales 2:</u> <i>Comparaciones de igualdad/desigualdad pp. 361-362</i> <i>leer lectura 5 y contestar las preguntas de comprensión pp. 168-169)</i></p> <p><b>En clase discusión sobre el trabajo basada en la lectura 5</b> “Trabajos y oficios que están cambiando” pp. 168-169 y práctica de las comparaciones</p>	<p><b>11 de noviembre</b> <u>Capítulo 11:</u> (Tarea: -<u>Exploraciones gramaticales 2:</u> <i>El superlativo y más práctica de las comparaciones de igualdad/desigualdad y el superlativo pp. 361-364 #11.16)</i></p> <p><b>En clase</b> pp. 362-364</p>
<p>(semana 12) 14 de noviembre <u>Capítulo 6:</u> (Tarea: -<u>Exploraciones léxicas 1:</u> <i>la rutina y el cuerpo p. 178 #6.2 y p. 208 lee sobre la vida de Jodorowsky, lee el texto y completa los ejercicios A1, 2, 3 y B1, 2 de la lectura 6 (myCourses)</i></p> <p><b>En clase participación oral lectura 6</b> Microrrelato “Un artista”, A. Jodorowsky (myCourses) para practicar el vocab. del cuerpo y breve introducción de los verbos reflexivos</p>	<p><b>16 de noviembre</b> <u>Capítulo 6:</u> (Tarea: -<u>Exploraciones gramaticales 1:</u> <i>verbos reflexivos pp. 182-183 #6.7 y 6.8)</i></p> <p><b>En clase</b> pp. 183-184</p>	<p><b>18 de noviembre</b></p> <p style="text-align: center;"><b>ORALES (4%)</b></p> <p><u>Capítulo 6:</u> (Tarea: -<u>Exploraciones gramaticales 2:</u> <i>adverbios y más reflexivos pp. 185-186)</i></p> <p><b>En clase</b> pp. 185-187</p>
<p>(semana 13) 21 de noviembre</p> <p style="text-align: center;"><b>ORALES (4%)</b></p>	<p><b>23 de noviembre</b></p> <p style="text-align: center;"><b>COMPOSICIÓN 2</b> (escrita en clase 4%)</p> <p>(trae tu diccionario, un libro de conjugación y la hoja con las palabras de transición de myCourses)</p>	<p><b>25 de noviembre:</b></p> <p style="text-align: center;"><b>ORALES (4%)</b></p>
<p>(semana 14) 28 de noviembre <b>ENTREGAR ANTES DE LA CLASE Tarea 6: Cultura</b> (1%) en myCourses: Quizzes</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Discusión</b> sobre los tráilers de la película <i>Diarios de motocicleta</i> de Walter Salles. (Viewing guide in myCourses. Watch the trailers before class.)</p> </div>	<p><b>30 de noviembre</b> <b>Día de Repaso para la Prueba II</b> (Tarea: <i>Completar el Repaso para la Prueba II en casa (myCourses)</i>)</p> <p><b>En clase</b> corrección de <u>algunos</u> de los ejercicios del Repaso II</p>	<p><b>2 de diciembre</b></p> <p style="text-align: center;"><b>PRUEBA II parte escrita en clase (6%)</b> (Capítulos 4 y parte del Capítulo 6 y las lecturas 4 a 6 y la película)</p>
<p>(semana 15) 5 de diciembre</p> <p style="text-align: center;"><b>PRUEBA II parte oral en clase</b> (en clase, 15 minutos) <b>ORAL 1 grupo (4%)</b></p>		

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