

MCGILL UNIVERSITY

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

DEPARTMENT OF LANGUAGES,
LITERATURES, AND CULTURES
HISPANIC STUDIES PROGRAM

HISP210
SPANISH LANGUAGE ELEMENTARY

ACADEMIC YEAR
SEPTEMBER 2024 TO APRIL 2025



Arte urbano, Lima, Perú

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 a mandatory online placement test between August 21 and August 27 to be allowed to stay in the course. Your instructor will be contacting you by email with the result of your test.

COURSE DESCRIPTION

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 regarding our program or queries for this course, you may consult Ms. Lucia Chamanadjian, the Language Program Director, at the email in the box adjacent. For further program information you may also refer to the [departmental webpage](#).

Instructor: Rafael Núñez Rodríguez

Office: 688 SH rm 398

Office hours: F 12.30- 13.25
or by appointment

E-mail: rafael.nunez@mcgill.ca

Language Program Director:

Lucia.chamanadjian@mcgill.ca

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.¹

CLASS 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. Hence the preparation for each class will allow you to practice and improve your communication skills via interactive activities and progress rapidly. For these reasons coming to each class having completed the preparatory work assigned (see section "Required Work and Procedure") is of utmost importance. 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.

LEARNING OUTCOMES

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

1. **Understand** short texts related to everyday life (letters, ads, public signs, etc.), cultural texts, short newspaper articles and short literary texts. Assessed by in-class based activities, writing work, reading comprehension exercises and oral presentations.
2. **Write** dialogues, simple narrations in the present and past, descriptions and short compositions with structural accuracy. Assessed by short journal entries and compositions.
3. **Comprehend** 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.
4. **Communicate** at a functional level on topics dealing with common situations, asking and answering questions, requesting, expressing opinions and feelings, giving orders and advice as well as talking about common subjects dealing with everyday life in the present and past. Assessed by in-class group activities, conversations, debates, mini skits, and oral presentations.

COURSE MATERIALS AND REQUIRED TEXTBOOK

Materials:

- An online Spanish-English or Spanish-French dictionary such as www.wordreference.com
- Learning PowerPoints, readings and other material posted on myCourses.

Required textbook: (please read this section IN FULL before purchasing your textbook

Exploraciones with the *MindTap* platform. Blitt, Mary Ann, and Margarita Casas. 3rd 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.

These are the steps that you will have to follow to access the eBook *Exploraciones* and its platform **MindTap** where you will be doing the online workbook exercises:

¹ 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>

- Log into *myCourses*. Under the Table of Contents located on the left hand side, enter the folder 'Access to Course Materials' and click on the link 'Cengage *Exploraciones+MindTap*'. Your materials will open in a new tab or window, so be sure popups are enabled.

Now you have 3 options regarding the purchase of the textbook *Exploraciones + MindTap*. Please read the information on these 3 options carefully before you purchase your textbook:

- **OPTION 1 (21-day Free Trial Access).**

Select Option 1 (Free Access) to gain access to *Exploraciones* right away by clicking on "Continue Free" and "Continue Free Access". Click on "Continue" in New Window. You will have 21 trial days of open access beginning August 28, but you must purchase your materials before or at the end of your trial.

Important: DO NOT select Option 2-Buy Now until you get your placement test results and you are sure that you want to stay in the course, as the textbook cannot be returned nor transferred to another student.

- **OPTION 2 (The purchase of E-book through MyCourses).**

Only when you are ready to purchase it, select Option 2-Buy Now and select See My Purchase Options to purchase directly through myCourses. Walk through the steps to purchase your course materials.

- **OPTION 3 (Already Purchased Paper Copy of Exploraciones at the McGill bookstore).**

The paper copy of *Exploraciones* is the most expensive option and it is available in limited quantity at the McGill bookstore. If you decide to purchase a paper copy of *Exploraciones* at the McGill Bookstore, make sure that you **keep your receipt** as you will need it to finalize your access to the e-book and MindTap through myCourses. Once you have purchased a paper copy of *Exploraciones*, select Option 3-Already Purchased Access and click on Verify my Purchase. Enter your receipt number that can be located on your receipt from your purchase and the email address you used when purchasing and select Verify Purchase.

Please, note:

- **DO NOT buy a second-hand *Exploraciones/MindTap* book or e-book** (the book key will no longer be valid) on Amazon nor on other platforms (the package may not be the same).
- **DO NOT purchase the e-Book nor the hardcopy** of the textbook through other vendors as it may lack some of the components or the access card may not be valid.

After payment, how do you access the e-book *Exploraciones* and MindTap?

Go back to the myCourses site and locate your purchase link that you just used to purchase your materials. This link will now take you to your course materials.

- If you encounter any problems gaining access to your materials after purchasing from your bookstore, please Submit a Request <https://willolabs.zendesk.com/hc/en-us/requests/new> or select Course Support under Cengage MindTap link in my Courses followed by Contact Support and a team member will be in touch as soon as they can to assist. Be sure to include the course you are taking along with the name of your school and your instructor.

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. You will need to put in consistent effort throughout the semester. Also, you are responsible for your learning, and you must monitor your progress throughout the academic year by:

- **reviewing** and using new vocabulary and grammar structures
- **identifying** problem areas and taking immediate action
- **contacting** me whenever you feel lost in the class or your progress is not satisfactory to you.

How should you proceed in order to be prepared for each class?

Before each class, you will have homework, which will consist of studying the grammar explanations in your textbook and in the study slides, called “Learning PowerPoints” (LPPT), found in *myCourses*, completing grammar exercises and correcting them at home (answers are in the LPPT), learning vocabulary, preparing hand-outs and/or writing short paragraphs. Other work required, but not on a daily basis, is:

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

POLICY ON MISSED EVALUATIONS// METHOD OF EVALUATION & GRADING SCHEME

Policy on missed evaluations:
 There will be no make-up tests, compositions nor orals for missed evaluations unless a doctor’s certificate (signed by a doctor) is provided within the next 7 days of the evaluation (weekends included.)
 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 by e-mail.
 Longer weekends out of town and prolonged holidays, for example, will not be accepted as a valid excuse. No travel arrangements made by you or family member should be organized before knowing evaluation dates.
 If you do not abide to the above policy, you will receive a o.



“ Dos cabezas” (1987), Osvaldo Guayasamin

METHOD OF EVALUATION

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

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 grammar & culture (“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

COURSE COMPONENTS

ATTENDANCE POLICY FOR THE ENTIRE ACADEMIC YEAR

Students are expected to attend all class meetings to fully participate in all class activities. 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.

Please note the attendance policy that applies after the add/drop deadline for the entire academic year 2024-2025:

- 4 unexcused absences are allowed during the full academic year without penalty.
- After a total of 4 unexcused absences, 1 point per absence will be deducted from the student's final mark on 100%, unless an official documentation is provided within 1 week of the absence or the NOTE WILL NOT BE ACCEPTED.
- Every two unexcused lateness or early departures will count as one absence.

ACTIVE PARTICIPATION AND PROGRESS (10%)

Seeing that this is not a lecture class, you need to actively participate in each class throughout the academic year. This is the best way to engage in learning the material and makes the class more interesting. Thus, silent attendance without active participation will result in a low-grade in this section.

Over the course of the term, there will be spontaneous partner or group activities that are based on homework assignments (e.g. discussion of cultural material, mini-presentations or mini-skits). If you are absent and cannot participate in the partner or group activity, you will not be offered a make-up activity, unless you have an official justification (see section "Policy on Missed Evaluations...").

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

- 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 on a regular basis without disrupting the learning 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

To enhance the language experience, students are encouraged to attend Spanish cultural activities that may take place in the department, such as conversation, reading or writing sessions and 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 via *myCourses*. 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.
- 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” online exercises are accepted**. Due dates are indicated in the course schedule. Please note that you only need to complete exercises that have a due date assigned in the *MindTap* platform.

HOMEWORK “Tareas: Gramática and/or 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 as you are learning new aspects.
- b. These “Tareas” are short and consist of either:
 - grammar quizzes
 - listening or reading comprehension exercises
 - and 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.

COMPOSITIONS (4 X 4%, 2 per semester)

- a. All compositions are written in class. All compositions are corrected according to a rubric.
- b. Learning from your mistakes is invaluable, for this reason version 1 of Composition 1 will be rewritten and resubmitted with the original version. If the work is corrected according to instructions, the mark will increase in the following way: version 1: 80% - version 2: 20%.
- c. If version 2 of composition 1 is not resubmitted, the mark received for version 1 on 80% will be the final one on 100%.
- d. If version 2 of Composition 1 is handed in 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.
- e. Please note that if you have received an A in the first version, you do NOT submit a corrected version.
- f. Students are expressly forbidden to have their compositions corrected by native speakers or any other person. (See below under “Academic integrity” for more details).

JOURNALS “Diarios” (4 x 2%, 2 per semester)

- a. You are required to write 4 journals, 2 written in class and 2 at home and they will be corrected according to a rubric. Each entry must include vocabulary and grammar structures that have just been covered in the course.
- b. Most topics will be assigned by me and, when written at home, the topics will be 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” written at home are accepted**. Due dates are indicated in the course schedule.

ORAL PRESENTATIONS (oral presentation 1 x 4% Fall, oral presentation 2 x 10% Winter: 14%)

- a. To assess your communicative skills in Spanish there will be 1 oral presentation per semester that will be carried out during class time.
- b. No make-up oral presentations are allowed, unless a doctor’s certificate is provided (**see section “Policy on Missed Evaluations”**)
- c. More information on orals will be offered during the academic year. All due dates are in the course schedule.

IN-CLASS TESTS & QUIZZES (Test 1: 5%; Test 2: 6%; Test 3: 8%; Test 4: 9%: 28%, 2 per semester//Quizzes x 1.5%: 3%, 1 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, an oral and/or a reading comprehension 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.

c. Quizzes are returned to students.

Important information: Should you have another evaluation at the same time as your Spanish evaluation, you must make alternate arrangements with your other professor to write your other test or exam at a time when it does not conflict with your previous scheduled Spanish tests (see Course Schedule for dates of evaluations).

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>

<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. Thus, 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 Student Accessibility and Achievement Office (formerly known as the Office for Students with Disabilities), 514-398-6009. For further information contact access.achieve@mcgill.ca

Please let the instructor know if you prefer to use a different name than the name indicated in your student record and inform the instructor of your preferred pronouns.

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.

COPYRIGHT

Instructor-generated course material, such as course syllabus, exam questions, reviews, handouts, study documents, are protected by law and may not be copied or distributed in any form or medium. Infringement of copyright follow the University Code of Student Conduct and Disciplinary Procedures.

MERCURY COURSE EVALUATIONS

Mercury course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students

TECHNICAL SUPPORT

If you have any technical problems when using myCourses, you should contact McGill IT Support at 514-398-3398 or itsupport@mcgill.ca for technical assistance.

If you have any technical problems when using MindTap, you should write to Customer support <https://cengage.force.com/s/contact-us>

IMPORTANT: HISP 210 IS A FULL-YEAR COURSE AND SECTION CHANGE IN JANUARY IS NOT ALLOWED.

2024 FALL PORTION OF COURSE SCHEDULE FOR HISP 210 BEGINNER LEVEL

The course schedule for the Winter session will be provided at the beginning of January.

Preparatory work prior to each class:

-complete and correct all homework indicated in parenthesis in italics in the course schedule below.

-consult the *Learning PowerPoints* (LPPT) found in *myCourses* that have:

1. additional grammar explanations
2. extra exercises to complement the book, answers included
3. most answers to the homework assigned

-Your professor will assume that all the above preparatory work has been completed before class. All this work will allow you to better assimilate what you are studying and, most importantly, if you have questions or doubts on certain grammar structures, they can be clarified during class time.

-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) Before August 28: A. Complete the placement test B. Read the syllabus in <u>myCourses//Syllabus</u> C. Familiarize yourself with the content of <i>myCourses</i> D. You may also buy the e-book. E. Or, as of <u>August 28</u>, you can start your 21-day free-trial access to the e-book if you have not received the results of the placement test or are not sure if you will stay in the course. For further information, refer to the section in the syllabus "Required Textbook"</p>	<p>28 de agosto ¡Bienvenidas y bienvenidos a HISP 210! Introducción al curso (you will need the Syllabus) <u>Capítulo 1: Exploraciones léxicas 1:</u> el alfabeto, las presentaciones p. 4-5</p>	<p>30 de agosto <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) En clase: p. 10, pp. 13-14</p>
<p>(semana 2) 2 de septiembre Labour day</p>	<p>4 de septiembre <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) En clase: pp. 13-14, p. 19, p. 24 y más práctica de números</p>	<p>6 de septiembre <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) En clase: pp. 26-27, pp. 60-61, p. 66</p>
<p>(semana 3) 9 de septiembre (add-drop period ends on Sept. 10)</p> <p><u>Capítulo 14:</u> (Tarea: estudia y completa los ejercicios indicado)s: -<u>Exploraciones léxicas 2:</u> voc. las nacionalidades pp. 472-473 completa los ejercicios en el documento "Adjetivos de nacionalidad" (answers included) (<i>myCourses</i>) lee lectura 1 "Algunos latinoamericanos famosos" y contesta preguntas pp. 28-29)</p>	<p>11 de septiembre <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) En clase trabajo cooperativo escrito sobre Lectura 1 "Algunos latinoamericanos famosos" (pp. 28 -29), pp. 43-44 y más práctica sobre verbos -AR</p>	<p>13 de septiembre ENTREGAR (hand-in) BEFORE class starts <u>Tarea 1: Cultura</u> (lectura 2) (1%) en <i>myCourses</i>: Quizzes <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 lectura 2 y sigue instrucciones en documento: "Jorge Drexler" (<i>myCourses</i>) -lee y prepara el documento "¿Cómo hacer preguntas?" (<i>myCourses</i>)</p>

<p>En clase participación oral sobre Lectura 1 “Algunos latinoamericanos famosos” (pp. 28 - 29) y breve introducción a cómo hacer preguntas</p> <p>Esta semana 3, introducción a unos verbos regulares -AR, como “hablar”, “estudiar”, “tomar”, “practicar” ...</p>	<p>Important trial-run: Complete <u>MindTap: Capítulo 1</u> ejercicios en línea para las 11:59pm²</p>	<p>-choose pictures of your family to introduce them in class)</p> <p>En clase participación oral sobre lectura 2 “Jorge Drexler” (myCourses), ‘me gustaría’ y cómo hacer preguntas con el documento “¿Cómo hacer preguntas?” (myCourses)</p>
<p>(semana 4) 16 de septiembre</p> <p><u>Capítulo 2:</u> (Tarea en el libro: estudia y completa los ejercicios indicados -Exploraciones gramaticales 2: presente de verbos regulares –AR pp. 45-47 #2.12-2.13)</p> <p>En clase pp. 47-48 y algunos usos de la preposición ‘a’ con algunos verbos</p>	<p>18 de septiembre</p> <p><u>Capítulo 2:</u> (Tarea en el libro: estudia y completa los ejercicios indicados -Exploraciones léxicas 2: voc. la universidad p. 52 y p. 69, p. 53 #2.20 -Exploraciones gramaticales 3: verbo “tener” y expresiones con “tener” pp. 56-57 #2.24)</p> <p>En clase p. 53, pp. 57-58, pp. 60-61</p> <p>ENTREGAR Diario 1 (2%) por myCourses: Assignments para las 11:59pm</p>	<p>20 de septiembre</p> <p>(Tarea: <u>Capítulo 3:</u> (Tarea: -Exploraciones gramaticales 2: presente de verbos regulares -IR/ -ER pp. 81-82 #3.13 y 3.14 Consulta el PPT: Acentos (myCourses))</p> <p>En clase pp. 83-84, p. 102 #3.37 Las reglas de acentuación</p> <p>ENTREGAR MindTap: Capítulo 2 (1%) ejercicios en línea para las 11:59 pm</p>
<p>(semana 5) 23 de septiembre</p> <p><u>Capítulo 3:</u> (Tarea: -Exploraciones gramaticales 3: verbo “ir” pp. 92-93 #3.27 y 3.28 -Exploraciones gramaticales 4: “ir+a+infinitivo” para expresar acciones en el futuro pp. 95-96 # 3.31)</p> <p>En clase pp. 93-94, pp. 96-9</p> <p>ENTREGAR Tarea 2: Gramática (verbos regulares -ir, -er y ‘tener’) (1%) en myCourses: Quizzes para las 11:59pm)</p>	<p>25 de septiembre</p> <p><u>Capítulo 3:</u> (Tarea:Exploraciones léxicas 1: voc. las estaciones y la ropa pp. 74-75 # 3.2 y p. 104 -Exploraciones gramaticales 1: “gustar”, “fascinar”, “encantar” pp. 78-79 #3.7 y 3.8)</p> <p>En clase p. 75, p. 80, 102 #3.39</p>	<p>27 de septiembre</p> <p><u>Capítulo 3:</u> (Tarea en el libro: estudia y completa los ejercicios indicados -Exploraciones léxicas 2: la hora, los días de la semana, los meses p. 88-89 # 3.22 y 3.23 y p. 105 -lee lectura 3 “Las cuatro estaciones” y prepara las preguntas (myCourses))</p> <p>En clase participación oral, debate sobre lectura 3: “Las cuatro estaciones” (myCourses) y repaso de “gustar” y p. 89</p> <p>ENTREGAR Tarea 3: Gramática (verbos como ‘gustar’) (1%) en myCourses: Quizzes para las 11:59pm</p>

² 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.

<p>(semana 6) 30 de septiembre</p> <p>Día de Repaso para la Prueba I (Tarea: Completar el Repaso para la Prueba 1 en casa (myCourses))</p> <p>En clase corrección de <u>algunos</u> de los ejercicios del Repaso 1</p> <p>ENTREGAR MindTap: Capítulo 3 (1%) ejercicios en línea para las 11:59pm</p>	<p>2 de octubre</p> <p>PRUEBA I parte escrita en clase (5%) (Capítulos 1-3 y las lecturas 1 a 3)</p>	<p>4 de octubre</p> <p>PRUEBA I parte comprensión oral 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>UE pp. 112-113 n. 4.6 y 4.7)</p> <p>En clase p. 114</p>
<p>(semana 7) 7 de octubre ACCIÓN DE GRACIAS</p>	<p>9 de octubre FALL BREAK</p>	<p>11 de octubre FALL BREAK</p>
<p>(semana 8) 14 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>ue y más verbos de cambio de raíz e>ie, e>i pp. 129-131 #4.29 preparar la lectura 4 “Los universitarios aprenden español” (myCourses))</p> <p>En clase participación oral lectura 4: “Los universitarios aprenden español” (myCourses) y p. 131 y p. 136 #4.33</p> <p>ENTREGAR Tarea 4: Gramática (conjugación, interrogativos y lectura 4) (1%) en myCourses: Quizzes para las 11:59pm</p>	<p>16 de octubre</p> <p>DIARIO 2 (escrito en clase) (30 minutos, 2%) (trae tu diccionario y un libro de conjugación)</p> <p><u>Capítulo 4:</u> (Tarea: <u>-Exploraciones léxicas 1:</u> los lugares pp. 108-109#4.2/p. 138</p> <p>En clase p. 109</p>	<p>18 de octubre</p> <p><u>Capítulo 4:</u> (Tarea: <u>-Exploraciones léxicas 2:</u> voc. la casa p. 122 n. 4.20 y p. 139 “estar” para indicar posición pp. 115-116 #4.11-4.12) <u>Capítulo 5:</u> <u>-Exploraciones gramaticales 1:</u> “estar” con el presente progresivo pp. 148-149 # 5.8)</p> <p>En clase pp. 116-118, p. 123, pp. 149-150</p>
<p>(semana 9) 21 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) <u>-Exploraciones gramaticales 2:</u> Leer “ser” y “estar” con adjetivos pp. 151-154)</p> <p>En clase p. 145 y documento “Estar con el participio pasado” (myCourses)</p> <p>ENTREGAR MindTap: Capítulo 4 (1%) ejercicios en línea para las 11:59pm</p>	<p>23 de octubre</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>En clase más práctica “ser” y “estar” pp. 153-154</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Trabajo cooperativo oral: Mini-teatro p. 137 n. 4.38</p> </div>	<p>25 de octubre</p> <p>COMPOSICIÓN 1 (escrita en clase) (4%) (trae tu diccionario y un libro de conjugación)</p>
<p>(semana 10) 28 de octubre</p>	<p>30 de octubre</p>	<p>1 de noviembre QUIZ 1 (escrito en clase)</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 pp. 162-163 # 5.24 y 5.25)</p> <p>En clase p. 159, p. 164</p>	<p>Ejercicio de consolidación verbos de cambio de raíz y verbos -GO En clase: más ejercicios con verbos de cambio de raíz y verbos -GO y p. 463</p> <div style="border: 1px solid black; padding: 2px; background-color: #f9cb9c;"> <p>Trabajo cooperativo oral: Mini-teatro p. 137 n. 4.38</p> </div> <p>ENTREGAR Tarea 5: Gramática (profesiones, verbos irregulares y ser y estar) (1%) en myCourses: Quizzes para las 11:59pm</p>	<p>(20 minutos, 1.5%) (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>En clase p. 166</p>
<p>(semana 11) 4 de noviembre</p> <p>El condicional pp. 462-463</p> <div style="border: 1px solid black; padding: 2px; background-color: #f9cb9c;"> <p>Trabajo cooperativo oral: Mini-teatro p. 137 n. 4.38</p> </div> <p>ENTREGAR MindTap: Capítulo 5 (1%) ejercicios en línea para las 11:59pm</p>	<p>6 de noviembre</p> <p><u>Capítulo 11:</u> (Tarea: <u>-Exploraciones gramaticales 2:</u> Comparaciones de igualdad/desigualdad pp. 361-362 lee lectura 5 "Trabajos y oficios que están cambiando" y contestar las preguntas de comprensión pp. 168-169)</p> <p>En clase discusión sobre el trabajo basada en la lectura 5 "Trabajos y oficios que están cambiando" pp. 168-169 y práctica de las comparaciones</p>	<p>8 de noviembre</p> <p><u>Capítulo 11:</u> (Tarea: <u>-Exploraciones gramaticales 2:</u> El superlativo y más práctica de las comparaciones de igualdad/desigualdad y el superlativo pp. 361-364 #11.16)</p> <p>En clase pp. 362-364</p>
<p>(semana 12) 11 de noviembre</p> <p><u>Capítulo 6:</u> (Tarea: <u>-Exploraciones léxicas 1:</u> 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 "Un artista" (myCourses)</p> <p>En clase participación oral lectura 6 Microrrelato "Un artista", A. Jodorowsky (myCourses) para practicar el vocab. del cuerpo y breve introducción de los verbos reflexivos</p>	<p>13 de noviembre</p> <p><u>Capítulo 6:</u> (Tarea: <u>-Exploraciones gramaticales 1:</u> verbos reflexivos pp. 182-183 #6.7 y 6.8)</p> <p>En clase pp. 183-184</p>	<p>15 de noviembre</p> <p><u>Capítulo 6:</u> (Tarea: <u>-Exploraciones gramaticales 2:</u> adverbios y más reflexivos pp. 185-186)</p> <p>En clase pp. 185-187</p>
<p>(semana 13) 218 de noviembre</p> <p style="text-align: center;">COMPOSICIÓN 2 (escrita en clase) (4%) (trae tu diccionario y un libro de conjugación)</p>	<p>20 de noviembre</p> <p style="text-align: center;">PRESENTACIONES ORALES (4%)</p>	<p>22 de noviembre</p> <p style="text-align: center;">PRESENTACIONES ORALES (4%)</p>
<p>(semana 14) 25 de noviembre</p>	<p>27 de noviembre</p>	<p>29 de noviembre</p> <p>Día de Repaso para la Prueba II</p>

<p>PRESENTACIONES ORALES (4%)</p>	<p>ENTREGAR ANTES DE LA CLASE Tarea 6: Cultura (película y reflexivos) (1%) en myCourses: Quizzes</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Discusión 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>(Tarea: Completar el Repaso para la Prueba II en casa (myCourses))</p> <p>En clase corrección de <u>algunos ejercicios</u>.</p>
<p>(semana 15) 2 de diciembre</p> <p>PRUEBA II parte escrita en clase (6%) (Capítulos 4, 5 y parte del Capítulo 6 y las lecturas 4 a 6 y la película)</p>	<p>4 de diciembre</p> <p>PRUEBA II parte comprensión lectora en clase (25 minutos)</p>	