



Department of Languages, Literatures, and Cultures—Hispanic Studies

HISP218 Spanish Language Intensive - Elementary

Section: 001 Zoom Meetings: 10:05am to 11am

Instructor: Maite Mascaró Llabrés

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Office hours via Zoom <https://mcgill.zoom.us/j/98373665808>: Wednesdays 10:05am to 11:00am and by appointment.

Recurring Zoom meeting ID for synchronous meetings and office hours: 98373665808 <https://mcgill.zoom.us/j/98373665808>

Recurring Google Doc for Zoom meetings:

[https://docs.google.com/document/d/12RC4B357JFJxEZELO12I8HXwRIZV6vT7yWb\\_zZorx6Q/edit?usp=sharing](https://docs.google.com/document/d/12RC4B357JFJxEZELO12I8HXwRIZV6vT7yWb_zZorx6Q/edit?usp=sharing)

Language Program Director: Lucia Chamanadjian

E-mail: [lucia.chamanadjian@mcgill.ca](mailto:lucia.chamanadjian@mcgill.ca)

The instructor will endeavor 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 weekends but every attempt will be made to respond within 24 hours.

#### **COURSE DESCRIPTION**

Spanish 218 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. The primary emphasis is on effective oral and written expression. Zoom meetings and communications are held in Spanish.

**Please note that HISP218** 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 [lucia.chamanadjian@mcgill.ca](mailto:lucia.chamanadjian@mcgill.ca) as well as the [departmental webpage](#).

**Prerequisites and 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 18 and September 2<sup>nd</sup> to be allowed to stay in the course. Your instructor will be contacting you by email with further information by August 18.

#### **COMMUNICATION WITH YOUR PROFESSOR**

The instructors 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.

#### **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 literary texts;
2. **Write** dialogues, simple narrations in the present and past, descriptions and short compositions with structural accuracy;
3. **Comprehend** people addressing you at normal speed, the basic gist of conversations, news and simple oral texts;
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.

#### **REQUIRED TEXTS/MATERIALS**

##### **Materials**

-Learning modules, readings and other material are posted on myCourses.

-An online Spanish-English or Spanish-French dictionary, such as [www.wordreference.com](http://www.wordreference.com)

**E-Book (please read the full section before purchasing your access card):**

E-Book **Exploraciones** with the **MindTap** platform (access card format, available for online purchase at the McGill bookstore <https://lejames.ca/exploraciones-w-mindtap>. Authors: Blitt, Mary Ann, and Margarita Casas. 3<sup>rd</sup> edition, Cengage Learning, 2020).

- The access card will give you access to MINDTAP, a site where you will have the online textbook and the online workbook exercises. The website is an integral part of this course, both in terms of your learning and your grade.
- **DO NOT purchase** the access card on the CENGAGE page as it is cheaper at the McGill bookstore.
- **DO NOT buy a second-hand Exploraciones/MindTap** book or e-book (the book key will no longer be valid) nor on Amazon or other platforms (the package may not be the same).
- **DO NOT purchase** the access card until you get your placement test results and you are sure that you want to stay in the course, as the access card cannot be returned nor transferred to another student. When the course starts in September 2nd, follow the instructions posted on myCourses: Módulo 0 for a 2-week free Trial Access of the textbook+MindTap. The trial version gives you full access to a) the eBook 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. Before the trial period expires, purchase the access card at <https://lejames.ca/exploraciones-w-mindtap>.
- Some students prefer a hardcopy of the book, so copies are available at the McGill bookstore, but in limited quantity. Please note that it is the most expensive option. The hardcopy of *Exploraciones* (3<sup>rd</sup> edition, Cengage Learning, 2020) comes with an access card that provides you with a code that will give you access to the online workbook **and** also the eBook version of the textbook. Do not purchase the book through other vendors as it may lack some of the components or the access card may not be valid.

## **COURSE FORMAT**

This online course will consist of asynchronous content coupled with synchronous oral practice virtual meetings with the instructor and students via Zoom.

### **What are the benefits of attending Zoom meetings?**

Although not mandatory, they are highly recommended because they are like a face-to-face class, during which you:

- practice the language via different interactive activities
- can ask questions on unclear concepts
- take advantage of the interaction with peers
- solidify grammar structures
- further learn and are exposed to cultural aspects
- build a stronger learning community to avoid feeling isolated: online classes may sometimes make you feel like you are learning on your own, but this could not be further from the truth. This online course is built around the concept of collaboration with your professors and peers. Build relationships with other students by introducing yourself and engaging in online discussion boards. Do not be afraid to turn to them to create a virtual study group.

## **RECORDINGS**

Generally, virtual class meetings will **not** be recorded. Student interactions will never be recorded. If a portion of a Zoom session is recorded on rare occasion, you will be notified through a “pop-up” box in Zoom during a meeting and the instructor will ask you to turn off your camera, so that only your name appears on screen. If you do not feel comfortable being in a class that is recorded, you may leave the meeting by logging off Zoom. In the latter case, you should watch the recording later so that you do not miss any content. The recordings will be uploaded to myCourses.

## **COURSE EXPECTATIONS**

This course has been designed with the same rigorous standards of content as a campus course. Expectations for your performance as a Flexible Learning student are as high as they would be if you were taking this course in a face-to-face setting. Learning a language on an online setting requires dedication, discipline, organization, and as much work as learning in a face-to-face class. You should expect to have to work on this class for **at least ten hours a week** in order to complete all assignments indicated in your Learning Modules in a timely fashion.

Online courses require a high degree of interaction using email and other communication tools. It is of utmost importance that you **check your McGill e-mail account regularly** to ensure that time critical e-mail is accessed, read, and acted upon in a timely fashion. **You must also check “Announcements” in myCourses on a daily basis**, which may include reminders, revisions, and updates.<sup>1</sup>

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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

### How do you know what you must prepare for each class?

- Before each class and for each class, consult your syllabus with the weekly course calendar and then the Learning Modules (see the next section on “Learning Modules”) on myCourses.
- Follow the step-by-step instructions and do the exercises in the sequence suggested in the Learning Modules,

### What if I don't understand certain aspects of the material covered?

- It is essential to communicate any questions, concerns or problems to the instructor promptly by via email or by Zoom, depending on the need (for further details see section “Tips for success”).

## LEARNING MODULES

A **learning module** is a sequenced collection of materials designed to teach the topic at hand. Each learning module is a self-study unit that will lead you through a segment of the course. The materials taught in this online course have been divided into learning modules. You will need to self-study each of these **modules in the order specified in the syllabus**. Do not skip modules nor exercises in each module. The materials for each module will be under “Content” in the corresponding week in *myCourses*.

As part of your self-studying of these modules, you may be asked to:

- 1) study grammar explanations in your *Exploraciones* textbook, consult PowerPoint presentations, watch grammar tutorials or read documents on *myCourses* or the internet.
- 2) complete online exercises on MindTap (see section “MindTap” below)
- 3) publish a post on *myCourses: Discussions board* or submit a video or audio file
- 4) do culture related work such as reading a short story or watching a video and answer the corresponding questions found in the module. Please note that tests always include questions based on the readings and/or cultural material assigned.
- 5) at the beginning of each module, there is a **to-do list** that will explain in detail what you will be asked to study and what exercises, assignments and homework/tarea you will need to submit in order to complete that specific module.
- 6) **submit assignments and/or homework.**
- 7) Unlike compositions, **no late module assignments are accepted** because they are meant to prepare you for the next step in your learning.

## FORMAL COMPOSITIONS

2 compositions are assigned with specific topics and corrected according to a correction grid. The topics will always be posted on *myCourses: Compositions*. In turn, students are responsible for submitting all compositions via ***myCourse: Assignments*** on the due date indicated on the syllabus.

**If submitted late**, 5% of the total mark is deducted per day, including weekends, and are not accepted after 7 days (weekends included) after the deadline and will not receive a grade.

Students are expressly forbidden to have their compositions 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.**

## MINDTAP: ONLINE EXERCISES (*Ejercicios en línea*)

MindTap is a web-based assignment platform. When you buy the Access card to our course eBook or hardcopy with Access card *Exploraciones* you will have access to all features in the platform. As part of a Learning Module, you will be required to consult the textbook and complete the online workbook exercises in **MindTap**. Exercises from the *online workbook* are to be done online and completed by the due date and time indicated in each module. 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 the Learning Modules. The exercises are computer graded and you have three attempts to obtain the right answer and a better score. These exercises are extremely important because they will help and guide you in the learning process. If after completing the exercises, there are points that you still find unclear, bring it to my attention and I will further explain. **Unlike compositions, no late online exercises are accepted.**

## TESTS

There will be 3 online tests (*Pruebas*) and they will be posted in *myCourses: Assignments*. These tests are open-book exams and will be done online via *myCourses: Assignments*. The duration of the evaluations will be 80 minutes and are done in one sitting. Accommodation is offered

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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>

for time zone related problems. See syllabus for dates and times of each test. More information on exam procedures will be offered prior to each test.

### **ORAL EVALUATION**

To assess your communicative skills in Spanish there will be 1 oral evaluation. The purpose of this evaluation is to assess your communicative skills in Spanish. You will be evaluated on grammar structures, vocabulary, and cultural content studied in the Learning Modules. A study guide with instructions, questions, tips, and grading rubrics will be posted on *myCourses: Content: Oral evaluation*. Please note that accommodation is offered for time zone related problems. More information on exam procedures will be offered prior to the test.

### **MISSING TESTS & ORAL EVALUATION**

There will be no make-up tests nor oral for missed evaluations unless a doctor's certificate (signed by a doctor) is provided within the next 5 days of the absence. The note has to 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. If during an oral or written evaluation a technical problem should arise, you must contact your professor immediately so that alternate plans can be made.

### **UNIVERSAL DESIGN FOR LEARNING**

The instructor of this course wishes to provide an inclusive learning environment. Should you experience barriers to learning in this course, do not hesitate to discuss them with either one of us 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. Your instructor is committed to referring to you with the correct pronoun. Please contact you instructor 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 instructor.

### **TECHNICAL SKILLS AND EQUIPMENT**

All work in this course must be done and submitted online. Therefore, students must have the following:

- consistent, reliable access to a computer with a current operating system with updates installed
- an up-to-date Internet browser that is compatible with both MyCourses and Connect
- a high-speed Internet connection
- headphones, earbuds, and/or speakers
- microphone (optional, a separate microphone can be better than your device's built-in)
- web camera (optional, preferred for face-to-face connection)
- a phone, camera or other device to take photos and/or create short videos
- a valid *MINDTAP* access code (see Required Textbooks/Materials)
- a McGill email account
- Reliable data storage for your work (for example, a USB drive, Dropbox, or other cloud storage)

Minimal technical skills are needed in this online course. Before starting this course, students must be able to comfortably perform the following technical tasks:

- Use an Internet browser to access and search the Internet
- Use email and attached files
- Use McGill University email and MyCourses
- Download and upload documents
- Create, organize, save, and retrieve electronic files
- Use Zoom, you can find more information about this application here: <https://mcgill.ca/tls/students/remote-learning-resources/learning-zoom>

### **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](mailto: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>

### **ONLINE 'NETIQUETTE'**

A certain email etiquette is expected from your emails.

Special care must be taken in online courses to avoid misunderstandings. Please note the following:

- Include a courteous greeting and closing and use proper titles and forms to address both your professor and peers.
- Demonstrate the same professionalism and respect in the online class as you would in a face-to-face class.
- Use correct spelling and standard grammar in your communications. Avoid typing in all capital letters. Avoid the use of abbreviation and informal language.

#### TIPS FOR SUCCESS

1. Treat an online course like a face-to face course, in terms of your level of engagement.
2. Attend as many Zoom meetings with the instructor and peers as possible for extra practice. Join the meeting **on time**.
3. You should be responsible for and monitor your own learning by:
  - i. Reviewing and using new vocabulary and structures (for example, use extra MindTap. You will also find additional exercises in *myCourses*).
  - ii. Identifying problem areas and taking immediate action.
  - iii. Contacting your professor immediately whenever you feel lost or your progress is not satisfactory. Since this course is demanding, it is only natural that difficulties arise from time to time. If you let your instructor know which difficulties you experience, the challenging areas can be dealt with together.
4. Here are 5 strategies for success as indicated in the following McGill link, which you can consult for more detailed information on each point: <https://mcgill.ca/tls/students/remote-learning-resources/5-success-strategies>
  - i. Adapt your study habits
  - ii. Manage your time
  - iii. Tune out the noise
  - iv. Communicate
  - v. Stay connected
5. More practical advice for your learning:
  - I. Successful learning of a language requires being exposed to large amounts of written and oral input and making the effort to communicate in that language. Therefore, you must keep up with the daily work and **know that your success and learning require substantial commitment and study out of class**. You should try to use the Spanish language as much as possible, even beyond class assignments. You should not expect to comprehend every word you read or hear; instead you should aim at understanding the overall meaning. After continued practice, the language will start to become more and more comprehensible.
  - II. Complete the Module for each class.
  - III. Take notes in your own handwriting and some of the exercises on paper. Studies show that typing on a keyboard does not have the same effect on memory as does the act of writing.
  - IV. Keep a chronological notebook of your notes in your own words and use it to study.
  - V. Peer support is important. Create a study group and make good use of your partner group and be a good partner.

#### METHOD OF EVALUATION

Assessment	Weight in final grade
3 pruebas (3x10%)	30%
2 composiciones (2x4%)	8%
MindTap online exercises	12%
Learning Modules (May include Quizzes, Reading or Listening comprehension exercises, participation in Discussion boards, short writing assignments, etc.)	40%
Oral	10%

**Grades:** A 85-100 A- 80-84 B+ 75-79 B 70-74 B- 65-69 C+60-64 C 55-59 D 50-54 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)

#### 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. (see <http://www.mcgill.ca/students/srr/academicrights/integrity/cheating/> for more information).

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 (consultez le site <http://www.mcgill.ca/students/srr/academicrights/integrity/cheating/>

Calendario<sup>2</sup>

		Miércoles	Jueves
<p>All activities listed on the "Módulos" (Learning Modules on myCourses) must be completed before 10am on the day specified on the syllabus. Zoom meetings will provide further practice of the content covered in the Módulos.</p> <p>Page numbers correspond to the eBook <i>Exploraciones</i> (refer to Módulo 1 for instructions on how to access the eBook). Sign up for the complimentary MindTap Trial as soon as possible to have access to the textbook, online homework, and workbook exercises (refer to the "Required texts" section on this syllabus for further information).</p> <p>Recurring Zoom meeting ID for synchronous meetings and office hours: 98373665808  <a href="https://mcgill.zoom.us/j/98373665808">https://mcgill.zoom.us/j/98373665808</a></p> <p>Recurring Google Doc for Zoom meetings:  <a href="https://docs.google.com/document/d/12RC4B357JFJxEZElo12I8HXwRIZV6vT7yWb_zZorx6Q/edit?usp=sharing">https://docs.google.com/document/d/12RC4B357JFJxEZElo12I8HXwRIZV6vT7yWb_zZorx6Q/edit?usp=sharing</a></p>		<p>2 de septiembre</p> <p><b>Complete Módulo 0 (myCourses)</b></p> <p><b>Start work on Módulo 1</b></p> <p>Make sure that you have written the Placement Test (<i>myCourses: Surveys</i>)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am: Introduction to the course.</p>	<p>3 de septiembre</p> <p><b>Módulo 1 (due Sept. 3rd at 10:00am)</b>  El alfabeto.  Vocabulario: Presentaciones y despedidas. El salón de clase p. 4 y 34  Género y número p. 8-9  Los artículos (el/la/los/las, un/una/unos/unas)  Verbo "hay" (there is/are) p. 11  Números p. 12</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
Lunes	Martes	Miércoles	Jueves
<p>7 de septiembre</p> <p><b>Día del trabajo</b>  <i>No hay clase</i></p>	<p>8 de septiembre</p> <p><b>Módulo 2 (due 10am)</b>  Vocabulario: la personalidad p. 18 y 35  Pronombres de sujeto y el verbo "ser" p. 22-23  Adjetivos p. 25 y la posición de los adjetivos p. 59-60  Las comparaciones con adjetivos (más / menos... que, tan...como)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>9 de septiembre</p>	<p>10 de septiembre</p> <p><b>Módulo 3 (due 10am)</b>  Adjetivos de nacionalidad p. 472</p> <p>Adjetivos demostrativos p. 565</p> <p><u>Lectura 1</u>: "Algunos latinoamericanos famosos" p. 28-29</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>14 de septiembre</p> <p><b>Módulo 4</b>  Verbo "tener" y expresiones con el verbo "tener" p. 56  Vocabulario: la familia p. 38 y 68  Adjetivos posesivos p. 42-43</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>15 de septiembre</p> <p><b>Módulo 5</b>  Presente de los verbos del grupo 1 -AR p. 45-46</p> <p><u>Lectura 2</u>: "Jorge Drexler"</p> <p><b>Add/Drop deadline</b></p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>16 de septiembre</p>	<p>17 de septiembre</p> <p><b>Módulo 6</b>  Vocabulario: la universidad p. 52 y 69</p> <p>Verbos "gustar, fascinar, encantar, molestar e interesar" p. 78)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>

<sup>2</sup> Please note that the professor reserves the right to adjust readings and topics as necessary to accommodate the pace of the class as well as to incorporate current events.

Lunes	Martes	Miércoles	Jueves
<p>21 de septiembre</p> <p><b>Módulo 7</b> Las estaciones y la ropa, los colores p. 74 y 104</p> <p>Reglas de acentuación Estudia: Verbos de los grupos 2 y 3 -ER, -IR p. 81-82</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>22 de septiembre</p> <p><b>Módulo 8</b> Verbo "ir" p. 92-93 Futuro: ir +a+infinitivo Vocabulario: hora, días, meses p. 88 y 105 <u>Lectura 3</u>: "Las cuatro estaciones" (myCourses)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>23 de septiembre</p>	<p>24 de septiembre</p> <p><b>Test 1</b> (Módulos 1 a 8)</p>
<p>28 de septiembre</p> <p><b>Módulo 9</b> Vocabulario: los lugares p. 108 y 138</p> <p>Comparaciones y el superlativo. P. 361-362</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>29 de septiembre</p> <p><b>Módulo 10</b> Verbos con cambio de raíz p. 112-113, 129-130 Interrogativos p. 126-127 <u>Lectura 4</u>: "Los universitarios aprenden español"</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>30 de septiembre</p>	<p>1 de octubre</p> <p><b>Módulo 11</b> Verbo "estar" para indicar la posición + las preposiciones de lugar p. 115</p> <p>Vocabulario: la casa p. 122 y 139</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>5 de octubre</p> <p><b>Módulo 12</b> Vocabulario: estados de ánimo p. 144 y 174</p> <p>Verbo "estar" (presente progresivo) p. 148-149)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>6 de octubre</p> <p><b>Módulo 13</b> "Estar" con participio pasado p. 372</p> <p>Repaso de los verbos "ser y estar" p. 151-152</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>7 de octubre</p>	<p>8 de octubre</p> <p><b>Módulo 14</b> Verbos irregulares en primera persona -GO p. 162-163</p> <p>Vocabulario: profesiones p. 158 y 175</p> <p>Verbos "saber" y "conocer" p. 165</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>12 de octubre</p> <p><b>Acción de Gracias</b> <i>No hay clase</i></p>	<p>13 de octubre</p> <p><b>Módulo 15</b> Película <i>Diarios de motocicleta</i>, de Walter Salles (see myCourses for the Viewing guide and instructions on where to watch it) Watch the movie before class.</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>14 de octubre</p> <p><b>Entregar Composición 1</b> <u>Fecha aconsejada</u>: Viernes antes de las 6:00pm <u>Due date</u>: Domingo antes de las 10:00 am</p>	<p>15 de octubre</p> <p><b>Módulo 16</b> Vocabulario: la rutina p. 178 y 208</p> <p>Verbos reflexivos p. 182-183</p> <p><u>Lectura 5</u>: Microrrelato "Un artista", A. Jodorowsky (myCourses)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>19 de octubre</p> <p><b>Módulo 17</b> Adverbios p. 185-186</p> <p><u>Lectura 6</u>: "Mi rutina es muy aburrida". (myCourses)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>20 de octubre</p> <p><b>Módulo 18</b> Pronombres relativos <i>que/quien/donde</i> p. 322 Vocabulario: las celebraciones p. 284 y 314 <u>Lectura 7</u>: "El día de los muertos" p. 296-297</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>21 de octubre</p>	<p>22 de octubre</p> <p><b>Test 2</b> (Módulos 9 a 18)</p>

Lunes	Martes	Miércoles	Jueves
<p>26 de octubre</p> <p><b>Módulo 19</b> Pretérito p. 196-197</p> <p>Vocabulario: los números p. 214</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>27 de octubre</p> <p><b>Módulo 20</b> Pretérito de los verbos con cambio de raíz p. 199 <i>Hace...que</i> (myCourses)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>28 de octubre</p>	<p>29 de octubre</p> <p><b>Módulo 21</b> Pretérito de los verbos irregulares p. 218-219</p> <p>Pick a date and time for your oral evaluation in <i>myCourses: Groups</i>.</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>2 de noviembre</p> <p><b>Evaluación oral</b> Instructions and review exercises will be posted on <i>myCourses: Evaluacion oral</i>. Oral evaluations will be conducted via <a href="#">Zoom</a> (same ID as for Zoom meetings)</p>	<p>3 de noviembre</p> <p><b>Evaluación oral</b></p>	<p>4 de noviembre</p> <p><b>Evaluación oral</b></p>	<p>5 de noviembre</p> <p><b>Módulo 22</b> Vocabulario: los pasatiempos p. 192 y 209, 262 y 279</p> <p>Imperfecto p. 252-253</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>9 de noviembre</p> <p><b>Módulo 23</b> Pretérito e imperfecto p. 288 y 291</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>10 de noviembre</p> <p><b>Módulo 24</b> Vocabulario: en la ciudad p. 298 y 315</p> <p>Pretérito e imperfecto p. 302-303, 305</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>11 de noviembre</p>	<p>12 de noviembre</p> <p><b>Módulo 25</b> <u>Lectura 8:</u> "¡Qué lindas vacaciones!" (MyCourses)</p> <p>Por y para p. 221-222</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>16 de noviembre</p> <p><b>Módulo 26</b> Práctica del pasado</p> <p>Discurso indirecto (myCourses)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>17 de noviembre</p> <p><b>Módulo 27</b> <u>Lectura 9:</u> "El eclipse", de A. Monterroso (myCourses)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>18 de noviembre</p> <p><b>Entregar (Submit) la composición 2 antes del domingo 22 antes a las 10:00 am</b></p>	<p>19 de noviembre</p> <p><b>Módulo 28</b> Negativos e indefinidos p. 255-256</p> <p>Vocabulario: la comida p. 214, 228, 244, 245</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>23 de noviembre</p> <p><b>Módulo 29</b> Pronombres de objeto directo p. 232-233, 235 La "a" personal</p> <p><u>Lectura 10:</u> "La comida tradicional" p. 217 "Los alimentos del Nuevo Mundo" p. 226-227</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>24 de noviembre</p> <p><b>Módulo 30</b> Vocabulario: las tareas domésticas p. 248 y 278</p> <p>Pronombres objeto indirecto p. 266-267</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>25 de noviembre</p>	<p>26 de noviembre</p> <p><b>Módulo 31</b> Pronombres objeto directo e indirecto p. 269</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>
<p>30 de noviembre</p> <p><b>Módulo 32</b> <u>Lectura 12:</u> "Apocalipsis" de Marco Denevi (myCourses)</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>1 de diciembre</p> <p><b>Módulo 33</b> Revisión para el Test 3.</p> <p><a href="#">Zoom</a> meeting 10:05am to 11:00am</p>	<p>2 de diciembre</p>	<p>3 de diciembre</p> <p><b>Test 3</b> (Módulos 19 a 33)</p>