

DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES—HISPANIC STUDIES  
MCGILL UNIVERSITY

**PRELIMINARY COURSE SYLLABUS**  
**HISP 219 - INTENSIVE INTERMEDIATE SPANISH – WINTER 2024**

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**INSTRUCTOR:** MARIA TERESA (MAITE) MASCARÓ LLABRÉS (SHE/HER/ELLA)

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**Office hours:** Mondays and Tuesdays from 11:30 am to 12:15pm and by appointment.

Students may request to meet on Zoom.

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**Please bookmark the following link that we will use for collaborative in-class writing activities:**

<https://docs.google.com/document/d/1wwjzTXt9hHlMkt4fvih1O9ORKZlu853PARahihz8pEk/edit?usp=sharing>

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### **COURSE CONTENT**

This course provides students who already possess knowledge of basic grammatical structures with more advanced training in the uses of the Spanish language. The primary emphasis is on effective oral and written expression, to allow students who have completed this course to communicate their ideas and opinions with clarity in a variety of academic and social settings. The readings, which range from literature to newspaper articles on varied topics, are designed to familiarize the students with the language and to provide examples of authentic contemporary usage. Communications are conducted entirely in Spanish.

### **MANDATORY ONLINE PLACEMENT TEST**

All students registered in this course must write an online placement test on myCourses on or before January 4<sup>th</sup> to be allowed to stay in the course.

According to the test results and space allowing, you may be placed in a lower or higher level course. All pertinent information will be communicated by email with the results of the placement test.

### **PREREQUISITES**

1. HISP 210 (Spanish Beginners) **or** HISP 218 (Spanish Intensive Beginners) **or** the equivalent,

2. Writing the course's placement test.

3. Upon beginning this course, you should:

Oral comprehension: Understand basic Spanish spoken at normal speed.

Oral Production: Be able to talk about common subjects dealing with everyday life.

Reading Comprehension: Be able to read short texts related to daily topics.

Written Production: Be able to write about everyday events with a certain degree of clarity and organization.

Grammar Knowledge: Have a good solid base of the verb forms in the indicative (present, imperfect and preterit). Master the gender and number forms, pronouns, and the structure of reflexive verbs and of verbs like "gustar".

### **GENERAL COURSE OBJECTIVES**

The general objectives in this course are:

1. Practice written expression: Write two-page compositions and short paragraphs with a high degree of accuracy and using a more precise and varied vocabulary. Emphasis is placed on academic writing. Written expression is assessed by compositions, class tests, and homework assignments (*Tareas*).
  2. Practice oral expression (listening and conversational skills): Express likes and dislikes, describe people and places, narrate past events, express wishes and desires, give directions, and make suggestions, requests and hypotheses. Express and defend opinions. Understand the main ideas of connected discourse on a variety of topics. Oral expression is assessed by in-class peer-group activities, conversations on different topics, debates, and oral presentations.
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3. Reading comprehension: Understand authentic documents such as newspaper articles, poems, essays and short stories. Assessed by online quizzes, in-class discussions based on specific questions related to readings and group activities, such as "Día de prensa".
4. Grammar: Review grammar concepts and incorporate new structures. Control the verb and pronoun systems. Follow sequence of tenses. Master the rules of gender, number and agreement. Grammatical accuracy is assessed by online exercises on Connect, in book, written and oral in-class activities, online quizzes and in-class tests.
5. Learn cultural aspects of Spanish-speaking countries via readings, shorts, music and films. Recognize how the histories, traditions, and cultural values of the countries in which Spanish is spoken affect and infuse meaning in the language. This competence is assessed by the comprehension of literary readings, discussions on current events, films, shorts and oral presentations on cultural aspects.

All the required listening, reading, speaking, and writing tasks in HISP219 are designed to prepare students who wish to pursue literary studies in our department or in study abroad contexts. After completing this course, students typically take one of the *Survey of Literature* courses offered by Hispanic Studies. These Survey courses are designed to offer an introduction to the study of Spanish and Spanish American literature while at the same time providing the opportunity for students to continue improving their reading, writing, speaking, and listening skills. More information is available on <https://www.mcgill.ca/langlitcultures/programs/hispanic-studies> . If you have any questions regarding our program, you may consult the Language Program Director, Lucia Chamanadjian.

#### **REQUIRED MATERIALS (please read the section IN FULL before purchasing your digital book)**

- An online Spanish-English or Spanish-French dictionary such as [www.wordreference.com](http://www.wordreference.com)
- Learning modules posted in *myCourses: Content*
- e-Book *Enfoques*, 6<sup>th</sup> edition. Curso intermedio de lengua española. Vista Higher Learning.

**Please read this section in full before purchasing your textbook.**

#### **Student Instructions**

##### **Step 1: Accessing the vhl central**

**RETURNING STUDENT** If you have an existing vhlcentral account, complete these steps:

- Log in at [www.vhlcentral.com](http://www.vhlcentral.com)
- Select "Enroll in a Course" from the Home page and move on to Step 2 below

##### **NEW STUDENT**

1. Create Account: Navigate to [www.vhlcentral.com/register](http://www.vhlcentral.com/register) and create an account.
2. Select School: McGill University Montreal, QC.

**Step 2:** From the list of available classes at your school for your textbook, look for your instructor's name and the name of your instructor's course:

Instructor: Maria Teresa      Course: HISP 219 Winter 2024      Section: Winter 2024

Click "Enroll". You should see a confirmation that you successfully enrolled in your instructor's course.

**Step 3:** Do not "redeem a code" at this point. Follow the instructions to receive a free 14-day trial period to gain access to your course materials.

**Step 4:** Before the trial period ends and once you have received your placement test results **and** you are sure that you want to stay in the course, you need to purchase the access code through the McGill bookstore.

Be sure to purchase the code before the trial period expires to avoid any delays in completing your coursework. If your courtesy access period does expire, **your work will still be saved.**

**PLEASE NOTE: DO NOT buy second-hand *Enfoques* textbooks (the code will no longer be valid) nor on Amazon or other platforms (the textbook is more expensive and may lack some of the required components).**

Read the information under the "Course components" section in this syllabus for instructions on how to complete homework on the Vista Higher Learning SuperSite.

## COURSE FORMAT

Classes are delivered in-person. 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 rather than simply explaining the grammar and doing grammar drills. This is why coming to each meeting having completed the preparatory work assigned (see section "Required Work and Procedure") is of utmost importance. The preparation for each class will allow you to practice and improve your communication skills via interactive activities and progress more rapidly. Classes will be held only in Spanish, and you are to use the target language so that you can practice and assimilate the language. Do not worry about making mistakes, this is a learning experience which comes about by using the language.

## REQUIRED WORK AND PROCEDURE

**Learning a language** is a very gratifying experience, however, it 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 and/or assignments in a timely fashion. 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**, you must complete the homework assigned in the syllabus, which will also be posted in *myCourses*: *Content*. The homework consists of studying the grammar explanations in your textbook and in study slides. These slides are found in *myCourses*: *Content*. They include grammar and vocabulary exercises, which you can complete and correct with the answer key provided in the slides. Remember that self-correction helps in the learning process. Other work required, but not daily, is:

- 1) completing online exercises on the VHL Supersite ( see corresponding section)
- 2) writing compositions (see corresponding sections)
- 3) doing culture related work such as reading a short story, newspaper article or watching a movie and answering the corresponding questions assigned. Please note that tests always include questions based on this cultural material assigned.
- 4) submitting grammar or writing exercises called "Tareas"

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** for reminders, revisions, and updates. The instructor strongly suggests that student download the Pulse app

([https://mcgill.service-now.com/itportal?id=kb\\_article\\_view&sysparm\\_article=KB0011379&sys\\_kb\\_id=74b2e533471c3d50d28cea58436d4322&spa=1](https://mcgill.service-now.com/itportal?id=kb_article_view&sysparm_article=KB0011379&sys_kb_id=74b2e533471c3d50d28cea58436d4322&spa=1))

or sign up via "Notifications" 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. 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". 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>

## 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 the Vista Higher Learning SuperSite you should write to Customer support: <https://support.vhlcentral.com/hc/en-us/categories/201891218-Student>

## COURSE COMPONENTS

### Class participation (10%)

**The instructor takes attendance in each class.** Seeing that this is not a lecture class, you will need to participate **actively** in class. Mistakes will not be taken into consideration when assigning this mark, importance will be placed in your constant effort in speaking the language. Attendance is essential seeing that it will increase your proficiency and contribute to your participation grade in a positive way. After the add/drop period, you are allowed to have up to 4 absences without official justification in the entire semester. More than 4 absences without official justification will affect significantly your participation grade.

Participation marks will be in effect on the day you are officially registered in the course.

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

- attending class
- arriving to class on time
- completing all preparatory and required work before class
- always having all the necessary material in class (book, handouts, readings, etc...)
- answering questions and volunteering answers on a regular basis
- using Spanish at all times
- being engaged in all in class activities on a regular basis
- volunteering effective comments and questions that advance the level and depth of classroom dialogue in a variety of activities (discussions on assigned readings and films, debates, cooperative work, etc...)
- participating in the "Q&A" period of peers' oral presentations
- asking questions to clarify doubts or to receive a second explanation on the material studied in class
- showing steady progress in written and oral assignments and exams
- learning from and self-correcting mistakes
- using electronic devices solely for:
  - note taking
  - accessing class materials (digital book, documents on myCourses) or online dictionaries
  - searching for information to facilitate course discussions
  - Please note that activities not relevant to the course, such as checking/sending email, playing games and surfing the web, are disruptive to your classmates and your instructor when class is in session.

#### **Homework on the Vista Higher Learning Supersite (10%)**

When you create an account in the **VHL Central**, the entry point to access your online book *Enfoques*, you will have access to the *Supersite*, a digital platform, fully integrated with the textbook *Enfoques*. On this platform, you will complete and submit assignments and access the interactive digital book (as well as media, study tools, online dictionary, etc.). You will also have access to "unassigned" activities that you can complete for additional practice on areas where you need more help. These "unassigned" activities do not count towards your grade.

- You need to complete the assigned exercises in the Supersite by the due dates indicated in the course schedule (10 submissions that correspond to 10 "chapters"). You can easily access the activities via the Supersite dashboard or the Supersite Calendar, where they are organized by their due date. The objective of doing these exercises is to help you practice 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 and practice for in-class evaluations.
- The exercises are computer graded and for most exercises you have three attempts to obtain the right answer and a better score. Only the highest attempt counts towards your final grade for the assignment.
- It is not advisable to hastily complete all assignments due on a specific day the night before. Upon covering a grammar point or vocabulary items in class, it is recommended that you promptly complete the corresponding exercises to identify areas that may require additional review.
- If after completing the exercises, there are points that you still find unclear, ask your instructor for clarification.
- Please note that there is a 50% penalty per day for late submissions.
- Please look over the vtext (the digital textbook). Go to the Content Tab and select vtext. Become familiar with the layout of the book: the sections are color-coded, and each section is self-contained in just one page or in facing pages. Navigate the text by using the arrows at the top right. Then use the Content menu at the top left to jump to specific pages or other lessons.
- Check the "Required materials" section for more information on where to purchase the access code or start a free 14-day trial period.

#### **Tareas (17%)**

The main goal of these exercises is to measure your assimilation of the material covered, your progress as well as prepare you for the in-class evaluations as you are learning new aspects.

These graded assignments may consist of grammar quizzes, listening comprehension exercises, watching short videos, reading short articles or short stories, writing sentence-long or paragraph-long responses to a prompt, and more. Students will be asked to submit these assignments via *myCourses: Assignments*, *myCourses: Quizzes*, or *myCourses Discussion Forum*. No late "Tareas" are accepted. Due dates are indicated in the course schedule.

#### **Compositions (9%)**

Students will write 2 formal composition in class. Students are allowed to use a dictionary and a verb conjugation reference book (such as *Bescherelle espagnol: les verbes* or *501 Spanish verbs*) or a copy of the verb charts that can be found on myCourses.

Instructions on how to prepare for compositions and the grading criteria will be published in myCourses a week in advance. Due dates for compositions are indicated in the course schedule.

### **Tests (4x9%=36%)**

Please refer to the weekly course schedule for tests' dates and times.

All tests are based on material covered in class (textbook, online workbook/exercises, hand-outs, readings, films and class discussions).

All formal tests are kept by the instructor. You will be shown the test and will be able to check your mistakes and consult with me for clarification. You will also be able to re-check them in my office by appointment.

### **Oral presentations in groups (Oral presentation 1: 4%, Oral presentation 2: 10%)**

To assess your communicative skills in Spanish there will be two oral presentations in groups of three students during the semester that will be carried out during class time.

### **MISSING EVALUATIONS (TESTS & QUIZZES)**

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

### **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**.
- 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.
- 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 instructor is committed to referring to you with the correct pronoun. Please contact your 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 instructors.

### **CLASS COURTESY**

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

### **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/>)

**The work submitted for an assessment is expected to be your own. The use of technologies such as Google Translate, ChatGPT, etc. is prohibited and will be considered a violation of the Code of Student Conduct. 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 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 is subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

### **EVALUATION**

Class participation (10%)
Enfoques Supersite activities (online workbook exercises, 10 submissions) (10%)
Test 1 (9%)
Test 2 (10%)
Test 3 (9%)
Test 4 (9%)
Miniquiz 1 (2%)
Miniquiz 2 (2%)
Oral presentation in groups 1 (4%)
Oral presentation in groups 2 (10%)
Composition 1, written in class (5%)
Composition 2, written in class (4%)
9 "Tareas" (Homework, which may include online quizzes, reading or listening comprehension exercises, short writing assignments, participation in discussion boards, etc.) 16%

**There is no final exam scheduled for this course.**

**Grading scheme:** 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

**WEEKLY COURSE SCHEDULE (see table below)**

<p><b>INFORMACIÓN IMPORTANTE:</b></p> <p>1. <b>Antes de cada clase</b>, debes estudiar las páginas del libro <i>Enfoques</i> y en el módulo en myCourses (Módulo 1, 2, 3, etc.) que están indicadas en este plan de curso. En la clase de ese día vamos a practicar lo que has aprendido en las páginas y en el Módulo.</p> <p>Las páginas (por ejemplo, p. 42) se refieren al digital book <i>Enfoques</i> (mira la sección "Required course materials" para saber cómo acceder al digital book.</p> <p>2. Completa el <b>Placement test</b> en myCourses: <i>Surveys</i> <b>antes del 4 de enero</b>.</p> <p>3. Completa el <b>Módulo 0</b> en myCourses: <i>Content</i> para preparar los aspectos tecnológicos del curso: empezar el "free trial access" para acceder al digital book del curso y a los ejercicios online de la plataforma <i>Supersite</i>, mirar los videos de cómo usar Connect, configurar myCourses: <i>Notifications</i> para recibir notificaciones del curso, etc.)</p>		<p>4 de enero</p> <p>En clase: Presentación del curso</p> <p>En casa: Es buena idea revisar estos temas de español básico antes de empezar el curso: Revisión (según tu necesidad) de:</p> <p>1.4. la concordancia (nouns, articles, adjectives) (A7, A9)</p> <p>- las formas regulares e irregulares del presente (p.14-15).</p> <p>1.3 las formas del presente progresivo (p. 22-23)</p>	
<p>8 de enero</p> <p>Antes de la clase del 8 de enero, estudia los temas del <b>Módulo 1 en myCourses: Content: Semana 1</b> y estas páginas del libro digital <i>Enfoques</i>:</p> <p>1.2. Los verbos <i>ser/estar</i> (p.18-19). <i>Estar</i> + preposiciones "en" y "a" (en el módulo)</p> <p>Vocabulario: La personalidad, los estados emocionales, los sentimientos, las relaciones personales (p. 2-3).</p> <p><b>Participación oral:</b> Lectura (<i>Reading</i>) de extractos de "La identidad y el exilio" de Jorge Duany y "Vivir en the borderlands", de Gloria Anzaldúa (los textos están en myCourses: <i>Content: Semana 1</i>). Debes leer los textos en casa, <u>antes de clase</u>. Siempre debes tener contigo los textos en clase para poder consultarlos durante la discusión.</p>	<p>9</p> <p><b>Módulo 2</b></p> <p>Expresar preferencias:</p> <p>2.2. "Gustar" y verbos similares (p. 58-59):</p>	<p>10</p> <p><b>Módulo 3</b></p> <p>Expresar acciones / cambios:</p> <p>2.3. Los verbos reflexivos (p. 62-63) Posición de los pronombres reflexivos y "antes de", "después de", "mientras" (en el módulo en myCourses)</p>	<p>11</p> <p>Ejercicios de consolidación</p> <p><b>Entregar los ejercicios asignados en el Supersite (1) antes del domingo 14 a las 11:59pm (1%)</b> Please consult the section "Course Components: Supersite" in your syllabus for further information.</p>
<p>15 de enero</p> <p><b>Módulo 4</b></p> <p>Estrategias para escribir mejor I: Evitamos las repeticiones mediante el uso de objetos directos, indirectos. Eliminación del pronombre sujeto.</p> <p>2.1. Pronombres directos e indirectos. Posición de los pronombres. (p.54) La "a" personal (en el módulo en myCourses)</p>	<p>16</p> <p><b>Módulo 5</b></p> <p>Estrategias para escribir mejor II: Pronombres dobles, preposición + pronombres (p. 55), lo + ser/estar.</p> <p>Revisión de los pronombres demostrativos (este, ese, aquel...) (p. A14)</p>	<p>17</p> <p><b>Módulo 6</b></p> <p><b>Participación oral:</b> Preguntas sobre la película <i>Roma</i> (leer las instrucciones que están en myCourses antes de ver la película <b>en casa</b>, en Netflix (o DVD en la biblioteca). Puedes ver la película completa, pero la parte <u>obligatoria</u> es desde el minuto 84 al minuto 128)</p> <p><b>Entregar la Tarea 1 en myCourses: Assignments (1.5%)</b></p>	<p>18</p> <p><b>Módulo 7</b></p> <p>Estrategias para escribir mejor III: Acentuación y errores ortográficos comunes (en el módulo).</p> <p><b>Entregar los ejercicios en Supersite (2) antes de las 11:59pm del domingo 21 (1%)</b></p>

22 de enero	23	24	25
<b>Composición en clase 1 (5%)</b>	<b>Módulo 8</b>	Ejercicios de consolidación de los tiempos del pasado.	<b>Módulo 9</b>
Puntos importantes que debes revisar: Reflexivos, "gustar" y verbos similares, pronombres.	Hablamos del pasado I. 3.1. Formas del pretérito (p. 94-95) y del imperfecto p. 98). Usos (p. 102-103) Lectura: Microcuentos (en el módulo).	En myCourses: <i>Content: Repaso para la Prueba 1</i> vas a encontrar una guía y ejercicios de revisión para preparar la prueba 1.	Hablamos del pasado II. 7.2. Pluscuamperfecto (p.260). Vocabulario: Adverbios de tiempo (p. 82, solo la lista llamada "Expresiones") Conectores: "Cuando", "mientras", "en cuanto", "después de". (en el módulo) Introducción al estilo indirecto
Puedes usar un diccionario y un libro de verbos. En las instrucciones que te voy a dar hay una lista de palabras de transición que puedes usar para estructurar tu texto.			<b>Entregar la Tarea 2 en myCourses: Quizzes antes de las 11:59 del domingo 28 (2%)</b>
En myCourses están los criterios de corrección que voy a usar.			<b>Entregar los ejercicios del Supersite (3) antes de las 11:59pm del domingo 28 (1%)</b>
29 de enero	30 de enero	31 de enero	1 de febrero
<b>Miniquiz en clase 1: Formas del pretérito y del imperfecto (2%)</b>	<b>Módulo 10</b>	Repaso para la prueba 1	<b>Prueba 1 (9%)</b>
Ejercicios de consolidación de los tiempos del pasado.	Vocabulario: <i>La literatura y el arte</i> (p.360-361) <b>Participación oral:</b> Lectura en myCourses: <i>Content: TBA</i> <b>Entregar la Tarea 3 en myCourses: Quizzes (1.5%) antes de las 11:59pm</b>		
<b>Participación oral:</b> Discusión de la película <i>Diecisiete</i> (mirar en Netflix (título: <i>Seventeen</i> ) antes de la clase)			
5 de febrero	6	7	8
<b>Módulo 11</b>	<b>Módulo 12</b>	<b>Módulo 13</b>	<b>Continuación del módulo 13</b>
Expresar deseos, obligatoriedad y prohibición. Recomendar. 4.1. Formas del presente de subjuntivo (p. 134). 4.1 Usos del subjuntivo: Verbos de persuasión deseo, influencia (p.135)	Expresar intereses y sentimientos. Valorar situaciones. 4.1. Usos del presente de subjuntivo: Verbos de emoción (p.136).	Expresar grados de seguridad. Hacer hipótesis. 4.1. Usos del presente de subjuntivo: Duda y negación (p. 136). 4.4. El subjuntivo con expresiones impersonales (p. A26) <b>Entregar la Tarea 4 en myCourses: Assignments (2%) antes de las 11:59pm</b>	Ejercicios de consolidación del subjuntivo  Vocabulario: La cultura popular y los medios de comunicación (p. 324-325) <b>Entregar los ejercicios del Supersite (4) antes del domingo 11 a las 11:59pm (1%)</b>



12 de febrero	13	14	15
<b>Miniquiz en clase 2: Las formas y los usos del presente de subjuntivo (2%)</b>	<b>Módulo 14</b> Dar órdenes I  4.2. Formas y usos del imperativo: Los mandatos formales "Usted" y "Ustedes" (p. 140), la posición de los pronombres (p. 141).  Inicio de las presentaciones orales en grupos	<b>Módulo 15</b> Dar órdenes II  4.2. Los mandatos informales "tú" (p. 140) y "vosotros" (p. en el módulo).	<b>Participación oral:</b> Lectura: <i>Biografía</i> , de Gabriel Celaya  <b>Entregar la Tarea 5 en myCourses: Quizzes (2%) antes de las 11:59pm</b>
<b>Participación oral: Día de prensa</b> (Lee un artículo relacionado con España o Latinoamérica y explícaselo a tus compañeros en clase)			
19 de febrero	20	21	22
<b>Módulo 16</b> Crear oraciones complejas 9.2. Pronombres relativos que, el que, el cual, quien, cuyo (pp.338-339) 9.3. "Lo que" y el "lo" neutro (p. 342)  En <i>myCourses: Content</i> vas a encontrar una guía y ejercicios de repaso para preparar la prueba 2.	<b>Módulo 17</b> Expresar la existencia y la negación  5.2. Expresiones negativas, afirmativas e indefinidas (pp. 180-181)  <b>Entregar los ejercicios del Supersite (5) antes de las 11:59pm (1%)</b>	<b>Módulo 18</b> Describir con oraciones complejas  5.3. Cláusulas adjetivas (p. 184-185)	<b>Módulo 19</b> <b>Participación oral:</b> Preguntas de discusión de la lectura "El recado" de Elena Poniatowska (en el módulo)  <b>Entregar la Tarea 6 en myCourses: Quizzes antes de las 11:59pm</b>
26 de febrero	27 de febrero	28 de febrero	29 de febrero
Repaso para la prueba 2  <b>Entregar los ejercicios del Supersite (6) antes de las 11:59pm. (1%)</b>	<b>Prueba 2 (9%)</b>	<b>Módulo 20</b> Hablamos del pasado (III) 7.1. Presente perfecto de indicativo (p. 260) 9.1. Presente perfecto de subjuntivo (p. 336)  Vocabulario: <i>La tecnología y la ciencia</i> (p. 244-245)	<b>Módulo 21</b> Expresar acciones futuras e hipotéticas 6.1. Futuro (p. 216-217) 8.1. Condicional (p 294-295)  <b>Entregar los ejercicios del Supersite (7) antes de las 11:59pm (1%)</b>
4-7 de marzo READING WEEK			
11	12	13	14
<b>Módulo 22</b>  4.2. Por y para (p. 144-145)  Cláusulas adverbiales (en el módulo): Porque, como, ya que Para que, a fin de que  <b>Tarea 7 (2%) sobre un tema relacionado con "La United Fruit Company".</b> Las instrucciones están en <i>myCourses: Content</i> . <b>Entregar</b> antes de las 11:59pm	<b>Módulo 23</b>  <b>Participación oral y trabajo cooperativo:</b> Discusión del poema "La United Fruit Co." de Pablo Neruda.	<b>Módulo 24</b> Hablamos del pasado (IV) 8.2. El imperfecto de subjuntivo (pp. 298-299)  En clase, seleccionar los temas de las presentaciones orales finales y formar los grupos.	<b>Continuación del Módulo 24</b> Práctica del imperfecto de subjuntivo  <b>Entregar los ejercicios del Supersite (8) antes de las 11:59pm (1%) del domingo 15</b>

18 de marzo Repaso en clase para la prueba 3	19 <b>Prueba 3</b>	20 Vocabulario: Historia y civilización p. 432-433  <b>Participación oral:</b> Preguntas de discusión sobre La película <i>También la lluvia</i> de Iciar Bollain (está disponible en Netflix Canadá: <i>Even the Rain</i> ).	21 <b>Módulo 25</b> Hablar de situaciones probables e hipotéticas 8.3. Cláusulas "si" con tiempos simples (pp. 302-303): "Si" + presente de indicativo "Si" + imperfecto de subjuntivo  <b>Tarea 8 (2%) en myCourses: Assignments</b>
25 de marzo  <b>Continuación del módulo 25:</b> 10.2. El condicional perfecto (p. 374) 10.3 El pluscuamperfecto de subjuntivo (p. 376) 10.4 Cláusulas "si" con tiempos compuestos (p. A56)  <b>Entregar los ejercicios de Supersite 9 antes de las 11:59pm (1%)</b>	26 <b>Composición 2 escrita en clase (5%)</b>  Puedes usar un diccionario, un libro de verbos y una lista de palabras de transición.	27 <b>Módulo 26</b> Expresar lo que otros dijeron (I) Estilo indirecto (en el módulo)	28 <b>Módulo 27</b> Expresar lo que otros dijeron (II) Estilo indirecto (en el módulo)  En myCourses vas a encontrar una guía y repaso para preparar la prueba 4.
1 de abril <b>Lunes de pascua (no hay clases)</b>	2 <b>Módulo 28</b> Discusión de la lectura "Un día de estos" de Gabriel García Márquez.  <b>Entregar la Tarea 9 en myCourses: Quizzes (2%)</b>	3 <b>Módulo 29</b> Cláusulas adverbiales (en el módulo)  Repaso para la prueba 4  <b>Entregar los ejercicios del Supersite (10) antes de las 11:59pm (1%)</b>	4 <b>Prueba 4 (9%)</b>
8 de abril <b>Módulo 30</b> Cláusulas adverbiales (en el módulo)	9 <b>Presentaciones orales en grupo</b>	10 <b>Presentaciones orales en grupo</b>	11 <b>Presentaciones orales en grupo</b>  The normal Thursday schedule of course lectures, labs, and conferences will be replaced by a <b>Monday</b> schedule.

Please note that this syllabus is subject to change to accommodate the pace of the class as well as new university regulations.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.