

## Course syllabus – HISP 219-01 - Intensive Intermediate Spanish – Fall 2020

Department of Languages, Literatures and Cultures – Hispanic Studies - McGill University

Zoom meetings from 11:35am to 12:30pm (please check weekly course calendar for specific dates)

**Instructor:** Maite Mascaró Llabrés  
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**Office hours via Zoom:** Wednesdays 11:35am to 12:30pm and by appointment.

**Recurring Zoom meeting ID for synchronous meetings and office hours:**  
**98373665808**

<https://mcgill.zoom.us/j/98373665808>

**Recurring Google Doc for Zoom meetings :**

<https://docs.google.com/document/d/1wwjzTXT9hHLMkt4tvih1O9ORKZIu853PARahihz8pEk/edit?usp=sharing>

**Language Program Director:** Lucia Chamanadjian  
**E-mail:** [lucia.chamanadjian@mcgill.ca](mailto:lucia.chamanadjian@mcgill.ca)

The instructor will endeavor to respond on the same day to emails that arrive before 5:00 PM, Monday to Friday. Emails that arrive after 5:00 PM will be answered on the next day. Responses will take longer on weekends but every attempt will be made to respond within 24 hours.

### COURSE 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, so as 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. Zoom meetings and communications are conducted entirely in Spanish.

**Prerequisites and Placement Tests:** HISP 210 (Spanish Beginners) or HISP 218 (Spanish Intensive Beginners) or the equivalent.

All students registered in this course must write an online placement test between August 18 and September 2<sup>nd</sup> to be allowed to stay in the course. Your instructor will be contacting you by email with further information by August 18. According to the results and space allowing, you may be placed in a lower level or a higher level course. All pertinent information will be communicated with the results of the placement test.

Upon beginning this course you should:

Oral comprehension: Understand basic Spanish spoken at normal speed.  
Oral Productions: 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 past forms in the indicative (present, imperfect and preterit), the present subjunctive, and the formal command. 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 similar to those in the face-to-face version of HISP 219.

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.
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.
3. Reading comprehension: Understand authentic documents such as newspaper articles, poems, essays and short stories.
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.
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.
6. 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>

### REQUIRED MATERIALS (PLEASE READ THE SECTION IN FULL BEFORE PURCHASING YOUR ACCESS CARD)

- ☐ An online Spanish-English or Spanish-French dictionary such as [www.wordreference.com](http://www.wordreference.com)
- ☐ Learning modules in MyCourses.

□ E-Book (Access card format): AVANCE CONNECT ACCESS CODE W/EBOOK. Authors: Bretz, Dvorak, Kirschner, Brandsdorfer, Kihyet. **Please read this section in full before purchasing your textbook:**

**Step 1:** Sign up for a complimentary 14-day trial period. Go to <https://connect.mheducation.com/class/mascarofall2020>. Enter your McGill email address to join the class and click "Begin". Create your McGraw-Hill Education account. In the following page, select the "Need temporary access?" and click "Start now". Now you have access to the Connect platform, where you will find the eBook *Avance* as well as the required workbook exercises specified on the Modules ("Connect exercises").

**If you have registration issues, please contact Support: [mheducation.ca/student-support](mailto:mheducation.ca/student-support) or call 1-800-331 5094.**

**Step 2:** 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: <https://leaves.ca/avance-connect-access-code-webbook>. Please note that all CEI eBook orders are currently processed manually. You will receive your Access Code and instructions by email within 1 business day of placing your order.

**DO NOT purchase the access code directly from the Connect page as it is cheaper at the McGill bookstore.**

There will be some printed textbook copies available in the McGill bookstore for students who prefer this format. The printed textbook has a *Connect* registration code that gives you access to the eBook as well as the Connect workbook exercises.

**DO NOT buy second-hand *Avance* textbooks (the access card will no longer be valid) nor on Amazon or other platforms (the textbook may lack some of the required components).**

Be sure to purchase the Connect access 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**. Purchase the code and make sure that you login with the username and password you used to create your Connect account. Enter the Connect Access Code that you purchased from the bookstore. Read the "Connect" information under the "Course components" section in this syllabus for instructions on how to complete the workbook exercises.

## COURSE FORMAT

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

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

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

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

### Recordings

Generally, virtual class meetings **will not be recorded**. Student interactions will never be recorded. If the instructor decides to record a portion of a Zoom session in which she is going to clarify a grammar or vocabulary concept, you will be notified through a "pop-up" box in Zoom during a meeting. The instructor will indicate how long she will be recording. You can turn off your camera, so that only your name appears on screen. If you do not feel comfortable being in a class that is recorded, you may leave the meeting by logging off Zoom. In the latter case, you should watch the recording later so that you do not miss any content. The recordings will be uploaded to myCourses

## REQUIRED TECHNICAL SKILLS AND EQUIPMENT

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

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

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

- Use an Internet browser to access and search the Internet
- Use email and attach files
- Use McGill University email and MyCourses
- Download and upload documents
- Create, organize, save, and retrieve electronic files

- Use Zoom (you can find more information about this application here: <https://mcgill.ca/tls/students/remote-learning-resources/learning-zoom>)

### Technical Support

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

If you have any technical problems when using Connect, you should , you should write to Customer support contact <https://mheducation.ca/student-support> or call 1-800-331 5094.

### Online 'NETIQUETTE':

A certain email etiquette is expected from your emails. Special care must be taken in online courses to avoid misunderstandings. Please note the following:

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

## COURSE EXPECTATIONS

This course has been designed with the same rigorous standards of content as a campus course. Expectations for your performance as a remote learning student are as high as they would be if you were taking this course in a classroom.

### Student engagement

Learning a language on an online setting requires dedication, discipline, organization, and as much work as learning in a 6-credit face-to-face class. You should expect to have to work on this class for **at least twelve hours a week** in order to complete all assignments indicated in your Learning Modules in an accurate and timely fashion. You should allocate at least 90 minutes to each Learning Module, although this may vary depending of your current level of Spanish and your familiarity with each module content.

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

- Consult your weekly course calendar and then the Learning Modules on myCourses for each corresponding class
- Follow the step-by-step instructions and in the sequence suggested on the modules.

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

- It is essential to communicate any questions, concerns or problems to the instructor promptly by via email or by Zoom, depending on the need (for further details see section below "Success in this online course".)

### Communication: Email and announcements

Online courses require a high degree of interaction using email and other communication tools. It is of utmost importance that you **check your McGill e-mail account regularly** to ensure that time critical e-mail is accessed, read, and acted upon in a timely fashion. **You must also check "Announcements" in myCourses on a daily basis** for reminders, revisions, and updates. The instructor strongly suggests that students sign up to be notified via text (SMS) or email about any or all of the following topics, including assignment due dates, new discussion posts, new grades, new items, and more. 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>

### Success in this online course:

1. Treat an online course like a face-to face course.
2. Attend as many Zoom meetings with the instructor as possible for extra practice. Join the meeting **on time**.
3. 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.
4. Complete the Module for each class.
5. Take notes in your own handwriting and some of the exercises on paper. Studies show that typing on a keyboard does not have the same effect on memory as does the act of writing.
6. Keep a chronological notebook of your notes in your own words and use it to study.
7. Peer support is important. Create a study group and make good use of your partner group and be a good partner.
8. You should be responsible for and monitor your own learning by:
  - i. Reviewing and using new vocabulary and structures (for example, use LearnSmart study modules to improve comprehension and retention. 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.

9. 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
  - Stay connected

## COURSE COMPONENTS

### Learning Modules

The materials taught in this online course have been divided into learning modules. Each learning module is a self-study unit that will lead you through a segment of the course. You will need to self-study each of these **modules in the order specified in the syllabus**. Do not skip modules nor exercises in each module. The list of task and materials for each module will be under "Content" in myCourses in a "Checklist" format. Every time you complete one of the tasks on the checklist, check it off to keep track of your progress.

You will receive grades for some of the tasks that you complete on these learning modules. If a task **counts towards your final grade**, it will be clearly indicated. All Connect activities count towards your grade.

As part of your self-studying of these modules, you may be asked to do some of the following activities:

- study grammar explanations in your *Avance* textbook, consult PowerPoint presentations, watch grammar tutorial videos, or read documents on *myCourses* or the internet
- submit homework, which goal is to measure your assimilation of the material and your progress. For instance, you may be asked to
  - complete exercises in the online platform *Connect* (see section "Connect" below)
  - publish a post on *myCourses: Discussion board* or submit a video or audio file
  - complete and submit a quiz on *myCourses* (go to the section "Quizzes" to learn more about the two types of quizzes that you will have to complete)
  - submit an assignment (see section "Assignments" below)
  - do culture related work such as reading a short story or watching a film and answer the corresponding questions found in the module in the form of an Assignment or Quiz. Please note that evaluations (*Pruebas*) always include questions based on the readings or films assigned.

**Please note that homework assigned as part of the learning modules is not accepted late because it is meant to prepare you for the next step in your learning.**

Each Module has a checklist that explains in detail what you need to study and what exercises, assignments and assessments you need to submit in order to complete that specific module. The due date for each module is on the syllabus. Be sure to follow the course syllabus to know when you need to complete each of the modules.

### Connect

McGraw-Hill's "Connect" is a web-based assignment platform connected to the eBook *Avance*.

Connect is a web-based assignment platform. When you buy the Access card to our course eBook or hardcopy with Access card *Avance* you will have access to all features in the platform. As part of a Learning Module, you will be required to consult the textbook and complete the assigned online workbook exercises in Connect by the due date indicated in the Learning Module. The objective of doing these exercises is to help you work and learn on your own and, thus, be responsible for your learning as well they serve as an important review tool of material covered in the Learning Modules. The exercises are computer graded and you have three attempts to obtain the right answer and a better score. These exercises are extremely important because they will help and guide you in the learning process. If after completing the exercises, there are points that you still find unclear, ask your instructor for clarification. **No late online exercises are accepted.**

On the Connect site, you will also have access to *Learnsmart* and *Testprep*, two adaptive learning tools that will give you feedback specific to your individual mistakes and additional practice on areas where you need more help.

Check the "Required materials" section for more information on where to purchase the access card or start a free 14-day trial period. <https://connect.mheducation.com/class/mascarofall2020>

Read the following information when you are ready to start your first exercise on Connect:

In each exercise page you will see a series of icons.

- Click the EBOOK AND RESOURCES icon found at the bottom of the page to see text reference materials regarding the grammar or vocabulary topics related to the exercise.
- Answer the first question. Before clicking SCORE THIS QUESTION you have the option to click the CHECK MY WORK button at the bottom of the page to see which answers are wrong. You can correct them and click CHECK MY WORK repeatedly until you get all the answers in the exercise right. When you are satisfied with your answers, click on SCORE THIS QUESTION to go to the next exercise.
- Click the SAVE AND EXIT button to save your work and come back later.
- When you complete ALL the exercises, click SUBMIT to submit your work for grading. Please note that if you don't click SUBMIT, the exercises won't be graded even if you have completed all of them. Make sure that you click SUBMIT before the deadline, as you will lose points for each day that the assignment is late.

- Submitting the assignment will count as your first attempt. You have two more attempts left, in which you can change the answers you submitted. Only the highest attempt counts towards your final grade for the assignment.

### Assignments

These graded assignments may consist of listening comprehension exercises, watching short videos, reading short articles or short stories, writing sentence-long or paragraph-long responses to a prompt, and more. They will be part of a learning module. Students will be asked to submit the Assignment via *myCourses: Assignments* or take a Quiz.

### Quizzes

As part of some learning modules, you will be asked to complete quizzes on myCourses. There are two different types of quizzes in these modules:

- 1) Practice Quizzes: The main goal of these quizzes is to practice and self-assess your learning. These quizzes have been created to give you an opportunity to check whether you are successfully learning the material of a module. This type of quiz will not be graded and you could take it as many times as you would like.
- 2) Graded Quizzes: The main goal of these quizzes is to measure your progress and assess your learning. In these quizzes, you will have only 1 attempt to complete them and they will be timed and graded.

### Compositions

Students will complete 2 formal compositions. Composition instructions, topics, and correction rubrics will be posted on *myCourses: Assignments* a week before their due date. Students are responsible for submitting all compositions via *myCourses: Assignments* on the due date indicated on the syllabus. Please note that these due dates are not arbitrary but rather a way of ensuring that students get timely feedback on grammar structures and vocabulary that will be evaluated in upcoming tests. 5% of the total mark will be deducted for every day that the composition is late, including weekends, and are not accepted 7 days after the deadline and will not receive a grade.

Students are expressly forbidden to have their compositions corrected by native speakers or any other person or use a translation program (see "Academic integrity" section below). If an instructor believes that a composition is not entirely the work of the student who has submitted it, **the instructor will report the case to the Office of Student Affairs for disciplinary action.**

### Tests and oral evaluations

There will be four online tests which will cover grammar structures, vocabulary, and cultural content studied in the Learning Modules. 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 more practice exercises. These tests will be done online either via *myCourses: Assignments* or *myCourses: Quizzes* within 80 minutes in one sitting.

**There will be an oral evaluation to assess your communicative skills in Spanish.** You will be evaluated on grammar structures, vocabulary, and cultural content studied in the Learning Modules. A study guide with instructions, questions, tips, and grading rubrics will be posted on *myCourses: Content: Oral evaluations* a week before the test.

Accommodations for tests and the oral evaluation will be offered for time zone related problems and for students with an accommodation plan approved by the Office for Students with Disabilities.

See weekly course calendar for tests' dates and times.

There will be no make-ups for missed exams unless a doctor's certificate (signed by a doctor) is provided within the same week.

The note has to cover the day and hour of the test. It must bear the doctor's office or hospital's logo and a contact number. If a problem arises, students are expected to contact their professor **before** the exam date by e-mail.

## 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](mailto: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](mailto: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 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.

## 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/>

## EVALUATION

COMPONENTS	Weight
Tasks that are part of a Learning Modules (may include quizzes, reading or listening comprehension exercises, short writing assignments, participation in discussion boards, etc.)	40%
Connect activities (online workbook exercises embedded in the Learning Modules)	9%
Tests (3)	28% (9% + 9% + 10%)
Oral evaluation (1)	10%
Compositions (3)	13% (4% + 4% + 5%)

□ **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

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

## CONTENT MAP

GRAMMAR CONCEPTS	VERBAL TENSES	VOCABULARY THEMES	CULTURE
<ul style="list-style-type: none"> <li><i>Ser vs. Estar</i></li> <li>Direct and indirect object pronouns</li> <li>Personal <i>a</i></li> <li>Reflexive pronouns</li> <li><i>Gustar</i> and similar verbs</li> <li>Relative pronouns</li> <li>Indefinite expressions</li> <li>Indirect speech</li> <li>Adverbial clauses</li> <li><i>Si</i> clause + simple tenses</li> <li><i>Por vs. Para</i></li> <li>Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Present</li> <li>Preterite</li> <li>Imperfect</li> <li>Pluperfect indicative</li> <li>Present subjunctive</li> <li>Commands</li> <li>Present Perfect Indic.</li> <li>Present Perfect Subjun.</li> <li>Imperfect subjunctive</li> <li>Future</li> <li>Conditional</li> <li>Imperfect Subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Types and stereotypes</li> <li>Communities</li> <li>Traditions</li> <li>Family</li> <li>Geography</li> <li>Demography</li> <li>Technology</li> <li>Men and women in today's world</li> <li>The world of business and the job market</li> <li>Ideologies and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>"Identidad y exilio" an essay by Jorge Duany</li> <li>"El recado", a short story by Elena Poniatowska.</li> <li>"United Fruit Company", a poem by Pablo Neruda.</li> <li>"Un día de estos", a short story by Gabriel García Márquez</li> <li>Short stories to practice the preterite and the imperfect.</li> <li>"Biografía", a poem by Gabriel Celaya.</li> <li>"También la lluvia", a film directed by Icíar Bollaín</li> <li>"Amores perros", a film directed by A. González Iñárritu</li> <li>Short films to practice vocabulary and verbal tenses.</li> </ul>

## WEEKLY COURSE CALENDAR

Debes completar todos los ejercicios de los módulos de myCourses (Módulo 1, 2, 3, etc.) **antes de las 11:35am** del día especificado en el sílabo. En la reunión de Zoom de ese día a las 11:35 vamos a practicar lo que has aprendido en el Módulo. Las páginas (por ejemplo, p. 42) se refieren al eBook *Avance* que vas a encontrar en la página de Connect (mira la sección "Required course materials" para saber cómo acceder).

Las reuniones Zoom son de 11:35am a 12:30pm y siempre tienen el mismo código: <https://mcgill.zoom.us/j/98373665808>  
El documento de Google Docs que vamos a usar en las reuniones de Zoom es <https://docs.google.com/document/d/1wwjzTXT9hHLMkt4tvih1O9ORKZIU853PARahihz8pEk/edit?usp=sharing>



	2 de septiembre	3 de septiembre	4 de septiembre
		<p>Completa el <i>Placement test</i> en <i>myCourses: Surveys</i>.</p> <p>Completa el <b>Módulo 0</b> en <i>myCourses: Content</i> para preparar los aspectos tecnológicos del curso: cómo usar Zoom, empezar el "free trial access" para acceder al eBook del curso y a <i>Connect</i>, mirar los videos de cómo usar <i>Connect</i>, configurar <i>myCourses: Announcements</i> para recibir notificaciones del curso, usar Google docs, etc. ).</p> <p>De 11:35am a 12:30pm: Reunión <b>Zoom</b> para orientación, preguntas y presentarnos: <a href="https://mcgill.zoom.us/j/98373665808">https://mcgill.zoom.us/j/98373665808</a></p> <p>Empieza a completar el <b>Módulo 1</b> en <i>myCourses</i> (debes terminarlo antes de mañana a las 11:35am)</p>	<p>Antes de las 11:35am, debes completar todos los ejercicios del "checklist" del <b>Módulo 1 (due 11:35am)</b></p> <p><b>Módulo 1</b> (en <i>myCourses: Content</i>) Identificar, describir. Los verbos ser/estar (p. 12-17, Apéndice 7 A-12). Revisión de las formas del presente (p. 25-27). Vocabulario sobre los estereotipos (p. 2-4 y 37-39). Lectura "La identidad y el exilio" de Jorge Duany).</p> <p>Reunión <b>Zoom</b> de 11:35am a 12:30pm (usa el mismo código <a href="https://mcgill.zoom.us/j/98373665808">https://mcgill.zoom.us/j/98373665808</a> para todas las reuniones) <b>Durante las reuniones, vamos a usar este Google Doc:</b> <a href="https://docs.google.com/document/d/1wwjzTXT9hHLMkt4tvi_h1O9ORKZ1u853PARahihz8pEk/edit?usp=sharing">https://docs.google.com/document/d/1wwjzTXT9hHLMkt4tvi_h1O9ORKZ1u853PARahihz8pEk/edit?usp=sharing</a></p>
7 LABOUR DAY	8	9	10
	<p>Antes de las 11:35am, debes completar todos los ejercicios del "checklist" en <i>myCourses</i> del <b>Módulo 2 (due 11:35am)</b> Expresar preferencias. Verbos como "gustar" (p. 75-78). Revisión del uso de la "a" personal (p.24).</p> <p>Reunión <b>Zoom</b> de 11:35am a 12:30pm</p>		<p><b>Módulo 3 (due 11:35am)</b> Expresar acciones / cambios. Los verbos reflexivos (p. 57-61, p. 234-238)</p> <p>Reunión <b>Zoom</b> de 11:35am a 12:30pm</p>
14 de septiembre	15	16	17
<p><b>Módulo 4 (due 11:35 am)</b> Estrategias para escribir mejor I: Evitamos las repeticiones (usos y posición de los objetos: directo, indirecto, doble, con preposición. Eliminar el pronombre sujeto).</p> <p>Reunión <b>Zoom</b> de 11:35am a 12:30pm</p>	<p><b>Módulo 5 (due 11:35 am)</b> Estrategias para escribir mejor II: Evitamos las repeticiones (usos y posición de los objetos: directo, indirecto, doble, con preposición. Eliminar el pronombre sujeto).</p> <p>Reunión <b>Zoom</b> de 11:35am a 12:30pm</p>	<p><b>Entregar (Submit) la composición 1</b> antes de las 11:35am vía <i>myCourses: Assignments</i>. Las instrucciones y los criterios de evaluación están en <i>myCourses: Composiciones</i>)</p>	<p><b>Módulo 6 (due 11:35 am)</b> -Vocabulario de "La comunidad humana" -Preguntas sobre la película <i>Amores perros</i> (en el módulo vas a encontrar la información de cómo puedes verla en <a href="https://tubitv.com/movies/448257/amores_perros">https://tubitv.com/movies/448257/amores_perros</a> o a través de la biblioteca de McGill, en su plataforma de Criterion on Demand)</p> <p>Reunión <b>Zoom</b> de 11:35am a 12:30pm</p>
21 de septiembre	22	23	24
<p><b>Módulo 7 (due 11:35am)</b> Estrategias para escribir mejor III:</p>	<p><b>Módulo 8 (due 11:35am)</b> Hablamos del pasado I.</p>		<p><b>Módulo 9 (due 11:35am)</b> Hablamos del pasado II. Pluscuamperfecto.</p>

<p>Acentuación y errores ortográficos comunes.</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>Formas del pretérito (p. 78-82) y del imperfecto p. 53-56). Usos (p. 87-89, 92-94) Vocabulario de "Costumbres y tradiciones" (p. 73-74 y p. 98). Lectura: Microcuentos.</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>		<p>Conectores: "Cuando", "mientras", "en cuanto", "después de".</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p> <p>En <i>myCourses</i>: <i>Pruebas</i> vas a encontrar un repaso para preparar la prueba 1</p>
<p>28 de septiembre</p> <p><b>Módulo 10 (due 11:35am)</b> Hablamos del pasado III: Lectura (TBA)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>29 de septiembre</p> <p>Repaso para la prueba 1</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	30 de septiembre	<p>1 de octubre</p> <p><b>Prueba 1 (9%) de 11:35am a 11am en myCourses: Assignments.</b></p>
<p>5 de octubre</p> <p><b>Módulo 11 (due 11:35am)</b> Expresar deseos, obligatoriedad y prohibición. Recomendar Formas del presente de subjuntivo (116-119). Usos del subjuntivo: Persuasión (p. 120) Vocabulario de "La familia" (p. 110-112 y 127-128)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>6 de octubre</p> <p><b>Módulo 12 (due 11:35am)</b> Expresar intereses y sentimientos. Valorar situaciones. Usos del presente de subjuntivo: Emoción (p.151). Vocabulario de Geografía, demografía y tecnología (137-138y 155)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	7 de octubre	<p>8 de octubre</p> <p><b>Módulo 13 (due 11:35am)</b> Expresar grados de seguridad. Hacer hipótesis. Usos del presente de subjuntivo: Duda (p. 150-151). Lectura (TBA)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>
<p>12 de octubre</p> <p><b>DÍA DE ACCIÓN DE GRACIAS</b></p>	<p>13</p> <p><b>Módulo 14 (due 11:35am)</b> Dar órdenes I. Formas y usos del imperativo: Los mandatos formales "Usted" y "Ustedes" (p. 113), la posición de los pronombres (p. 114).</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>14</p> <p><b>Entregar (Submit) la composición 2</b> antes de las 11:35am vía <i>myCourses: Assignments</i>. Las instrucciones y los criterios de evaluación están en <i>myCourses: Composiciones</i></p>	<p>15</p> <p><b>Módulo 15 (due 11:35am)</b> Dar órdenes II. Los mandatos informales "tú" y "vosotros" (p. 124). Lectura: <i>Biografía</i>, de Gabriel Celaya</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>
<p>19 de octubre</p> <p><b>Prueba oral</b> (diferentes horarios adaptados a los estudiantes). Consulta la sección "Prueba oral" en <i>myCourses</i> para encontrar las instrucciones y el contenido para la prueba. La prueba es en <a href="#">Zoom</a> (usar el código usual).</p>	<p>20</p> <p><b>Módulo 16 (due 11:35am)</b> Crear oraciones complejas Pronombres relativos (pp. 94-95; pp. 140-141)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	21	<p>22</p> <p><b>Módulo 17 (due 11:35am)</b> Expresar la existencia y la negación <i>Ojo</i> Cap. 6 (p. 181) Negativas/indefinidas (pp. 143-145)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>
<p>26 de octubre</p> <p><b>Módulo 18 (due 11:35am)</b> Describir con oraciones complejas Cláusulas adjetivas (p. 177-8)</p>	<p>27</p> <p><b>Módulo 19 (due 11:35am)</b> Vocabulario de "El hombre y la mujer en el mundo actual" (p. 169)</p>	28	<p>29</p> <p>Repaso para la prueba 2</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>



<p>En <i>myCourses: Pruebas</i> vas a encontrar un repaso para preparar la prueba 2</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>Preguntas de discusión de la lectura "El recado" de Elena Poniatowska</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>		
<p>2 de noviembre</p> <p><b>Prueba 2 (9%) de 11:35am a 11am en myCourses: Assignments.</b></p>	<p>3</p> <p><b>Módulo 20 (due 11:35am)</b> Hablamos del pasado (III) Presente perfecto de indicativo (p. 171) Presente perfecto de subjuntivo (p. 174)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>4</p> <p>Preparación del trabajo cooperativo sobre el poema "La United Fruit Co." De Pablo Neruda</p>	<p>5</p> <p><b>Módulo 21 (due 11:35am)</b> Expresar acciones futuras e hipotéticas</p> <p>Futuro Condicional (pp. 285-6)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>
<p>9 de noviembre</p> <p><b>Módulo 22 (due 11:35am)</b></p> <p>Discusión del poema "La United Fruit Co." de Pablo Neruda.</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>10</p> <p><b>Módulo 23 (due 11:35am)</b> Hablamos del pasado (IV)</p> <p>Imperfecto subjuntivo (I) (pp. 200-202)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>11</p>	<p>12</p> <p><b>Módulo 24 (due 11:35am)</b></p> <p>Hablar de situaciones probables e hipotéticas</p> <p>Consolidación del imperfecto de subjuntivo y secuencia temporal</p> <p>"Si" + presente de indicativo "Si" + imperfecto de subjuntivo (pp. 289-290)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>
<p>16 de noviembre</p> <p><b>Módulo 25 (due 11:35am)</b></p> <p>Preguntas de discusión sobre La película <i>También la lluvia</i> de Iciar Bollaín (está disponible en Netflix).</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>17</p> <p><b>Módulo 26 (due 11:35am)</b> Expresar lo que otros dijeron (I) Estilo indirecto (I)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>18</p> <p><b>Entregar la composición 3 (las instrucciones están en myCourses: Composiciones)</b></p>	<p>19</p> <p><b>Módulo 27 (due 11:35am)</b> Expresar lo que otros dijeron (II) Estilo indirecto (II)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>
<p>23 de noviembre</p> <p><b>Módulo 28 (due 11:35am)</b> Discusión de la lectura "Un día de estos" de Gabriel García Márquez</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>24</p> <p><b>Módulo 29 (due 11:35am)</b> <i>Por/para</i> (pp. 231-2) y repaso de preposiciones (pp. 268-9)</p> <p>Cláusulas adverbiales (para que, a fin de que, porque, ya que, como)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>25</p> <p>En <i>myCourses: Pruebas</i> vas a encontrar un repaso para preparar la prueba 3</p>	<p>26</p> <p><b>Módulo 30 (due 11:35am)</b> Cláusulas adverbiales de interdependencia (p. 226)</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>
<p>30 de noviembre</p> <p>Repaso</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>	<p>1 de diciembre</p> <p><b>Prueba 3 (10%) de 11:35am a 11am en myCourses: Assignments.</b></p>	<p>2 de diciembre</p>	<p>3 de diciembre</p> <p>Recapitulación del curso.</p> <p>Reunión <a href="#">Zoom</a> de 11:35am a 12:30pm</p>