

Intermediate Spanish I

Syllabus

Fall 2023

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Course Description

Intermediate Spanish I is a comprehensive study of Spanish designed for students who have attained an advanced elementary level in the language. The course is organized around a thematic approach to topics relevant to contemporary Hispanic culture. Students will practice the four language skills in the classroom through guided grammatical and creative conversational activities and through the completion of two comprehensive exams. Outside of class, students will complete extensive online assignments and write two major compositions (as part of the two exams). In addition, students will broaden their knowledge of Hispanic culture by viewing a Spanish-language film and by reading several literary selections. Successful completion of Intermediate Spanish I will prepare students for the next level of Spanish (Intermediate Spanish II).

Course-Level Learning outcomes

There will be a continued focus on perfecting the four language skills of listening, speaking, reading, and writing with further exploration of the culture of the Spanish-speaking world and greater exposure to Spanish-language literary texts. Upon completion of this course the student will be able to:

Listening Comprehension

Identify and summarize the main points and details of conversations, discussions, and audio materials on a range of familiar topics such as festivities, cuisine, hobbies, family and the job market. Follow the main ideas and specific information in clear, standard speech, even if it involves some unfamiliar vocabulary or structures.

Speaking Skills

Engage in conversations and discussions on familiar topics, expressing opinions, providing explanations, and supporting arguments. Participate in short presentations or role plays, providing information and describing experiences. Initiate and maintain conversations on everyday situations, likes and aversions, past events and expressing thoughts, and feelings in the present tense or discuss events in the future or the conditional.

Reading Comprehension

Identify the main ideas and specific details of various texts, such as articles, reports, and stories, on familiar topics. Extract information, attitudes, and opinions from texts, even if some vocabulary or structures are unfamiliar. Recognize different text types and identify the purpose and tone of the text.

Writing Skills

Write coherent texts, such as personal letters, emails, and short essays, expressing opinions, describing experiences, and giving reasons. Present arguments, explanations, and viewpoints in a structured and organized manner. Summarize information from different sources and express personal reactions or responses.

Grammar and Vocabulary

Consolidate and expand knowledge of grammar, including the differences between preterit and imperfect, indirect speech, verbs like 'gustar', expressing opinions and feelings and describing things and people using the present subjunctive, using conditional and future tenses, and relative clauses. Expand vocabulary related to a wide range of topics, including festivities, cuisine, leisure activities, family and work.

Cultural Awareness

Actively participate and/or follow cultural practices, traditions, and societal norms in the target language. Show adaptability to different cultural contexts, demonstrating respect for diverse perspectives.

Prerequisites

Elementary Spanish II (210.112) or appropriate Placement Exam score.

Course Materials

- **Textbook:** Blanco, José A/Heston, Dawn M. *Perspectivas*, 1st,ed. Vista Higher Learning.

You must also buy the access for the corresponding **VHL Central Supersite: Supersite Plus + Online Student Activity Manual Workbook (WebSAM)**. This textbook and the VHL Supersite component will also be used for the second half of Intermediate Spanish, 210.212.



- **Film:** The film *Vivir dos veces* may be accessed free in Canvas.

The videos and other materials assigned for the course are coordinated with the textbook, and are intended to expose you to the variety of accents within the Spanish-speaking world. They are also meant to convey, in "real life" situations, the flavor of the language and structures learned in the classroom. Even if they present some difficulty, exposure to the spoken language, when accompanied by an open mind and an open ear, brings an increase in facility of understanding. You should approach the videos and online exercises in this spirit, and not worry if you can't understand every phrase or word. You are not expected to. Your weekly homework should take approximately seven hours to complete.

Additional resources

- **Online dictionaries**
 - **Bilingual:** If a student needs to look up a word in a bilingual dictionary, we only allow <https://www.wordreference.com/> as an on-line dictionary.
 - **Monolingual:**
 - Diccionario de la lengua española. Real Academia Española: www.rae.es
 - Diccionario panhispánico de dudas. Real Academia Española: <https://www.rae.es/dpd/>
- **Canvas**

URL: <https://canvas.jhu.edu/>

Participation in the online classroom is mandatory since it gives you access to all class materials. It is how you will complete the majority of homework for the course, receive your grades, and monitor learning achievement. We will use Canvas's tools to turn in self-corrected assignments, assignments that are graded manually (such as Turnitin) and sound and video recordings (with tools such as Voicethread). You must submit all assignments in Canvas and VHL Supersite. Please note that an active JHU email account is also required.

Instructions for using Canvas

1. Go to <https://canvas.jhu.edu/>
2. Click on the JHU Enterprise Authentication link
3. Enter your JHED ID and PW

Once you have connected to the course, you will see several links in the left margin that correspond to different assignments, course documents, this syllabus, your grades, etc. Most assignments pertaining to the chapters in *Perspectivas* will be done in the VHL Supersite.

- **VHL Supersite**

Instructions for enrolling in **VHL Supersite** can be found in our Canvas classroom. The link that you will need to enroll in the virtual classroom where you will be completing these assignments is located in Canvas. During the course, you will complete 5 assignments using this platform.

- **VoiceThread**

Go to Canvas to complete these activities. You may need to login with your JHED ID and password. VoiceThread is a web-based presentation software that allows users to create and share interactive multimedia slideshows. VoiceThread presentations are used to showcase audio, video, images, and documents while allowing users to comment on them in a variety of different ways. The result is an ongoing, asynchronous digital conversation that can be easily shared with individuals, groups, and/or embedded into different websites.

NOTE: If you already have a VoiceThread account outside of JHU, you will see a notification that you need to merge your old account into the new JHU account. Simply enter your email address to continue. You will then be directed to the VoiceThread home page, where you should see any VoiceThreads you previously created or to which you previously subscribed.

When you register, make sure that you personalize your account with your picture! Once you have logged in using your JHED ID and password, you will find a link to “VoiceThread” on the left navigation bar of your course in Canvas. Click on the link to see specific instructions to the threads you will be required to create.

1. Click the “play” icon and carefully listen/read the instructions.
2. After studying the assignment’s topic, follow instructions and record your response.
3. Post your VoiceThread.
4. Upon request, after you post your Voice Thread you need to make sure to respond clearly and respectfully to your colleagues’ contributions.

Course assessment components

Your grades will be available for you to see in **Canvas**, based on the following:

• 1 syllabus quiz	1%
• In-Class Performance	10%
• 2 oral presentations @6%	12%
• 5 VHL Supersite Assignments @3%	15%
• 2 VoiceThread Exercises @2%	4%
• 2 Interactive Discussions @2%	4%
• 2 Multiple-choice Exercises on <i>Vivir dos veces</i> @2%	4%
• 3 Multiple-choice Exercises on the 3 Readings @2%	6%
• 2 exams @15%	30%
• 1 project @14% <ul style="list-style-type: none">– Written component 7%– Oral presentation 7%	14%
TOTAL	100%

Grading is based on the following scale:

90-92= A- ;	93-98= A ;	99-100= A+
80-82= B- ;	83-87= B ;	88-89= B+
70-72= C- ;	73-77= C ;	78-79= C+
60-62= D- ;	63-67= D ;	68-69= D+
59 and under = F		

There is no extra credit in this course. Any grade discrepancy a student might have must be resolved with their instructor before the corresponding hourly exam.

SYLLABUS QUIZ (1%)

At the beginning of the course, every student must complete a questionnaire about the course policies that appear in the syllabus. These rules are discussed during the first day of class.

IN-CLASS PERFORMANCE (10%)

In-Class Performance concerns being actively involved in the topics of discussion, giving opinions – including agreement or disagreement -- as well as being able to provide relevant and informed contributions to class discussions. For more detailed information, see the In-Class Performance Rubric in Canvas. Coming to class unprepared --i.e. without having read the required readings or completed the assignments --will result in a substantial deduction from the performance grade.

ORAL PRESENTATIONS (12%)

12% of your final course grade will be determined by 2 group oral presentations that will take place on the dates indicated on the schedule of classes on this syllabus. You will be divided into groups of 3 and 4 students per presentation and given a topic by your instructor. Your presentation must be accompanied by a PowerPoint presentation of no less than 7 and no more than 10 slides that illustrate your major points but should not contain the entire text of your presentation. Each presentation must run for a minimum of 5 minutes and a maximum of 7. Because part of your grade for these presentations will be determined by the natural fluidity of your narratives, you will not be able to read these presentations, but you may use one index card where you can write up to **10 words** with key terms. The PowerPoint must be turned in to your instructor by **10pm the day before** the presentation and the index card must be turned in to your instructor right after your presentation. All members of the group should talk the same amount of time during the presentation.

ONLINE ASSIGNMENTS

1) VHL Supersite (15%)

After each chapter, you will complete approximately 15 self-corrected graded activities in VHL Supersite in which you will demonstrate that you have understood the grammar and vocabulary presented in class. You will be able to submit each of these exercises in VHL Supersite up to **3 times*** and the gradebook will record your highest grade (*This does not apply to either/or assignments, such as T/F activities, in which case the first score will be recorded.) In total, every student will complete 5 assignments in VHL Supersite.

2) Voice Threads (4%)

There will be 2 recorded oral exercises that you will do on the VoiceThread section in Canvas. They must be between 1-2 minutes long and **not read from a script**. In addition to your own opinion, you will have to watch another classmate's response and answer to their question (the first student to post a VoiceThread will have to return to the activity to respond to a second student). The topics and links for these exercises can be found in our Canvas classroom.

3) Discussions (4%)

We will use the *Discusiones* section in Canvas to compose short (100-125 words) interactive essays about the literary readings in or outside of our **Perspectivas** textbook. You will post an original response to the questions posed and then you will also respond to one of your classmates' postings. There will be two of these conference postings.

4) Movie (4%)

You will watch a Spanish-language movie, *Vivir dos veces*, on your own as assigned homework. There are two multiple-choice assignments in our Canvas classroom that you will complete on the dates indicated on the syllabus. Please keep in mind that all films shown in Spanish classes were made for commercial release and may contain scenes of a violent or sexual nature.

5) Readings (6%)

You will read 3 literary texts in or outside of our **Perspectivas** textbook and you must complete three multiple-choice questionnaires about them. These questionnaires and readings are available in Canvas and in our textbook.

EXAMS (30%)

There are 2 exams in this course and every one of them is divided into 5 sections. Each section accounts for 20% of the total exam grade, and will be administered during two class periods. It also includes a take-home composition. All exams are intrinsically cumulative and therefore will include previously presented material. There will be two hourly exams (after the completion of Chapters 2 and 4). There will be no final exam. Although you may not keep any components of the exam, you may meet with your instructor privately for additional review, and it will be saved in the coordinator's office for at least 1 year after completion of the course.

During the first class period, the exam will consist of:

1. **Gramática y Vocabulario**
2. **Comprensión Escrita.**

During the second class period, the exam will consist of:

3. **Comprensión Auditiva.**
4. **Expresión Oral:** Topics for the *Expresión oral* section will be available in Canvas on the first day of the exam. On the second day of the exam, students will be assigned topics and divided into groups. You will be given a few minutes to prepare your presentation and then you will present it in front of the class. These dialogs should last 4 min. approximately.
5. The fifth section of the exam, *Expresión Escrita*, will be a composition, the first-draft of which will account for 60% of that part of the grade, while the final version will be worth 40%. The length of these compositions will be **300 words**. You will complete Draft 1 of Composition 1 during a designated class session. Topics for Composition 2 will be posted in Canvas two class sessions before the rough drafts are due. The compositions should be submitted via Canvas.

PROJECT (14%)

Written part (7%)

Rather than a third hourly exam, you will complete a collaborative project in groups. Even though the project will be developed in groups, every student will create their own written part individually and will submit it using Canvas. The first draft will account for 60% of that part of the grade, while the final version will be worth 40%. The length of this composition will be **300 words**. With this project, students are expected to show that they have mastered the grammar and vocabulary that has been presented throughout the semester and the topic will bear a relation to Chapter 5.

Oral presentation (7%)

You will present, orally, the written part of the project in front of the class during the last two days of the semester. For this presentation, students are not allowed to use notes and do not need to create a ppt. Each presentation must run for approximately 10 minutes. After the presentation, you need to ask the audience 5 questions about your presentation.

Course Policies

Attendance

- Since the mastering of another language requires persistent and disciplined work, students are reminded that class attendance is mandatory. A student who misses class is responsible for finding out from another classmate what was missed and what the homework for the next class will be.

- All students are allowed a maximum of **four (4)** absences before any penalty will be invoked. **Any absence beyond four will not be excused.** These absences include (but are not limited to) illnesses, religious holidays and professional/graduate school interviews. Absences will be counted as of the first day of the semester on which the class meets (regardless of when you might have registered for the class), and the only exception to this rule is proof that the student was in attendance of another section of the same course or another level of Spanish.
- Excessive absences will be reflected in the final course grade, which will be reduced by two percent (2%) per absence beyond the allowance of four. This grade adjustment will be made at the end of the semester. Please note: these are not 4 “vacation days!” If you sleep in, leave town, etc., four times and then get sick and need to miss class, it will lower your grade because you have essentially “expended” your permitted absences. For example: If you miss one class due to a school interview, two classes due to religious holidays, and three additional classes due to an illness (making it 6 absences in total), you must remember that the maximum allowed is FOUR absences. Your final grade would be reduced by 4% for this particular case.
- Missing 5 minutes of class (whether arriving late, leaving early, or leaving for an extended period of time) on three occasions will count as one absence. However, if a student misses more than 15 minutes of class, that will automatically be recorded as an absence. *If you already know that you will have to miss more than four class sessions, we recommend that you take the class during a later semester.
- Students who must miss an examination or presentation because of a religious holiday or intercollegiate sporting event must inform the instructor during the first two weeks of the semester in order to be able to make up the exam. In the event that a student misses an exam due to a serious illness, the appropriate documentation must be presented to the course instructor before s/he is allowed to make up the exam.

Assignment deadlines

- All work is due on the date indicated on the syllabus by **9 am**. Late assignments will be penalized. Canvas will automatically reduce your grade by **20 POINTS** each day (or partial day) after the due date until it reaches zero or until the assignment is no longer available. For example, if you submit an assignment after the 9:00am deadline and you earn 90/100, the score will be reduced by 20 points to 70/100. If that same assignment is submitted after 9:00am on the following day (ie. more than 24 hours late), your score will be reduced to 50/100. Assignments manually graded by the instructor will follow the same rule. You will see all due and available assignment dates in Canvas. The student must notify the instructor if a grade is not correctly posted in Canvas.
- All assignments must be submitted in the appropriate assigned format (for example, if you are required to participate in an interactive environment such as Voicethread, or if you are required to participate in the discussion forums, you must submit your assignment using such tools, and not in any other format). Incorrect submissions will count as a zero.

Other policies

- In the case of a placement discrepancy, you will immediately be moved by the course coordinator to a course that matches your level, and you will be expected to make up any missed work. If the 4th class session has already taken place, you will need to drop the course and enroll in the appropriate level in a later semester.
- Students are responsible for all the material presented in the required textbook. They are expected to review the grammar, and continue learning vocabulary. Class time will be, to a great extent, devoted to the discussion of selected readings. While content is important, attention should also be paid to expression: correct grammatical structure and vocabulary, and pronunciation. All class presentations, readings and discussions will be in **SPANISH**. This class has a strong conversational component. It is essential that students read all the assignments beforehand.

- You are permitted to consult the internet or other sources for information to complete your assignments (compositions, project, etc.), as long as the consulted material is **originally in Spanish**. In addition, you must cite all your sources.
- Students are expected to bring a laptop to all class sessions. It is your responsibility that your device is fully operational during the entire class; this may include charging your computer before class or having an additional battery source. You may only use your laptop for activities and assignments approved by your instructor during class. However, because of the interactive nature of this class, the use of all other electronic devices (e.g., cell phones) is strictly prohibited during class unless explicitly approved by the course instructor. Such unapproved devices should be completely powered off when class begins. The misuse of technology will result in a substantial reduction in your In-Class Performance grade.
- THERE WILL BE NO MAKE-UP EXAMS, except in the event of an emergency, for which you will be asked to provide documented evidence through The Students Affairs Office (JHU Counseling Center: <http://studentaffairs.jhu.edu/counselingcenter/>). Missed examinations and assignments will count as zero.
- Since there is no final exam in this class, there is no Senior Option. You are required to take all hourly exams.
- Any personal issues or difficulties should be brought to the attention of the professor after class or during office hours.
- In the event of a campus-wide emergency (inclement weather, etc.), during which classes are cancelled, you might be required to complete an additional online assignment. The completion or incompletion of said assignment will be a factor in calculating your ICP grade.

Turnitin

You will submit the course project deliverables and some other assignments in Canvas, which uses Turnitin, a web-based plagiarism detection service that checks student papers for unoriginal material. The application generates a similarity report when you submit your assignments directly to Turnitin in Canvas. The report helps an instructor find sources that contain text similar to previously submitted papers, AI-generated content or other inauthentic and published materials. If questions arise and, after careful evaluation of a case, it is determined that you have submitted materials in direct violation of the assignment objectives, the similarity report may serve as confirmation that you have committed an ethical violation.

In addition, when submitting a file, please double-check your document's text before pressing the submit button and confirm that it is indeed the one you wish to send. After submission, we will not accept files you realize are "documents that were not the correct ones or not intended to be submitted." In short, use the "Submit" button and double-check that the file is the one you want to send. If it is not the file you wish to submit, click "back" to re-upload the correct document before hitting the submit button.

Your submission will be complete once you have printed or photographed a digital receipt. Print or keep a copy of your submission's screenshot for your security. It is your responsibility to be able to prove that you have submitted the assignments.

Academic Dishonesty

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

All students are expected to do their own work both in and out of class. It is considered cheating if you receive assistance from anybody else when you complete your homework. We consider it to be a breach of academic honesty even if you have another individual check /proofread the grammar, syntax, spelling, etc. of the essays or other assignments for this class. The student shall be the sole originator of the work submitted. If a student receives outside help for any assignment submitted in a Spanish language class, s/he will be committing a violation of the ethics code. All work should be done SOLELY in Spanish – never translated from English. The following, which is not an exhaustive list, shall be considered as receiving outside help:

- Having another person compose the assignment.
- Having another person or machine correct the grammar, vocabulary, morphology, and/or syntax of an assignment.
- Having another person translate the assignment from English to Spanish.
- Using a translating engine or machine to complete an assignment.
- Borrowing, or copying and pasting text from others without correct attribution or in direct violation of the assignment's objectives

Please be aware that the use of some commercialized websites claiming to offer online tutoring and other course-related services for a fee or other type of incentive violates the Spanish Language Program's protocols and will be considered a breach of ethics that will result in a serious penalty.

If a student needs to look up a word in a bilingual dictionary, we only allow <https://www.wordreference.com/> as an on-line dictionary. Looking up phrases or full sentences in any other dictionary is also considered an ethics violation and will result in a severe penalty. For example, it's acceptable to look up the word **home** but not the expression **going home**.

The minimum penalty for these types of violations will be receiving a zero grade for the assignment. The Ethics Office will also receive notification of the violation. Should any questions arise regarding the legitimate authorship of any assignment submitted by a student, the case will be referred to the Director of the Spanish Language Section. In that case, the student may be asked to complete a full language evaluation or compose an assignment like the one previously submitted. These evaluations will be proctored by the Director of the Spanish Language Program or by another person appointed by the Director. Report any violations you witness to the instructor. You may consult the associate dean of students and/or the chairman of the Ethics Board beforehand. See the guide on "Academic Ethics for Undergraduates" and the Ethics Board web site (<http://ethics.jhu.edu>) for more information.

Disability services

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements.

For further information or to start the process of requesting accommodations, please contact Student Disability Services at Homewood Campus, Shaffer Hall #101, call: 410-516-4720 and email: studentdisabilityservices@jhu.edu or visit the website <https://studentaffairs.jhu.edu/disabilities/>.

Anxiety, stress and mental health

If you are struggling with anxiety, stress, depression or other mental health related concerns, please consider visiting the JHU Counseling Center. If you are concerned about a friend, please encourage that person to seek out their services. The Counseling Center is located at 3003 North Charles Street in Suite S-200 and can be reached at 410-516-8278 and online at <http://studentaffairs.jhu.edu/counselingcenter/>

Inclusivity

Classroom Climate: I am committed to creating a classroom environment that values the diversity of experiences and perspectives that all students bring. Everyone here has the right to be treated with dignity and respect. I believe fostering an inclusive climate is important because research and my experience show that students who interact with peers who are different from themselves learn new things and experience tangible educational outcomes. Please join me in creating a welcoming and vibrant classroom climate. Note that you should expect to be challenged intellectually by me, the TAs, and your peers, and at times this may feel uncomfortable. Indeed, it can be helpful to be pushed sometimes in order to learn and grow. But at no time in this learning process should someone be singled out or treated unequally on the basis of any seen or unseen part of their identity.

If you ever have concerns in this course about harassment, discrimination, or any unequal treatment, or if you seek accommodations or resources, I invite you to share directly with me. I promise that we will take your communication seriously and to seek mutually acceptable resolutions and accommodations. Reporting will never impact your course grade. You may also share concerns with the department chair (Dr. William Egginton, egginton@jhu.edu), the Director of Spanish Program and Undergraduate Studies (Dr. Loreto Sánchez-Serrano, lsanchez@jhu.edu), the Assistant Dean for Diversity and Inclusion (Araceli G. Frias, afrias3@jhu.edu, or the Office of Institutional Equity (ois@jhu.edu). In handling reports, people will protect your privacy as much as possible, but faculty and staff are required to officially report information for some cases (e.g. sexual harassment).

COURSE SCHEDULE

- Students will receive a digital copy of the Syllabus and Course Schedule during the first week of class. Any unforeseen changes will be updated in Canvas. Students are responsible for reviewing the Canvas classroom for updates, and they will be expected to adhere to any necessary adjustments in the schedule.

Semana 1

Objetivos

Al final de esta semana, los estudiantes podrán:

- conocer todos los componentes del curso
- identificar y describir algunas costumbres y tradiciones hispanas
- practicar la comprensión auditiva
- explicar y aplicar las reglas de acentuación en español
- describir actividades diarias usando verbos regulares, irregulares y con cambio de raíz

Session 1 August 28	Presentación del curso, Canvas y VHL Supersite. Presentaciones de los estudiantes y preguntas para evaluar si su nivel es adecuado.
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.4-5 y completar actividad 1, p.5
Session 2 August 30	Capítulo 1: <i>De fiesta</i> Contenido: <ul style="list-style-type: none"> • Vocabulario relacionado con las costumbres y tradiciones • Audio p.26
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.12-13 y completar actividad 1, p.14 – Leer documento “Ortografía (<i>spelling</i>)” en Canvas
Session 3 September 1	Capítulo 1: <i>De fiesta</i> Contenido: <ul style="list-style-type: none"> • Las reglas de acentuación • Presente de indicativo con verbos regulares e irregulares
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.16-17 y completar actividades 1 y 2, p.18

Semana 2

Objetivos

Al final de esta semana, los estudiantes podrán:

- describir características inherentes de personas y cosas, posesión, ubicación y otros usos de ‘ser’ y ‘estar’
- identificar algunos cambios de significado de varios adjetivos que ocurren cuando van acompañados de ‘ser’ y ‘estar’
- expresar gustos, aversiones, intereses y otras ideas mediante el verbo ‘gustar’ y otros verbos que funcionan de manera similar

September 4	NO CLASS (LABOR DAY)
Session 4 September 6	<p>Capítulo 1: <i>De fiesta</i> Contenido:</p> <ul style="list-style-type: none"> • Ser vs. Estar <p>TAREA PARA LA PRÓXIMA CLASE</p> <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.20-21 y completar actividad 1, p.22 – Completar el cuestionario sobre el syllabus en Canvas
Session 5 September 8	<p>Capítulo 1: <i>De fiesta</i> Contenido:</p> <ul style="list-style-type: none"> • Verbo 'gustar' y similares <p>TAREA PARA LA PRÓXIMA CLASE</p> <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.37-41 y completar actividades 1 y 2, p.42 – Completar Voicethread 1 en Canvas

Semana 3

Objetivos

Al final de esta semana, los estudiantes podrán:

- practicar la comprensión lectora de un texto literario e interpretar su contenido
- practicar la expresión oral
- identificar y practicar vocabulario relacionado con la cocina y la alimentación
- describir algunas recomendaciones culinarias de restaurantes de Ciudad de México

Session 6 September 11	<p>Capítulo 1: <i>De fiesta</i> Contenido:</p> <ul style="list-style-type: none"> • Análisis del texto '¡Navidad!' (pp.37-41) <p>TAREA PARA LA PRÓXIMA CLASE</p> <ul style="list-style-type: none"> – Completar VHL Supersite, capítulo 1 – Preparar presentación en grupos 1
Session 7 September 13	<ul style="list-style-type: none"> • Presentación en grupos 1 <p>TAREA PARA LA PRÓXIMA CLASE</p> <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.48-53 y completar actividad 1, p.49 – Ver documental del capítulo 2 en VHL y completar actividad 1, p.54
Session 8 September 15	<p>Capítulo 2: <i>Con sabor</i> Contenido:</p> <ul style="list-style-type: none"> • Vocabulario relacionado con las costumbres culinarias y la alimentación • Documental del capítulo 2 <p>TAREA PARA LA PRÓXIMA CLASE</p> <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.56-63 y completar actividad 1, p.58 y actividad 1, p.62

Semana 4

Objetivos

Al final de esta semana, los estudiantes podrán:

- analizar y aplicar las formas y los usos del pretérito y el imperfecto
- distinguir los usos del pretérito y el imperfecto a la hora de narrar eventos en el pasado
- revisar el contenido de las primeras semanas del curso mediante actividades adicionales y practicar la expresión escrita

Session 9 September 18	Capítulo 2: <i>Con sabor</i> Contenido: <ul style="list-style-type: none"> • Formas y usos del pretérito e imperfecto
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.64-65 y completar actividad 1, p. 66
Session 10 September 20	Capítulo 2: <i>Con sabor</i> Contenido: <ul style="list-style-type: none"> • Contraste entre el pretérito y el imperfecto
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer el texto 'La gastronomía mexicana en los Estados Unidos' (pp.75-77) y completar el cuestionario en Canvas – Completar Discusión 1 en Canvas
Session 11 September 22	Capítulo 2: <i>Con sabor</i> Contenido: <ul style="list-style-type: none"> • Revisión de los capítulos 1 y 2 mediante actividades adicionales • Audio p.70
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Repasar los capítulos 1 y 2

Semana 5

Objetivos

Al final de esta semana, los estudiantes podrán:

- reconocer las partes y elementos que debe tener un ensayo para ser coherente y estar cohesionado
- familiarizarse con el contexto de la película *Vivir dos veces*
- demostrar los conocimientos adquiridos mediante la escritura de una redacción en clase
- revisar el contenido de las primeras semanas del curso mediante el análisis de la primera parte de la película *Vivir dos veces*

Session 12 September 25	Repaso capítulos 1 y 2 Contenido: <ul style="list-style-type: none"> • Taller de escritura: cómo escribir un buen ensayo en español • Ejercicios de pre-visualización sobre <i>Vivir dos veces</i>
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Repasar los capítulos 1 y 2

Session 13 September 27	Repaso capítulos 1 y 2 Contenido: <ul style="list-style-type: none"> EXAMEN 1 (Expresión escrita): Escritura del borrador de la composición 1 en el aula. Entregarla a través de Canvas al final de la clase.
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Ver la primera parte de <i>Vivir dos veces</i> (0:00-47:42) Completar el primer cuestionario de <i>Vivir dos veces</i> en Canvas
Session 14 September 29	Repaso capítulos 1 y 2 Contenido: <ul style="list-style-type: none"> Revisión de los capítulos 1 y 2 mediante el análisis y comentario de los primeros minutos de la película <i>Vivir dos veces</i> (0:00-47:42)
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Completar VHL Supersite, capítulo 2

Semana 6

Objetivos

Al final de esta semana, los estudiantes podrán:

- identificar y corregir errores en la expresión escrita 1
- demostrar los conocimientos adquiridos durante las primeras semanas del curso

Session 15 October 2	Repaso capítulos 1 y 2 Contenido: <ul style="list-style-type: none"> Evaluación formativa de la composición 1
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Entregar versión final de la composición 1 en Canvas. Recuerda <u>SOLO subrayar y poner en negrita</u> todos los cambios que hayas hecho. Revisar para la primera parte del Examen 1 (gramática, vocabulario y comprensión lectora)
Session 16 October 4	<ul style="list-style-type: none"> EXAMEN 1: Gramática, vocabulario y comprensión lectora
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Revisar para la segunda parte del Examen 1 (comprensión auditiva y expresión oral).
Session 17 October 6	<ul style="list-style-type: none"> EXAMEN 1: Comprensión auditiva y expresión oral
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Leer <i>Perspectivas</i>: pp.88-89 y completar actividad 1, p.89

Semana 7

Objetivos

Al final de esta semana, los estudiantes podrán:

- expresar opiniones sobre el entretenimiento y el tiempo libre
- intercambiar ideas sobre las formas de entretenimiento en su país frente a otros países y practicar la comprensión auditiva
- expresar deseo, influencia, emociones, dudas y negaciones en cláusulas subordinadas en el presente
- evitar la repetición mediante el uso de pronombres de objeto directo e indirecto

Session 18 October 9	Capítulo 3: <i>La buena vida</i> Contenido: <ul style="list-style-type: none"> • Vocabulario relacionado con el entretenimiento y el tiempo libre • Audio p.112
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.96-98 y completar actividades 1 y 2, p.99
Session 19 October 11	Capítulo 3: <i>La buena vida</i> Contenido: <ul style="list-style-type: none"> • Las cláusulas subordinadas sustantivas
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.102-103 y completar actividad 1, p.104 – Completar Voicethread 2 en Canvas
Session 20 October 13	Capítulo 3: <i>La buena vida</i> Contenido: <ul style="list-style-type: none"> • Los pronombres de objeto directo e indirecto
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.106-107 y completar actividad 1, p.108

Semana 8

Objetivos

Al final de esta semana, los estudiantes podrán:

- dar órdenes afirmativas y negativas de manera formal e informal con y sin pronombres
- reconocer y emplear vocabulario relacionado con la familia y las relaciones personales
- describir el concepto de 'familia' mediante el ejemplo de una familia chilena

Session 21 October 16	Capítulo 3: <i>La buena vida</i> Contenido: <ul style="list-style-type: none"> • El imperativo
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Completar VHL Supersite, capítulo 3 – Leer <i>Perspectivas</i>: pp.130-135 y completar actividad 1, p.131 – Ver documental del capítulo 4 en VHL y completar actividad 1, p.136
Session 22 October 18	Capítulo 4: <i>Los seres queridos</i> Contenido: <ul style="list-style-type: none"> • Vocabulario relacionado con la familia • Documental del capítulo 4
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.138-139 y completar actividades 1 y 2, p.140
October 20	NO CLASS (FALL BREAK)

Semana 9

Objetivos

Al final de esta semana, los estudiantes podrán:

- describir personas/objetos conocidos o desconocidos usando el subjuntivo y el indicativo
- emplear verbos pronominales para describir ciertas acciones rutinarias mediante el uso de verbos reflexivos, recíprocos y similares.
- indicar destino, fecha límite, propósito, causa y otras ideas mediante “por” y “para”
- reconocer ciertas características y usos del voseo

Session 23 October 23	Capítulo 4: <i>Los seres queridos</i> Contenido: <ul style="list-style-type: none"> • Las cláusulas subordinadas adjetivas
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.142-143 y completar actividad 1, p.144 – Leer el texto ‘Anacrusa’ (pp.161-163) y completar el cuestionario en Canvas
Session 24 October 25	Capítulo 4: <i>Los seres queridos</i> Contenido: <ul style="list-style-type: none"> • Los verbos reflexivos
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer <i>Perspectivas</i>: pp.146-147 y completar actividad 1, p.148 – Completar Discusión 2 en Canvas
Session 25 October 27	Capítulo 4: <i>Los seres queridos</i> Contenido: <ul style="list-style-type: none"> • Por vs. Para • El voseo
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Leer el texto ‘Vivir en Chile’ (pp.157-159), completar la actividad 1, p.157 y el cuestionario en Canvas

Semana 10

Objetivos

Al final de esta semana, los estudiantes podrán:

- practicar la comprensión auditiva y escrita y describir y comentar ciertos aspectos y costumbres de Chile.
- revisar el contenido de los capítulos 3 y 4 y practicar la expresión escrita
- practicar la expresión oral

Session 26 October 30	Capítulo 4: <i>Los seres queridos</i> Contenido: <ul style="list-style-type: none"> • Análisis del texto ‘Vivir en Chile’ (pp.157-159) • Audio p.152
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> – Entregar borrador de la composición 2 en Canvas

Session 27 November 1	Repaso capítulos 3 y 4 Contenido:
	<ul style="list-style-type: none"> Revisión de los capítulos 3 y 4 mediante actividades adicionales
Session 28 November 3	TAREA PARA LA PRÓXIMA CLASE
	<ul style="list-style-type: none"> Preparar presentación en grupos 2
Session 28 November 3	<ul style="list-style-type: none"> Presentación en grupos 2
	TAREA PARA LA PRÓXIMA CLASE
	<ul style="list-style-type: none"> Completar VHL Supersite, capítulo 4

Semana 11

Objetivos

Al final de esta semana, los estudiantes podrán:

- identificar y corregir errores en la expresión escrita 2
- demostrar los conocimientos adquiridos durante las últimas cuatro semanas del curso

Session 29 November 6	Repaso capítulos 3 y 4 Contenido:
	<ul style="list-style-type: none"> Evaluación formativa de la composición 2
Session 30 November 8	TAREA PARA LA PRÓXIMA CLASE
	<ul style="list-style-type: none"> Entregar versión final de la composición 2 en Canvas. Recuerda SOLO subrayar y poner en negrita todos los cambios que hayas hecho. Revisar para la primera parte del Examen 2 (gramática, vocabulario y comprensión lectora)
Session 31 November 10	<ul style="list-style-type: none"> EXAMEN 2: Gramática, vocabulario y comprensión lectora
	TAREA PARA LA PRÓXIMA CLASE
	<ul style="list-style-type: none"> Revisar para la segunda parte del Examen 2 (comprensión auditiva y expresión oral).
Session 31 November 10	<ul style="list-style-type: none"> EXAMEN 2: Comprensión auditiva y expresión oral
	TAREA PARA LA PRÓXIMA CLASE
	<ul style="list-style-type: none"> Leer <i>Perspectivas</i>: pp.170-171 y completar actividad 1, p.171

Semana 12

Objetivos

Al final de esta semana, los estudiantes podrán:

- practicar el vocabulario relacionado con el mundo laboral y la búsqueda de trabajo
- reconocer las partes de una carta de presentación y el contenido que debe incluir cada una de ellas
- expresar acciones futuras y probabilidad en el presente
- describir condiciones, hipótesis, cortesía, futuro en un contexto pasado y probabilidad en el pasado

Session 32 November 13	Capítulo 5: <i>Perspectivas profesionales</i> Contenido:
	<ul style="list-style-type: none"> Vocabulario relacionado con el mundo laboral y la búsqueda de trabajo La carta de presentación
Session 32 November 13	TAREA PARA LA PRÓXIMA CLASE
	<ul style="list-style-type: none"> Leer <i>Perspectivas</i>: pp.178-179 y completar actividad 1, p.180

Session 33 November 15	Capítulo 5: <i>Perspectivas profesionales</i> Contenido: <ul style="list-style-type: none"> El futuro
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Leer <i>Perspectivas</i>: pp.182-183 y completar actividad 1, p.184
Session 34 November 17	Capítulo 5: <i>Perspectivas profesionales</i> Contenido: <ul style="list-style-type: none"> El condicional
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Leer <i>Perspectivas</i>: pp.186-187 y completar actividad 1, p.188

Semana 13

November 20-24	NO CLASS (THANKSGIVING BREAK)
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Semana 14

Objetivos

Al final de esta semana, los estudiantes podrán:

- conectar cláusulas mediante el uso de pronombres de relativo
- practicar la comprensión lectora y destacar algunas condiciones y derechos laborales en Colombia
- practicar la comprensión auditiva mediante el análisis de la segunda parte de la película *Vivir dos veces*

Session 35 November 27	Capítulo 5: <i>Perspectivas profesionales</i> Contenido: <ul style="list-style-type: none"> Los pronombres de relativo
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Leer <i>Perspectivas</i>: pp.199-201 y completar actividad 1, p.202 Entregar borrador del proyecto en Canvas
Session 36 November 29	Capítulo 5: <i>Perspectivas profesionales</i> Contenido: <ul style="list-style-type: none"> Análisis del texto 'El balance entre la vida laboral y la vida personal en Colombia' (pp.199-201)
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Ver la segunda parte de <i>Vivir dos veces</i> (47:43-final) Completar el segundo cuestionario sobre <i>Vivir dos veces</i> en Canvas
Session 37 December 1	Repaso capítulo 5 <ul style="list-style-type: none"> Revisión del capítulo 5 mediante el análisis y comentario de la segunda parte de la película <i>Vivir dos veces</i>
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none"> Completar VHL Supersite, capítulo 5

Semana 15

Objetivos

Al final de esta semana, los estudiantes podrán:

- identificar y corregir errores en la expresión escrita del proyecto
- demostrar los conocimientos adquiridos durante las últimas semanas del curso y practicar la expresión oral

Session 38 December 4	Capítulo 5: <i>Perspectivas profesionales</i> Contenido: <ul style="list-style-type: none">• Evaluación formativa de la parte escrita del proyecto
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none">– Entregar versión final del proyecto en Canvas. Recuerda <u>SOLO subrayar y poner en negrita todos los cambios que hayas hecho.</u>– Preparar la presentación oral del proyecto
Session 39 December 6	<ul style="list-style-type: none">• Presentación oral del proyecto
	TAREA PARA LA PRÓXIMA CLASE <ul style="list-style-type: none">– Preparar la presentación oral del proyecto
Session 40 December 8	<ul style="list-style-type: none">• Presentación oral del proyecto

On Wednesday December 13, your instructor will have office hours from 10:00am to 12:00pm during which time all students may come to discuss the grades of the project.