

DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES
MCGILL UNIVERSITY

COURSE SYLLABUS

HISP 218 SECTION 002 - SPANISH LANGUAGE INTENSIVE – ELEMENTARY

MTWR 10:05AM-11:25AM SH688 361

HISP 218 SECTION 001 - SPANISH LANGUAGE INTENSIVE – ELEMENTARY

MTWR 11:35 AM-12:55 PM SH688 355

Instructor: María Teresa (Maite) Mascaró Llabrés

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Office hours: Mondays, Tuesdays, and Wednesdays in room 387 (SH688) from 1pm to 1:30 pm (or by appointment)

Language Program Director: Lucia Chamanadjian

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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 24 and September 1st 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. The primary emphasis is on effective oral and written expression. In-person and 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 as well as the [departmental webpage](#)

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.

COMMUNICATION WITH YOUR PROFESSOR

The instructor will try to respond on the same day to emails that arrive before 4:00 PM, Monday to Thursday. 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:

An access card for the e-Book *Exploraciones*. Blitt, Mary Ann, and Margarita Casas. 3rd edition, Cengage Learning, 2020.

- The card will give you access to MINDTAP, a site where you will find the online textbook and the online workbook exercises that will be assigned every week and that will be an integral part of your final grade. The website is an integral part of this course, both in terms of your learning and your grade.
- The card is available for online purchase through the McGill bookstore under the title *MindTap Instant Access Code for Exploraciones 24 Month Four Term Access \$99.95 (please read the information below regarding a free 2-week trial access to MindTap before purchasing your access card): MINDTAP INSTANT ACCESS CODE FOR EXPLORACIONES 24 MONTH FOUR TERM ACCESS. (<https://lejames.ca/mindtap-instant-access-code-for-exploraciones-24-month-four-term-access>).*

Please, note:

- **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 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.
- **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.
- Starting on August 31, connect to <https://login.nelsonbrain.com/course/MTPP-NK6Z-L95S> and follow the prompts to start a **2-week free Trial Access of the textbook+MindTap**, or **follow the detailed instructions posted on myCourses**. 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 if 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/mindtap-instant-access-code-for-exploraciones-24-month-four-term-access>
- **Some students prefer to purchase a HARDCOPY of the textbook, so copies are available at the McGill bookstore (<https://lejames.ca/exploraciones-loose-leaf-text-mindtap>)**, but in limited quantity. Please note that it is the most expensive option (\$120). The hardcopy of *Exploraciones* (3RD edition, Cengage Learning, 2020) comes with an access card that provides you with a code that will give you access to the MindTap platform (online workbook) **and** the eBook version of the textbook. Use this link to access the course <https://login.nelsonbrain.com/course/MTPP-NK6Z-L95S> or use this course key: **MTPPNK6ZL95S**

METHOD OF EVALUATION

| COURSE COMPONENTS | Component weight |
|--|---|
| Participation | 10% |
| Tests (3) and quiz | Test 1: 9% Test 2: 10% Test 3: 11% Quiz: 2% 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: 5% Composition 2: 4% Composition 3: 4% |
| Mindtap activities (10 submissions, 1% each) | 10% |
| Homework assignments (8) | 11% |

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/qi_grading_and_grade_point_averages

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 6-8 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.

Before each class, complete the homework assigned in the course schedule in parenthesis in italics. The homework consists of studying the grammar explanations in your textbook and in study slides, (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 compositions and journals (see corresponding sections below)
- 3) doing culture related work such as reading a short story, newspaper articles or watching a movie and answering the corresponding questions assigned. Please note that tests always include questions based on this cultural material assigned.
- 4) submitting homework.

PARTICIPATION (10%)

I take attendance in each class. 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. Having 4 or less unjustified absences in the entire semester will not affect your participation grade.

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

The following description of participation grades is provided to further help you understand what is expected:

- **90-100:** Student is always on time for class, comes fully prepared, participates actively in activities, shows interest in discussions, frequently asks questions, and always tries to use Spanish.
- **80-90:** Student is usually, but not always on time, often participates in activities and shows interest in discussions, sometimes volunteers, or asks questions and uses Spanish almost all the time but occasionally relies on English.
- **70-80:** Student is sometimes late to class and is not always attentive or engaged during discussions, contributes only occasionally while typically sitting quietly and relies too much on English. Student does not show interest in the subject matter and is not progressing.
- **60-70:** Student is often late to class, rarely participates in discussions, seems disinterested and does not attempt to use Spanish. Student lacks enthusiasm and is not progressing.
- **50-60:** Student misses class very often, comes unprepared, does not participate, does not show any interest and does not use Spanish.
- **0-50:** Student misses more than 8 classes.

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. **Participation marks** will be in effect as of September 15, which is the day after the add-drop period ends.

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

HOMEWORK ("TAREAS") (11%)

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: "Diarios" (5 x 2%)

- a. 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.
- b. Most topics will be assigned by me and posted on *myCourses*: *Diarios*.
- c. No late "Journals" are accepted. Due dates are indicated in the course schedule.

COMPOSITIONS

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.

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 Office for Students with Disabilities. If you are eligible for time-based accommodations, please inform the instructor as soon as possible and ask the Office for Students with Disabilities 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 4 days of the absence. The note must cover the day and hour of the test. It must bear the doctor's office or hospital logo and a contact number. If a problem arises, students are expected to contact their professor before the exam date by e-mail.

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

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 Office for Students with Disabilities. To reach their frontline staff to ask questions or book a skype appointment with an advisor, email disabilities.students@mcgill.ca.
- If you feel you need disability-related accommodations for tests, please reach out to OSD exam coordinators at exams.osd@mcgill.ca to discuss options that are available to you.
- 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.
- In our class, everybody has a name and a pronoun. Your instructors are committed to referring to you with the correct pronoun. Please contact your instructors 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 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.

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".

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>
- i. Adapt your study habits
 - ii. Manage your time
 - iii. Tune out the noise
 - iv. Communicate
 - v. Stay connected
 - vi.

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. 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.

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.

Calendario²

| 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 14-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>31 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>1 de septiembre</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> |

² 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>5 de septiembre</p> <p>LABOUR DAY</p> | <p>5 de septiembre</p> <p><u>Learning PowerPoint 2</u> Tarea en el libro: <i>Read</i> (-vocabulario: la personalidad p. 18 y 35 -pronombres de sujeto y -el verbo ser p. 22-23 -adjetivos p. 25 posición de los adjetivos p. 59-60)</p> <p>Las comparaciones con adjetivos (más / menos... que, tan....como)</p> | <p>7 de septiembre</p> <p><u>Learning Powerpoint 3</u> Tarea en el libro: <i>Estudia:</i> (-Adjetivos de nacionalidad p. 472-473 -Verbo "tener" y expresiones con el verbo tener p. 56)</p> <p>Lectura 1 (read before class): Algunos latinoamericanos famosos (p. 28-29)</p> | <p>8 de septiembre</p> <p><u>Learning PowerPoint 4</u> Tarea en el libro: <i>Estudia:</i> (-vocabulario: la familia p. 38 y 68 -adjetivos posesivos p. 42-43) -presente de los verbos del grupo 1 -AR p. 45-46) - Cómo / Cuándo / Dónde / Adónde / Qué / Quién / Quiénes/ Por qué / Cuántos (p. 126)</p> <p>→ Entregar la tarea en Quizzes Submit homework assigned in myCourses before class: Jorge Drexler (1%)</p> |
| <p>12 de septiembre</p> <p><u>Learning Powerpoint 5</u> Tarea en el libro: <i>Estudia:</i> (vocabulario: la universidad p. 52 y 69, - Verbos "gustar, fascinar, encantar, molestar e interesar" p. 78) En clase: "me gustaría"</p> | <p>13 de septiembre</p> <p>END OF ADD/DROP</p> <p><u>Learning PowerPoint 6</u> Tarea en el libro: (vocabulario: tiempo, estación y ropa p. 74 y 104 En el PowerPoint : -Los adjetivos demostrativos (este/ ese/aquel)</p> <p>→ Entregar (submit) Tarea en myCourses: Quizzes: Los verbos como "gustar" (1 %)</p> <p>→ Antes de las 11:59pm, entrega (submit before 11:59pm) los ejercicios de MindTap asignados para el 13 de septiembre (you only need to do the exercises with a due date associated to them) (1%)</p> | <p>14 de septiembre</p> <p><u>Learning PowerPoint 7</u> (-Estudia: Verbos de los grupos 2 y 3 -ER, -IR p. 81-82. Reglas de acentuación)</p> | <p>15 de septiembre</p> <p><u>Learning PowerPoint 8</u> - 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 18 de septiembre a las 11:59pm) (1%)</p> <p>En myCourses: Instrucciones, guía y repaso (review) para el test 1</p> |
| <p>19 de septiembre</p> <p><u>Learning PowerPoint 9</u> Tarea en el libro: (-vocabulario: hora, días, meses p. 88 y 105) Lectura: Las cuatro estaciones (en myCourses: Lecturas)</p> <p>→ Entregar cuaderno personal 1 (find instructions and topics on myCourses) (2%)</p> | <p>20 de septiembre</p> <p>≈ TEST 1 (9%) (Learning PowerPoints 1 to 9)</p> | <p>21 de septiembre</p> <p><u>Learning PowerPoint 10</u> 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: <i>Revisión de</i> - Usos del verbo "ser": p. 151-152) -muy/muchos/bastantes...</p> | <p>22 de septiembre</p> <p><u>Learning PowerPoint 11</u> Tarea en el libro: (vocabulario: la casa p. 122 y 139 En el PowerPoint: <i>Revisión de los interrogativos p. 126-127 y de Hay vs estar</i></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 25 de septiembre (1%)</p> |
| <p>26 de septiembre</p> <p><u>Learning PowerPoint 12</u> Tarea en el libro: (verbos con cambio de raíz p. 112-113, 129-130) - verbo estar (presente progresivo) p. 148-149)</p> | <p>27 de octubre</p> <p><u>Learning PowerPoint 13</u> 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>→ Entregar el cuaderno personal 2 (2%)</p> | <p>28 de octubre</p> <p><u>Learning PowerPoint 14</u> <i>(Estudia:</i> 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>29 de octubre</p> <p>Trabajo cooperativo oral en clase.</p> <p>Completar los ejercicios de MindTap (1%) antes del domingo a las 11:59pm</p> |

| LUNES | MARTES | MIÉRCOLES | JUEVES |
|--|--|--|--|
| <p>3 de octubre</p> <p>Learning PowerPoint 15 <i>Tarea en el libro:</i> (vocabulario: la rutina p. 178 y 208 verbos reflexivos p. 182-183 Adverbios p. 185-186) <i>En el Powerpoint:</i> - Posición de los pronombres reflexivos -Palabras conectoras -Lectura: Las rutinas</p> | <p>4 de octubre</p> <p>Composición 1 (en clase) (5%)</p> <p>📖 Trae (<i>bring</i>) tu diccionario y un libro de verbos</p> | <p>5 de octubre</p> <p>Learning PowerPoint 16 <i>Tarea en el libro:</i> (los pronombres relativos <i>que/quien</i> p. 322 + MyCourses) En el PowerPoint El condicional</p> | <p>6 de octubre</p> <p>Participación oral en clase: 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: “Diarios de motocicleta (1.5%)</p> |
| <p>10 de octubre</p> <p>Acción de gracias</p> <p>En myCourses puedes encontrar ejercicios de revisión para el test 2</p> | <p>11 de octubre</p> | <p>12 de octubre</p> | <p>13 de octubre</p> <p>Learning PowerPoint 17 <i>Tarea en el libro:</i> (vocabulario: los números y la comida p.214, 228, 244, 245) Lectura: “Los alimentos del Nuevo Mundo” pp. 226-7</p> <p>→ Entregar el cuaderno personal 3 (2%)</p> <hr/> <p>14 de octubre (make up day for Tuesday, oct. 12)</p> <p>Repaso en clase</p> <p>→ Completar y entregar los ejercicios de MindTap (1%) asignados para el domingo 16 de octubre antes de las 11:59pm</p> |

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| <p>17 de octubre</p> <p>≠ TEST 2 (10%) (PowerPoints 10 al 17, las lecturas y la película)</p> | <p>18 de octubre</p> <p>Learning PowerPoint 18 <i>Tarea en el libro:</i> Estudia las formas del pretérito (p. 196-197) y el pretérito de los verbos con cambio de raíz p. 199) Revisa las reglas de acentuación</p> | <p>19 de octubre</p> <p>Learning PowerPoint 19 <i>Tarea en el libro:</i> Estudia: - el pretérito de los verbos irregulares p. 230-231) En el PowerPoint: -Hace... que -Lectura Frida Kahlo y Remedios Varo</p> | <p>20 de octubre</p> <p>Presentaciones orales en grupo</p> |
| <p>24 de octubre</p> <p>Learning PowerPoint 20 <i>Tarea en el libro:</i> (vocabulario: las celebraciones p. 284 y 314 (vocabulario: los pasatiempos p. 192 y 209, 262 y 279) (imperfecto p. 252-253)</p> <p>→ Entregar la tarea en Quizzes antes de la clase (1.5%)</p> <p>Completar y entregar los ejercicios de MindTap asignados para el 24 de octubre antes de las 23:59 (1%)</p> | <p>25 de octubre</p> <p>Learning PowerPoint 21 <i>Tarea en el libro:</i> (pretérito e imperfecto p. 288, 291)</p> | <p>26 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 26 de octubre antes de las 23:59 (1%)</p> | <p>27 de octubre</p> <p>En clase, revisión del Pretérito / Imperfecto</p> <p>→ Entregar la tarea en Quizzes antes de la clase (1.5%)</p> <p>Miniquiz de las formas del pretérito y el imperfecto (2%)</p> |

| LUNES | MARTES | MIÉRCOLES | JUEVES |
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| <p>31 de octubre</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> <p>→ Entregar el Cuaderno personal 4 (2%)</p> | <p>1 de noviembre</p> <p><i>Tarea en el libro: Estudia: (por y para p. 221-222)</i></p> | <p>2 de noviembre</p> <p>Composición en clase 2 (4%)</p> | <p>3 de noviembre</p> <p>Learning PowerPoint 23 <i>Tarea en el libro: Estudia los pronombres de objeto directo p. 244-245, 247) y los pronombres indirecto p. 280-281)</i></p> |
| <p>7 de noviembre</p> <p>Learning PowerPoint 24 <i>Tarea en el libro: (pronombres de objeto directo e indirecto p. 269) negativos e indefinidos p. 255-256)</i></p> <p>→ Completar y entregar los ejercicios de MindTap asignados para el 7 de noviembre antes de las 23:59 (1%)</p> | <p>8 de noviembre</p> <p>Learning PowerPoint 25 <i>Tarea en el libro: negativos e indefinidos p. 255-256)</i></p> | <p>9 de noviembre</p> <p>Learning PowerPoint 26 <i>(Tarea: Vocabulario: El medio ambiente pp. 388 y 418) Las formas del futuro pp. 392 y 393.</i></p> | <p>10 de noviembre</p> <p>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 that you watch the movie before class (available on Criterion on Demand, free through McGill Library). You will need VPN access and Chrome or Firefox to watch the movie online.</p> |
| <p>14 de noviembre</p> <p>Learning PowerPoint 27 <i>Tarea en el libro: (el presente del subjuntivo p. 406-407) (el subjuntivo y el deseo p. 431-432)</i></p> | <p>15 de noviembre</p> <p>Ejercicios en clase para practicar el subjuntivo</p> <p>→ Entregar los ejercicios de MindTap asignados para el 15 de noviembre antes de las 23:59 (1%)</p> | <p>16 de noviembre</p> <p>Learning PowerPoint 28 <i>Tarea en el libro: Estudia: el subjuntivo y la emoción p. 442-443)</i></p> <p>→ Entregar el cuaderno personal 5 (2%)</p> | <p>17 de noviembre</p> <p>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...)</p> |
| <p>21 de noviembre</p> <p>Composición 3 en clase (4%)</p> | <p>22 de noviembre</p> <p>Learning PowerPoint 29 <i>Tarea en el libro: Estudia: (vocabulario de la comunidad internacional p. 472) (el subjuntivo y la duda p. 409)</i></p> | <p>23 de noviembre</p> <p>En clase, ejercicios de revisión del subjuntivo</p> <p>→ Entregar los ejercicios de MindTap asignados para el 23 de noviembre antes de las 23:59 (1%)</p> | <p>24 de noviembre</p> <p>Revisión para la prueba 3</p> |
| <p>28 de noviembre</p> <p>Prueba 3 (11 %) (PowerPoints 18 a 29)</p> | <p>29 de noviembre</p> <p>Presentaciones orales</p> | <p>30 de noviembre</p> <p>Presentaciones orales</p> | <p>1 de diciembre</p> <p>Presentaciones orales</p> |
| <p>5 de diciembre</p> <p>Presentaciones orales</p> | | | |