

DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES
MCGILL UNIVERSITY

COURSE SYLLABUS (PLEASE NOTE THAT THIS SYLLABUS IS SUBJECT TO CHANGE)

HISP 218 SECTION 001 - SPANISH LANGUAGE INTENSIVE – ELEMENTARY
TIME AND ROOM TBA

HISP 218 SECTION 002 - SPANISH LANGUAGE INTENSIVE – ELEMENTARY
TIME AND ROOM TBA

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Office hours: Mondays, Tuesdays, and Wednesdays in room 387 (SH688) from 2:30pm to 3 pm (or by appointment)

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PREREQUISITES AND MANDATORY ONLINE PLACEMENT TEST

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 on *myCourses* between August 21 and August 28 to be allowed to stay in the course. Your instructor will be contacting you by email with the test results.

Students who register during the add/drop period should write the test as soon as possible.

COURSE DESCRIPTION

HISP 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. Classes are held in Spanish to facilitate language acquisition. The primary emphasis is on effective oral and written expression.

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) that you can take. 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 as well as the [departmental webpage](#)

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 literary texts. Assessed by in-class based activities, writing assignments, and oral presentations.
2. **Understand** people addressing you at normal speed, the basic gist of conversations, news, and simple oral texts. Assessed by in-class listening comprehension activities, mini skits, and oral presentations.
3. **Write** dialogues, simple narrations in the present and past, descriptions and short compositions 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 orders and 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.

COMMUNICATION WITH YOUR PROFESSOR

The instructor will try to respond on the same day to emails that arrive before 5:00 PM, Monday to Friday. Emails that arrive after 4:30 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.

It is of utmost importance that you check your McGill e-mail account regularly to ensure that time critical e-mail read and acted upon in a timely fashion. It is of utmost importance that you check your McGill e-mail account regularly and you must also check "Announcements" in *myCourses* daily, which may include reminders, revisions, and updates. You can sign up to be notified via text (SMS) or email about any or all 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".

COURSE MATERIALS AND REQUIRED TEXTBOOK

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

-An online Spanish-English or Spanish-French dictionary, such as www.wordreference.com

-Required textbook (please read the instructions below before you purchase access in *myCourses*): *Exploraciones*. Blitt, Mary Ann, and Margarita Casas. 3rd edition, Cengage Learning, 2020.

- 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:

- Log into *myCourses*. Under the Table of Contents located on the left side, locate the folder that contains your eBook and click on the link.
- 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. Please read the information about those 3 options carefully before you purchase your textbook:

- **OPTION 1 (21-day Free Trial Access to the eBook)**

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 27; but you must purchase your materials before or at the end of your trial.

- **OPTION 2 (Purchase the eBook through *myCourses*)**

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.

When you are ready to purchase the textbook, select Option 2: Buy-Npw and select **See My Purchase Options** to purchase directly through *myCourses*. Walk through the steps to purchase your course materials.

After Payment, go back to *myCourses* site and locate your purchase link that you just used to purchase your materials. This link will now take you out to your course materials.

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

Select this option if you prefer to purchase a paper copy of *Exploraciones* at the McGill Bookstore. The paper copy comes with a receipt number that will give you access to the eBook and the MindTap platform where you will be doing the online workbook exercises. Please note that the paper copy is the most expensive option and that it is available in limited quantity at the McGill Bookstore. If you decide to buy a paper copy, make sure that you keep your receipt as you will need it to finalize your access to the e-book and its online platform 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**.

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) <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.

- 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 eBook 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.
- Please note that the online workbook exercises that you will be doing on this platform every week will be an integral part of your final grade and your learning.

METHOD OF EVALUATION

COURSE COMPONENTS	Component weight
Participation	10%
Tests (3) and quizzes (2)	Test 1: 9% Test 2: 10% Test 3: 11% Quiz 1: 2% Quiz 2: 3% There is no final examination for this course
Oral Evaluations (2)	Oral presentation 1: 4% Oral presentation 2: 10%
Journals (short writing assignments) (5)	10%
Compositions, written in class (3)	Composition 1: 4% Composition 2: 4% Composition 3: 4%
Mindtap activities (10 submissions, 1% each)	10%
Homework assignments in <i>myCourses</i> : <i>Quizzes</i> (7)	9%

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

ATTENDANCE POLICY

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:

- 2 unexcused absences are allowed during the semester without penalty.
- After a total of 2 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.

REQUIRED WORK AND PROCEDURE

Learning a language is a very gratifying experience that requires dedication, discipline, and organization. You should expect to have to work on average on this class for at least 8 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:

- Reviewing and using new vocabulary and grammar structures
- Identifying problem areas and taking immediate action
- Contacting your professor whenever you feel lost, or your progress is not satisfactory to you so that the challenging areas can be dealt with together.

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

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 learning powerpoints, (PPTs), found in *myCourses*, completing grammar exercises, and

correcting them with the answer key provided in the PPTs, learning vocabulary, preparing hand-outs, and writing short paragraphs. Other work required, but not daily, is:

- 1) completing online exercises on *MindTap* (see corresponding section below)
- 2) writing journal entries (see corresponding sections 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).

PARTICIPATION (10%)

I take attendance in each class. Attending class 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 absence is necessary. Seeing that this is not a lecture class, you will need to participate actively in each session. Mistakes will not be taken into consideration when assigning this mark, importance will be placed in your effort in speaking the language. Thus, silent attendance without active participation will result in a low-grade in this section. Attendance is highly recommended seeing that it will increase your proficiency and contribute to your participation grade in a positive way. You are allowed to have up to 4 absences without official justification in the entire semester. After 3 absences, your participation grade will be negatively affected.

ACTIVE participation means all the points below and will account for the participation grade:

- attending class
- participating in all in-class activities, such as class or group work and discussions
- completing all preparatory and required work for each class
- coming to class with all the necessary material (book or access to the eBook, photocopies, readings, etc.)
- answering questions and volunteering answers on a regular basis
- arriving to class on time
- answering questions and volunteering answers on a regular basis
- using Spanish as much as possible, during small group work as well as whole class activities.
- being engaged in all activities without disrupting the learning activities
- volunteering effective comments and questions that advance the level and depth of classroom interactions 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

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 (10 x 1% each)

- a. *MindTap* is a web-based assignment 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.
- 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 as well as in the MindTap platform. Please note that you only need to complete the exercises that have a due date assigned in the MindTap platform.

HOMEWORK (“TAREAS”) (9%)

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.

All homework will be submitted through *myCourses*, via *Quizzes*, *Assignments* and/or *Discussion Forums*.

No late “Tareas” are accepted. Due dates are indicated in the course schedule.

JOURNALS: “Cuaderno personal” (5 x 2%)

- a. Journals are short writing assignments for practicing vocabulary and grammar structures that have just been covered in the course.
- b. You are required to write 5 journals with three entries of approximately 80 words each entry. Journals must deal with vocabulary and grammar structures that have just been covered in the course. 3 journals will be written in class.
- c. Most topics will be assigned by me and posted on *myCourses: Diarios* except for the journals written in class.
- d. No late “Journals” written at home are accepted. Due dates are indicated in the course schedule.

COMPOSITIONS (13%)

Three compositions will be written in class, and Composition 1 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. Students are expressly forbidden to have the second version of Composition 1 corrected by native speakers or any other person or use a translating program (see “Academic Integrity” section below). If the 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: 9%; Test 2: 10%; Test 3: 11%)

- a. All tests are based on material covered in class (textbook, online workbook/exercises, hand-outs, readings and class discussions). See course schedule for dates of each test.
- b. A study guide and review exercises will be posted in *myCourses: Content: Repaso para las pruebas* a week before each test. Complete these review exercises and contact your professor if you need help or if you need further practice.
- c. Accommodations for tests will be provided for students with a plan approved by the **Student Accessibility and Achievement office**. If you are eligible for time-based accommodations, please inform the instructor as soon as possible and ask the office to forward your accommodation plan to the instructor.
- d. All formal tests are kept by the instructor. 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.

MISSING EVALUATIONS

There will be no make-up tests for missed evaluations (tests, oral presentations, compositions) unless a doctor's certificate (signed by a doctor) is provided within the next 7 days of the evaluation (including weekends). 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.

If you do not abide to the above rules for a missed test or an in-class composition, you will receive a 0 for that evaluation.

CLASS RECORDINGS

Classes will not be recorded.

ANNOUNCEMENTS

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 daily**, which may include reminders, revisions, and updates.¹

¹ We strongly suggest that you sign up for notifications to be notified via text (SMS) or email about assignment due dates, new discussion posts, new grades, new items, and more. To sign-up, 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”.

INCLUSIVE LEARNING ENVIRONMENT

The instructor of this course endeavors to provide an inclusive and respectful learning environment.

- If you experience barriers to learning in this course, do not hesitate to discuss them with the instructor. You can also contact the Student Accessibility and Achievement office.
- If you feel you need accommodations for tests, please reach out to Student Accessibility and Achievement exam coordinators to discuss options that are available to you.
- Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; wellness resources are available on campus, off campus, and online.
- Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from Student Services.
- We are committed to nurturing a space where students and instructors can all engage in the exchange of ideas and dialogue, without fear of being made to feel unwelcome or unsafe on account of biological sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and cultural background, age, physical or mental ability, or any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain an environment wherein all interactions are based on empathy and mutual respect for the person, acknowledging differences of perspectives, free from judgment, censure, and/or stigma.
- The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.
- 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 instructor.

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>

TIPS FOR SUCCESS

1. 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.
2. 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.
3. 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> : Adapt your study habits, manage your time, tune out the noise, communicate, and stay connected.

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/>).

Any use of translation programs (e.g. ChatGPT, Google Translate) constitutes academic misconduct. You are free to use online dictionaries, but not any program that translates sentences or phrases for you. If you have any questions about how to use online resources, ask your instructor before you use them.

LANGUAGE POLICY

All assignments and evaluations should be written in Spanish, since knowledge of a language is the main objective of the course.

COPYRIGHT

Instructor-generated course materials (e.g., handouts, course syllabus, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium. Note that infringements of copyright are subject to follow up by the University under the 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

CALENDAR

LUNES	MARTES	MIÉRCOLES	JUEVES
<p>IMPORTANT:</p> <p>You must read everything that is in brackets before coming to class as well as study the material on the Learning PowerPoint assigned for that date.</p> <p>Page numbers refer to the printed version of <i>Exploraciones</i> (our textbook). If you are using the e-book version, type the page numbers on the "search this course" window.</p> <p>Please refer to <i>myCourses: Content: How to get started</i> for instructions on how to sign up for a 21-day complimentary trial access to the eBook <i>Exploraciones</i> (and its online workbook and platform, called <i>MindTap</i>). Also, refer to the "Required texts" section on this syllabus for further information.</p>		<p>28 de agosto</p> <p>Presentación del curso.</p> <p>Introducción al curso Cómo presentarse y despedirse. Saludos. Pronunciación Alfabeto</p> <p>Make sure that you have submitted the Placement Test so that you can stay in the course (the test is available in myCourses: Surveys)</p>	<p>29 de agosto</p> <p>Learning PowerPoint 1 <i>Tarea (homework) en el libro (textbook):</i> <i>Study: Exploraciones léxicas 1 (vocabulario: presentaciones y despedidas, el salón de clase...: p. 4 y 34</i> <i>- género y número p. 8-9</i> <i>- los artículos (el/la/los/las, un/una/unos/unas) p. 11</i> <i>- verbo "hay" (there is/are) p. 11</i> <i>- números p. 12)</i></p>
<p>SEMANA 2 / WEEK 2 2 de septiembre</p> <p>LABOUR DAY</p>	<p>3 de septiembre</p> <p>Learning PowerPoint 2 <i>Tarea en el libro: Read (-vocabulario: la personalidad p. 18 y 35</i> <i>-pronombres de sujeto y -el verbo ser p. 22-23</i> <i>-adjetivos p. 25</i> <i>posición de los adjetivos p. 59-60)</i></p> <p>Las comparaciones con adjetivos (más / menos... que, tan....como)</p>	<p>4 de septiembre</p> <p>Learning Powerpoint 3 <i>Tarea en el libro: Estudia: (-Adjetivos de nacionalidad p. 472-473</i> <i>-Verbo "tener" y expresiones con el verbo tener p. 56)</i></p> <p>Lectura 1 (read before class): Algunos latinoamericanos famosos (p. 28-29)</p>	<p>5 de septiembre</p> <p>Learning PowerPoint 4 <i>Tarea en el libro: Estudia: (-vocabulario: la familia p. 38 y 68</i> <i>-adjetivos posesivos p. 42-43)</i> <i>-presente de los verbos del grupo 1 -AR p. 45-46)</i> <i>- Cómo / Cuándo / Dónde / Adónde / Qué / Quién / Quiénes/ Por qué / Cuántos (p. 126)</i></p> <p>→ Entregar la tarea en Quizzes Submit homework assigned in myCourses before class: Jorge Drexler (1%)</p>

LUNES	MARTES	MIÉRCOLES	JUEVES
<p>SEMANA 3 9 de septiembre</p> <p>Learning Powerpoint 5 Tarea en el libro: Estudia: (vocabulario: la universidad p. 52 y 69, - Verbos “gustar, fascinar, encantar, molestar e interesar” p. 78) En clase: “me gustaría”</p>	<p>10 de septiembre</p> <p>END OF ADD/DROP</p> <p>Learning PowerPoint 6 Tarea en el libro: (vocabulario: tiempo, estación y ropa p. 74 y 104 En el PowerPoint : -Los adjetivos demostrativos (este/ ese/aquel)</p> <p>→ Antes de las 11:59pm, entrega (submit before 11:59pm) los ejercicios de MindTap asignados para el 12 de septiembre (you only need to do the exercises with a due date associated to them) (1%)</p>	<p>11 de septiembre</p> <p>Learning PowerPoint 7 (-Estudia: Verbos de los grupos 2 y 3 –ER, -IR p. 81-82. Reglas de acentuación)</p> <p>→ Entregar (submit) Tarea en myCourses: Quizzes: Los verbos como “gustar (1 %)</p>	<p>12 de septiembre</p> <p>Learning PowerPoint 8 - verbo “ir” p. 96 - ir+a+infinitivo p. 99)</p> <p>En el PowerPoint: - La “a” personal -La preposición a/en</p> <p>→ Entrega (submit) los ejercicios de MindTap antes del domingo 15 de septiembre a las 11:59pm (1%)</p> <p>En myCourses: Instrucciones, guía y repaso (review) para el test 1</p>
<p>SEMANA 4 16 de septiembre</p> <p>Learning PowerPoint 9 Tarea en el libro: (-vocabulario: hora, días, meses p. 88 y 105) Lectura: Las cuatro estaciones (en myCourses: Lecturas)</p> <p>→ Entrega cuaderno personal 1 (find instructions and topics on myCourses) (2%)</p>	<p>17 de septiembre</p> <p>Repaso (review) para la prueba 1</p>	<p>18 de septiembre</p> <p>≈ TEST 1 (9%) (Learning PowerPoints 1 to 9)</p>	<p>19 de septiembre</p> <p>Learning PowerPoint 10 Tarea en el libro: (-vocabulario de los lugares p. 108 y 138 - Comparaciones y el superlativo. P. 361-362 -verbo “estar” para indicar la posición + las preposiciones de lugar p. 115)</p> <p>En el PowerPoint: Revisión de - Usos del verbo “ser”: p. 151-152) -muy/muchos/bastantes...</p>
<p>SEMANA 5 23 de septiembre</p> <p>Learning PowerPoint 11 Tarea en el libro: (vocabulario: la casa p. 122 y 139 En el PowerPoint: Revisión de los interrogativos p. 126-127 y de Hay vs estar</p> <p>→ Entregar la tarea en Quizzes: “Un apartamento” (1.5%)</p> <p>→ Entrega los ejercicios de MindTap antes de las 11:59pm del domingo 24 de septiembre (1%)</p>	<p>24 de septiembre</p> <p>Learning PowerPoint 12 Tarea en el libro: (verbos con cambio de raíz p. 112-113, 129-130) - verbo estar (presente progresivo) p. 148-149)</p>	<p>25 de septiembre</p> <p>Learning PowerPoint 13 Tarea en el libro: (-vocabulario: profesiones p. 158 y 175 - verbos irregulares en primera persona -GO p. 162-163 -verbos “saber y conocer” p. 165-166</p> <p>Cuaderno personal escrito en clase 2 (2%)</p>	<p>26 de septiembre</p> <p>Learning PowerPoint 14 (Estudia: Vocabulario: estados de ánimo p. 144 y 174 - “Estar” con adjetivos p. 156 y p. 160 - “Estar” con participio pasado p. 372) -verbos “ser y estar” p. 151-152)</p> <p>Completar los ejercicios de MindTap (1%) antes del domingo 29 de septiembre a las 11:59pm</p>
<p>SEMANA 6 30 de septiembre</p> <p>Composición 1 (en clase) (5%)</p> <p>📖 Trae (bring) tu diccionario y un libro de verbos</p>	<p>1 de octubre</p> <p>Learning PowerPoint 15 Tarea en el libro: (vocabulario: la rutina p. 178 y 208 verbos reflexivos p. 182-183 Adverbios p. 185-186) En el Powerpoint: - Posición de los pronombres reflexivos -Palabras conectoras: El uso de “mientras”, “antes de” y “después de” -Lectura: Las rutinas</p>	<p>2 de octubre</p> <p>Revisión de los pronombres reflexivos</p>	<p>3 de octubre</p> <p>Learning PowerPoint 16 Tarea en el libro: (los pronombres relativos que/quien p. 322 + MyCourses)</p> <p>En el PowerPoint El condicional</p>

<p>SEMANA 7 7 de octubre</p> <p>Acción de gracias. No hay clase.</p> <p>En myCourses puedes encontrar ejercicios de revisión para el test 2</p>	<p>8 de octubre</p> <p>No hay clase.</p>	<p>9 de octubre</p> <p>No hay clase.</p>	<p>10 de octubre</p> <p>No hay clase</p>
<p>SEMANA 8 14 de octubre</p> <p>Participacion oral: Vamos a hablar de extractos de la película <i>Diarios de motocicleta</i>, de Walter Salles.</p> <p>→ Antes de la clase, entregar la tarea en myCourses: Assignments (1.5%)</p>	<p>15 de octubre</p> <p>Learning PowerPoint 17 <i>Tarea en el libro:</i> (vocabulario: los números y la comida p.214, 228, 244, 245) <i>Lectura: "Los alimentos del Nuevo Mundo" pp. 226-7</i></p>	<p>16 de octubre</p> <p>Cuaderno personal 3 escrito en clase (2%)</p>	<p>17 de octubre</p> <p>Repaso en clase</p> <p>→ Completar y entregar los ejercicios de MindTap asignados para el domingo 20 de octubre antes de las 23:59 (1%)</p>
<p>SEMANA 9 21 de octubre</p> <p>≈ TEST 2 (10%) (PowerPoints 10 al 17, las lecturas y la película)</p>	<p>22 de octubre</p> <p>Learning PowerPoint 18 <i>Tarea en el libro:</i> <i>Estudia las formas del pretérito (p. 196-197) y el pretérito de los verbos con cambio de raíz p. 199)</i> <i>Revisa las reglas de acentuación</i></p> <p>Presentaciones orales en grupo</p>	<p>23 de octubre</p> <p>Learning PowerPoint 19 <i>Tarea en el libro:</i> <i>Estudia:</i> <i>- el pretérito de los verbos irregulares p. 230-231)</i> En el PowerPoint: -Hace... que -Lectura Frida Kahlo y Remedios Varo</p> <p>→ Completar y entregar los ejercicios de MindTap asignados para el 23 de octubre antes de las 23:59 (1%)</p>	<p>24 de octubre</p> <p>Learning PowerPoint 20 <i>Tarea en el libro: (vocabulario: las celebraciones p. 284 y 314 (vocabulario: los pasatiempos p. 192 y 209, 262 y 279) (imperfecto p. 252-253)</i></p> <p>→ Entregar la tarea en Quizzes antes de la clase (1.5%)</p>
<p>28 de octubre</p> <p>Learning PowerPoint 21 <i>Tarea en el libro:</i> (pretérito e imperfecto p. 288, 291)</p>	<p>29 de octubre</p> <p>Learning PowerPoint 22 (vocabulario: en la ciudad p. 298 y 315) (pretérito e imperfecto p. 302-307)</p> <p>→ Completar y entregar los ejercicios de MindTap asignados para el 29 de octubre antes de las 23:59 (1%)</p>	<p>30 de octubre</p> <p>Revisión de pretérito/imperfecto</p> <p>→ Entregar la tarea en Quizzes antes de la clase (1.5%)</p>	<p>31 de octubre</p> <p>Miniquiz de las formas y usos del pretérito y el imperfecto (2%)</p> <p>En clase: Discurso indirecto y discusión de la lectura "El eclipse".</p> <p>→ Entregar la tarea en myCourses: Quizzes: Lectura: El eclipse, de A. Monterroso antes de la clase (1.5 %)</p>

4 de noviembre Cuaderno personal 4 en clase (2%) <i>Tarea en el libro: Estudia: (por y para p. 221-222)</i>	5 de noviembre <u>Learning PowerPoint 23</u> <i>Tarea en el libro: Estudia los pronombres de objeto directo p. 244-245, 247) y los pronombres indirecto p. 280-281)</i>	6 de noviembre <u>Learning PowerPoint 24</u> <i>Tarea en el libro: (pronombres de objeto directo e indirecto p. 269)</i>	7 de noviembre <u>Learning PowerPoint 25</u> <i>Tarea en el libro: negativos e indefinidos p. 255-256)</i> → Completar y entregar los ejercicios de MindTap asignados para el 10 de noviembre antes de las 23:59 (1%)
11 de noviembre Composición en clase 2 (4%)	12 de noviembre <u>Learning PowerPoint 26</u> <i>(Tarea: Vocabulario: El medio ambiente pp. 388 y 418) Las formas del futuro pp. 392 y 393.</i> → Entregar los ejercicios de MindTap asignados para el 12 de noviembre antes de las 23:59 (1%)	13 de noviembre En clase: Discusión de fragmentos de la película <i>Relatos salvajes</i> de Damián Szifron (make sure that you read the viewing guide on myCourses and watch the movie online before class (available on Criterion on Demand, free through McGill Library). You will need VPN access and Chrome or Firefox.	14 de noviembre Ejercicios de revisión para la prueba
18 de noviembre Prueba 3 (11 %) (PowerPoints 18 a 26, la lectura y la película)	19 de noviembre <u>Learning PowerPoint 27</u> <i>Tarea en el libro: (el presente del subjuntivo p. 406-407) (el subjuntivo y el deseo p. 431-432)</i>	20 de noviembre <u>Learning PowerPoint 28</u> <i>Tarea en el libro: Estudia: el subjuntivo y la emoción p. 442-443)</i> → Entregar el cuaderno personal 5 (2%)	21 de noviembre <u>Learning PowerPoint 29</u> <i>Tarea en el libro: Estudia: (vocabulario de la comunidad internacional p. 472) (el subjuntivo y la duda p. 409)</i> → Entregar los ejercicios de MindTap asignados para el domingo 24 de noviembre antes de las 23:59 (1%)
25 de noviembre Ejercicios en clase para practicar el subjuntivo	26 de noviembre Miniquiz sobre los usos y las formas del subjuntivo (3%)	27 de noviembre Día de prensa: Lee un artículo en casa. En clase vas a hacer un resumen (<i>summary</i>) del artículo a otros dos estudiantes. Debes incluir tu opinión usando expresiones con subjuntivo (es horrible que.../ espero que...) Presentaciones orales	28 de noviembre Composición 3 en clase (4%)
2 de diciembre Presentaciones orales	3 de diciembre Presentaciones orales	4 de diciembre (Monday schedule) Presentaciones orales	