

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**DEPARTMENT OF SPANISH AND PORTUGUESE**  
**Second Year SPANISH II– Summer Session 2 2020**  
**SPN 611D – #82785**

NOTES:

- A. This course will be taught synchronously online via Zoom at the time indicated on the Registrar's course schedule. Please make sure you have access to reliable internet so you can attend class sessions. Please locate your Zoom room within your Canvas course.
- B. This class is part of a 3-semester language sequence designed specifically for non-native and non-heritage speakers of Spanish. If you were exposed to Spanish on a regular basis while growing up, you should be enrolled in our 2-semester heritage language sequence (SPN 604 & SPN 612).

- *This document contains important information and represents an agreement between the Department of Spanish and Portuguese and its students.*
- *You are responsible for knowing all of the information contained in this document.*
- *You indicate acceptance of these policies by registering for this course.*

## 1. OBJECTIVES OF THE LANGUAGE PROGRAM

The objectives of the Spanish Language Program address the basic tenet of a liberal arts education: the development of a critical thinking approach towards the analysis of language in society. This objective is framed in an overall worldwide trend towards political and economic internationalization and an increasingly diverse and multicultural work environment.

The Language Program promotes the development of multilingual literacies through the analysis and use of Spanish as a second or third language. The program focuses on three major types of competencies (all equally ranked in terms of importance):

- 1) **linguistic competence:** phonetics/phonology, morphosyntax, lexicon, discourse, etc.
- 2) **communicative / interactional competence:** sociocultural uses of language, pragmatics, cultural backgrounds, perspectives, etc.
- 3) **metalinguistic competence:** language as a conceptual, symbolic system

## 2. COURSE DESCRIPTION AND GOALS

SPN 611D is the third course in The University of Texas lower-division Spanish program. The course focuses on developing speaking, listening, reading and writing skills in Spanish, while building vocabulary, learning basic rules and terminology of Spanish grammar, and gaining a better understanding of Hispanic cultures in order to communicate in an accurate, effective, and informed manner within a variety of sociocultural situations.

By the end of this course you should be able to do the following in Spanish:

- (a) describing in detail
- (b) narrating in the past
- (c) narrating past events and reacting subjectively to them
- (d) expressing opinions and reacting to dramatic events and situations
- (e) reporting what other people said
- (f) discussing past actions affecting the present
- (g) recognizing dialectal, social and contextual variation
- (h) talking about actions completed before other past actions
- (i) talking about hypothetical situations in the future or past
- (j) understanding the main ideas in moderately complex written texts (with improved skimming, cognate recognition, and inference skills)
- (k) understanding the main ideas of moderately complex oral discourse (with improved recognition of tone, content, context, intonation, etc.)
- (l) maintaining conversations of a substantial length (with improved fluency strategies, such as circumlocution, discourse markers, etc.)
- (m) producing written work of a substantial length (with improved organization, connectors, and appropriateness of register)

### 3. PLACEMENT / PREREQUISITES

The prerequisite for this course is a passing grade (C or better) in SPN 610 D, equivalent credit transferred from another university, or credit by exam. If you do not have the prerequisite, please drop the course now. If you are a heritage speaker of Spanish (if you grew up speaking Spanish with family), consider enrolling in SPN 612 instead of SPN 611D. If you have any questions regarding placement, please speak with Lia Haisley, the Liberal Arts Advisor for Spanish & Portuguese, either in person (in BEN 2.108) or via email ([liah@austin.utexas.edu](mailto:liah@austin.utexas.edu)).

### 4. COURSE FLAG

This course carries a Global Cultures Flag. Courses with this flag are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present. At least one third of the course grade for SPN 611D is based on content related to Global Cultures.

### 5. CONTACT INFORMATION

Your instructor will be glad to assist you with any questions or problems you may have relating to the class. If you have a concern that you wish to discuss with someone other than your instructor, contact the Course Supervisor. If you feel that the issue has not been satisfactorily addressed by the Course Supervisor, you may refer the matter to the Director of the Language Program.

Course Instructor
Name: Wilfredo José Burgos Matos
Office: Zoom Personal Meeting Room ( <a href="https://utexas.zoom.us/j/4843298142">https://utexas.zoom.us/j/4843298142</a> )
Office hours: Fridays (1:00PM-3:00PM)

Office phone: N/A
Email: <a href="mailto:wjburgosmatos@utexas.edu">wjburgosmatos@utexas.edu</a>
<b>Program Director</b>
Name: Dr. Melissa Murphy
Email: <a href="mailto:mmurphy@mail.utexas.edu">mmurphy@mail.utexas.edu</a>

## 5. COURSE TEXTBOOK AND RESOURCES

**Textbook:** Ogando-Lavín M.; Murphy, M.; Montesinos, D.; *Por mí mism@* 3th edition revised. Dubuque, IA: Kendall Hunt, 2014. [At the Co-op or online at <https://he.kendallhunt.com/product/por-mi-mism>]

**TalkAbroad:** You must purchase TWO “conversations” (\$15 each) at Talkabroad.com.

**Canvas:** This course uses Canvas as its course management system. You are responsible for checking the Canvas course site regularly for important documents, assignments, grades, etc.

**Movies:** *Pelo malo*, Venezuela, dirigida por Mariana Rondón, 2013 (Link provided)  
*También la lluvia*, España, dirigida por Iciar Bollaín, 2010 (Link provided)  
*No*, Chile, dirigida por Pablo Larraín, 2012 (Link provided)

## 6. ATTENDANCE POLICY

Attendance is required at all classes and is checked daily. **All absences count** (except religious holidays, documented jury duty, documented military duty or university-sponsored activities). Your instructor will take attendance at the beginning of each 75-minute session (i.e. twice per day). Up to **six** 75-minute session absences will not result in a reduction of your final grade because of the absence itself. However, each absence during a 75-minute session beyond six, regardless of the reason for the absence, will carry a 1%-point penalty toward your final grade. Three tardies equal one absence. **Note:** *Arriving more than 35 minutes late counts as an absence. Three tardies (arriving to class at least 5 minutes late) equal one absence.*

## 7. POLICY ON MISSED WORK

Please familiarize yourself with the following procedures:

<i>Reason for absence</i>	<i>Procedures</i>
<b>Religious holiday</b>	<ul style="list-style-type: none"> <li>● Notify your instructor via email during the first week of class.</li> <li>● For written in-class assessments (exams, essays, etc.), you will receive a make-up upon return. Make arrangements with your instructor at least 2 weeks in advance.</li> <li>● For oral in-class assessments, you will receive “grade averaging”.</li> </ul>

	<ul style="list-style-type: none"> <li>● At-home assignments (e.g. HW, reading, etc.) should be turned in upon return.</li> </ul>
<b>Jury duty</b> <b>Military duty</b> <b>University-sponsored activity</b>	<ul style="list-style-type: none"> <li>● Notify your instructor via email as soon as you are aware of the conflict.</li> <li>● For written in-class assessments (exams, essays, etc.), you will receive a make-up upon return. Make arrangements with your instructor at least 2 weeks in advance.</li> <li>● For oral in-class assessments, you will receive “grade averaging”.</li> <li>● At-home assignments (e.g. HW, reading, etc.) should be turned in upon return.</li> </ul>
<b>Documented illness or emergency</b>	<ul style="list-style-type: none"> <li>● Notify your instructor immediately via email.</li> <li>● No make-ups are permitted.</li> <li>● Fill out and submit to your instructor a “Request for Grade Averaging Form” (posted on Canvas), along with the appropriate documentation within 1 week of your absence. A Supervisory Committee will determine whether or not you may receive grade averaging for your missed assessment(s).</li> </ul>

*Grade averaging = The average from your other scores in the same category will be used as your score on the missed assessment.*

## 8. FINAL EXAM

**THERE WILL BE NO FINAL EXAM IN SPN 611D DURING SUMMER 2020.**

## 9. GRADING SCALE

**There is no curve or extra credit available in this course.** If your final average is 89.9, your course grade will be a B+. Do not expect to receive a passing grade simply because you complete all requirements. To receive an “A”, all or most of your work must be excellent. A “B” indicates that your work is very good. A “C” means that your work is adequate and you may continue with the next course. **Please keep in mind that a grade of C or higher in this course is required in order to continue in Spanish.** A grade of C- or Pass is not sufficient to go to the next level. Final letter grades are assigned according to the following scale:

93-100 A	83-86.9 B	73-76.9 C	63-66.9 D
90-92.9 A-	80-82.9 B-	70-72.9 C-	60-62.9 D-
87-89.9 B+	77-79.9 C+	67-69.9 D+	0-59.9 F

## 10. GRADE DISTRIBUTION AND COURSE ASSESSMENTS

The grade distribution in SPN 611D is as follows:

3 Exams	30%
Oral Activities	
• TalkAbroad (2)	10%
• ¡A Hablar! (3)	5%
Noticias y sociedad (3)	5%
Culture Journal (3) and other cultural activities	25%
Homework	5%
Asynchronous online activities	20%
TOTAL	100%

EXAMS: You will have 3 exams, one after each chapter. The exams will include vocabulary, grammar, semantic, pragmatic and cultural topics covered in the textbook, in class discussions, and in homework assignments. Both listening comprehension and written skills will be evaluated. The focus of each exam will be the material from the most recent chapters. However, since learning a second language is a cumulative process, you should also expect to encounter previous material on exams. Exam dates are listed on your course calendar.

TALK ABROAD: Two times during the semester you will have a 30-minute (recorded) conversation online with a native Spanish speaker living in Latin America. In addition to the conversations themselves, you will complete a pre-activity, which is designed to help you prepare for your conversation, and a follow-up activity, in which you will reflect on what you have learned about your partner's country (customs, geography, dialect, etc.)

¡A HABLAR!: This is one of the oral components of the course. Once per chapter, you will spend 25-30 minutes speaking in small groups. These discussions will be unrehearsed, and will relate directly to the chapter themes. Your grade will be based on your ability to express yourself, maintain a conversation and interact effectively with others. The dates are listed on your course calendar.

READING ACTIVITIES: Towards the end of each chapter, you will complete a reading assignment (called *Noticias y sociedad*). The assignment can be found in your book, but the questions must be completed online. These are in-depth activities that require you to think about both familiar and unfamiliar vocabulary and grammatical structures as well as the content and organization of each text. Plan to set aside several hours in order to complete each one, as this process will help you develop stronger reading and linguistic skills.

CULTURE JOURNAL: Two times per chapter, you will be given written texts and movies exploring a variety of cultural perspectives related to the chapter themes. You will 1) summarize the content, demonstrating comprehension of the material, and 2) comment subjectively, reflecting on what you have learned and making comparisons between the culture(s) presented and US culture. We will drop the lowest grade.

**HOMEWORK:** Your instructor will assign homework to turn-in and be evaluated. Participation in class, exercises and homework are essential for success in the course. At times you also will be required to correct your own homework using a homework key posted on CANVAS. Class time will be used for interactive and creative exercises. See important notes about the use of translation devices in the section on Academic Integrity on page 9.

**ASYNCHRONOUS ONLINE ACTIVITIES:** For each topic covered in this course, there is a series of accompanying activities on Canvas that must be completed by the date and time listed in Canvas to receive full credit. The Canvas gradebook automatically deducts 25% of the score for each day these activities are submitted past their due date (any assignment that is 4 days late thus automatically receives a zero), so please make sure that you are keeping up with the asynchronous online work.

**FINAL EXAM:** Due to the online nature of this course, there will be no final exam in SPN 611D during Summer 2020.

## 11. GENERAL INFORMATION ABOUT ASSESSMENTS

Throughout the semester, you will be acquiring knowledge (e.g. vocabulary, grammar) and you will be developing skills (e.g. reading strategies, data analysis). Therefore, course assessments are designed to reflect your progress in both of these areas. Assessments can include material not explicitly studied, but that is closely related to the course content and tests a student's ability to apply acquired information and abilities to unfamiliar situations and contexts.

### **KNOWLEDGE**

**Vocabulary:** You are responsible for all words and phrases on the vocabulary lists. You should know the meaning, gender and spelling of these items. Furthermore, you will be expected to use these words within a context. Therefore, make sure you know not only the English translations for the words, but also understand how they would be used in Spanish discourse.

**Grammar:** You are expected to know all grammar structures included in the course syllabus. Make sure you fully understand all formulas and rules. For verb conjugations, you will be expected to know how to conjugate not only regular verbs, but also irregular verbs and verbs with spelling and stem changes.

**Terminology:** In order to talk effectively about language, you will be expected to know the appropriate terminology. You should be prepared to answer questions involving technical linguistic terminology and/or identify these elements both in class and on exams or other assessments.

**Sociocultural:** Your instructor will expose you to different interactional contexts and a variety of dialects and their principal characteristics throughout the semester. You must familiarize yourself with this material and will be expected to recognize these features on exams and other graded

assignments.

## SKILLS

Reading: Of the four skills (reading, writing, listening, speaking), the ability to read is typically retained for the longest period of time. With this natural tendency in mind, one of the main goals of our program is to develop strong reading skills that will stay with you for years to come. In this course, you will be given many opportunities to develop these skills, both in groups and individually, both at home and in-class. You will develop skills such as skimming, recognizing cognates, making inferences, etc. It is in your best interest to work pro-actively on developing these reading skills at home, since you will be tested on your ability to read and comprehend unfamiliar texts containing unfamiliar vocabulary and to do so with relative speed.

Data analysis: Our department implements a guided inductive approach to language learning. This means that you will be exposed to language data (written or oral) and will be encouraged to formulate your own rules and test your own hypotheses regarding language forms and structures. Since a substantial part of the course will involve this type of data analysis, you should expect to be tested on this skill via graded assignments and exams. In other words, you will not only be expected to reproduce language practiced in the classroom, but will also be given new data, about which you will be asked to draw conclusions.

## 12. EXPECTATIONS OF STUDENTS ENTERING SPN 611 D

Students are expected to enter this course with a working knowledge of:

- nouns , adjectives , pronouns (agreement, placement)
- conjugations of regular, irregular and stem-changing verbs (present, present progressive, preterit and imperfect, periphrastic future, synthetic future, formal and informal commands, present subjunctive, past subjunctive, conditional)
- mood selection (indicative, subjunctive, imperative)
- simple and complex sentences
- reading strategies (skimming, recognizing cognates, making inferences, etc.)
- listening strategies (tone, content, context, intonation, etc.)
- speaking strategies (circumlocution, fluency, etc.)
- writing strategies (process writing, discourse connectors, paragraph organization, paraphrasing, etc.)
- metalinguistic skills (recognizing parts of speech, recognizing dialectal variation, identifying functional uses of grammar, etc.)

If you feel you have weaknesses in any of these areas, it is your responsibility to review your 610 D material as soon as possible and consider working with a tutor if necessary.

## 13. STUDENT RESPONSIBILITIES



In order to be successful in this course, students must fulfill several responsibilities both in class and at home and must also be able to demonstrate their progress in course assessments.

**Homework:** Your instructor will assign homework regularly. Many of these assignments are given in order to prepare you for the following class day. Therefore, it is imperative that you complete this work in order to be able to participate in class. Homework is also given to provide you with ample opportunities to practice the course material and identify potential areas of weakness. As a result, you will experience an increase in self-awareness, which will enable you to take a pro-active stance in your progress, thus becoming a more effective learner overall.

**Studying:** You should not limit your work at home only to homework assignments collected by your instructor for a grade. Instead, you should also study the course material on a regular basis, since attempts to memorize large amounts of material quickly before an exam are not normally successful. You should frequently review grammar rules, vocabulary lists, etc. and take note of any items you may not understand. This will enable you to ask your instructor important questions and resolve issues before a quiz or exam.

**Practice:** Students often rely exclusively on more passive activities such as re-reading or staring at tables and lists of words / rules. This type of traditional studying is not sufficient in a language course. Students who don't actively use the target language at home often don't develop the automaticity necessary to successfully complete exams and compositions within a limited time frame. Therefore, on a regular basis, you should also set aside time to:

- practice conjugating verbs
- practice writing sentences, letters, essays, etc.
- practice reading newspaper articles, ads, etc.
- practice speaking with friends and/or classmates
- practice listening via news broadcasts, television or online videos

**Interaction:** Language courses are not lecture courses. Instead, classes are student-centered and rely heavily on interaction and collaboration between you and your peers. Much of your work will be pair work and group work, where students are the main participants and the instructor is the facilitator. All students are expected to participate equally in these activities.

**Focus:** The focus of your attention should be on classroom activities while you are in class. Smart phones, tablets, laptops and outside reading materials are NOT allowed in class, as they limit your participation and are also generally disruptive and disrespectful.

**Spanish:** In order to improve your oral communication skills, you must practice both listening to and speaking Spanish! Therefore, your instructor will speak almost exclusively in Spanish, which will not only help you learn new vocabulary and grammar structures, but will also increase your comfort level over the course of the semester. In turn, you are expected to speak in Spanish during all activities and for basic functional language (e.g. saying hello, asking to go to the bathroom, asking the instructor to repeat something, etc.). Don't be shy! You won't be graded on the accuracy of your speech in these situations. You are, however, expected to make the effort.

#### 14. STUDENTS WITH DISABILITIES



The University provides, upon request, appropriate academic adjustments for qualified students with disabilities. Any students with a documented disability (physical or cognitive) who require academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students, 471-6259, as soon as possible to request an official letter outlining authorized accommodations. Before course accommodations can be made, the letter from SSD must be presented to the instructor. Approved accommodations will not change the basic elements of the course.

## 15. ACADEMIC INTEGRITY

The University's honor Code states: "the core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community." Please note that all graded work (e.g. essays, homework) done inside or outside of class must be your own work. Writing that appears to be the work of someone else (e.g. a friend more proficient in Spanish, a Web or print source) or that appears to have been written in English and then translated by an online translation program will not be accepted, and may entail severe penalties beyond just a zero on the particular assignment. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since dishonesty harms the individual, all students, and the integrity of the university, policies on academic dishonesty will be strictly enforced. For more information, visit the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/>

## 16. STUDENT CONDUCT

Any student who, acting singly or in concert with others, obstructs, disrupts, or interferes with any teaching, educational, research, administrative, disciplinary, public service, or other activity or public performance authorized to be held or conducted on campus or on property or in a building or facility owned or controlled by the U.T. System or institution is subject to discipline. For more information, visit <http://www.utsystem.edu/bor/rules/50000Series/50101.pdf>.

## 17. EMERGENCY EVACUATION

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police department, or Fire Prevention Services

office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

## **SPN 611 D: CALENDARIO SUMMER 2020**

### **Capítulo 1: Dime cómo eres...**

- **Contenidos funcionales:** Describir personas, expresar cambios, expresar acuerdo y desacuerdo e interrumpir
- **Contenidos semánticos:** Las apariencias y la personalidad, Los estereotipos, la belleza y la autoestima
- **Contenidos culturales:** El privilegio blanco en América Latina; Visionado de la película *Pelo malo* dirigida por Mariana Rondón
- **Contenidos gramaticales:** Ser/estar +adjetivos, verbos de cambio
- **Contenidos socioculturales:** Los atenuadores del discurso
- **Contenidos pragmáticos:** Estructuras para aumentar la fluidez
- **Estrategia de lectura:** Predecir palabras por el contexto
- **Lectura:** Relaciones con los demás. Objetivos: comprensión lectora y revisión del subjuntivo
- **El tema en la literatura:** D. Juan Manuel y Bécquer
- **Tarea final:** Un debate

13 julio	<ul style="list-style-type: none"> <li>● Introducción al curso</li> <li>● ¡Déjate volar! y Abriendo el tema</li> <li>● Entrando en materia: Las apariencias y la personalidad</li> </ul>
14 julio	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Usos de ser y estar <ul style="list-style-type: none"> <li>● Lectura de cultura: El privilegio blanco en América Latina</li> </ul> </li> <li>● Pre-actividad de TalkAbroad</li> </ul>
15 julio	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Usos de ser y estar II</li> </ul>

	<ul style="list-style-type: none"> <li>● Pre-actividad de la película <i>Pelo malo</i></li> </ul>
<b>Del 15 de julio al 22 deben ver la película <i>Pelo Malo</i>. Su instructor les proporciona un link para su visionado.</b>	
16 julio	<ul style="list-style-type: none"> <li>● Entrando en materia: Los estereotipos</li> <li>● ¡Gramaticando! Adjetivos que cambian de significado con ser y estar</li> </ul>
17 julio	<ul style="list-style-type: none"> <li>● Entrando en materia: La belleza y la autoestima</li> <li>● ¡Gramaticando! Verbos que expresan cambios</li> <li>● <b>Entregar TalkAbroad 1</b></li> </ul>
20 julio	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Verbos que expresan cambios</li> <li>● El tema en la literatura</li> <li>● <b>A hablar 1</b></li> </ul>
21 julio	<ul style="list-style-type: none"> <li>● Mejorando el discurso: Estructuras para aumentar la fluidez</li> <li>● El lenguaje vivo: Atenuadores del discurso</li> <li>● <b>Noticias y sociedad 1</b></li> </ul>
22 julio	<ul style="list-style-type: none"> <li>● Actividad de post visionado de <i>Pelo Malo</i></li> <li>● <i>Revisión para Examen 1</i></li> </ul>
23 de julio	<ul style="list-style-type: none"> <li>● <b>Examen 1</b></li> </ul> <p>Introducción al capítulo 2: Déjate volar y Abriendo el tema</p>

## Capítulo 2: La máquina del tiempo

- **Contenidos funcionales:** Relatar hechos en el pasado, hablar de hechos cerca del presente o en el pasado del pasado, enfatizar el paciente
- **Contenidos semánticos:** Acontecimientos esenciales para el mundo, logros sociales, rituales festivos
- **Contenidos gramaticales:** Pretérito e imperfecto, los pasados compuestos, voz pasiva y se pasivo
- **Contenidos socioculturales:** Los arcaísmos
- **Contenidos pragmáticos:** Conectar y ordenar
- **Contenidos culturales:** Lectura sobre los indígenas tras la llegada de Colón; Visionado de la película *También la lluvia* de Icíar Bollaín
- **Estrategia de lectura:** Mejorar la comprensión de un texto
- **Lectura:** Mujeres rompedoras. Objetivos: comprender y resumir un texto

- **El tema en la literatura:** *Arráncame la vida* Ángeles Mastretta
- **Tarea final:** Un reportaje

24 julio	<ul style="list-style-type: none"> <li>● <b>Entrega del diario de cultura 1. Escritura sobre <i>Pelo Malo</i> y “El privilegio blanco en América latina”</b></li> <li>● Entrando en materia: Acontecimientos que marcaron el mundo</li> <li>● Gramaticando! Pretérito e imperfecto I</li> </ul>
27 julio	<ul style="list-style-type: none"> <li>● Gramaticando! Pretérito e imperfecto II</li> <li>● Lectura de cultura: “El encubrimiento de América”</li> </ul>
<b>Del 28 al 31 de julio deben ver la película <i>También la lluvia</i>. Su instructor les proporciona un link para su visionado.</b>	
28 julio	<ul style="list-style-type: none"> <li>● Pre-actividad de TalkAbroad</li> <li>● Pre-visionado de la película <i>También la lluvia</i></li> <li>● Entrando en materia: Logros sociales a través de la historia</li> </ul>
29 julio	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Los pasados compuestos</li> <li>● Entrando en materia: Rituales festivos</li> <li>● <b>A hablar 2</b></li> </ul>
30 julio	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Voz pasiva y se pasivo I</li> <li>● <b>Noticias y Sociedad 2</b></li> </ul>
31 julio	<ul style="list-style-type: none"> <li>● <b>Entregar TalkAbroad 2</b></li> <li>● El tema en la literatura</li> <li>● Post-visionado de la película <i>También la lluvia</i></li> </ul>
3 agosto	<ul style="list-style-type: none"> <li>● Mejorando el discurso: Conectar y ordenar cronológicamente</li> <li>● Revisión examen 2</li> </ul>

4 agosto	<ul style="list-style-type: none"> <li>● <b>Examen 2</b></li> <li>● Comenzar el capítulo 3: ¡Déjate volar! y Abriendo el tema</li> </ul>
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### Capítulo 3: Ciudadanos del mundo

- **Contenidos funcionales:** Expresar condiciones, expresar deseos, finalidad, mandatos, opiniones negativas...
- **Contenidos semánticos:** El medio ambiente, el mercadeo internacional, los derechos y las responsabilidades
- **Contenidos culturales:** Lectura sobre las protestas en Puerto Rico; Película *No*, Chile; dirigida por Pablo Larraín
- **Contenidos gramaticales:** Cláusulas con *si*, usos del subjuntivo
- **Contenidos socioculturales:** El lenguaje corporal
- **Contenidos pragmáticos:** Conectores que dan coherencia al discurso
- **Estrategia de lectura:** Identificar tipos de texto y sus características
- **Lectura:** Transgénicos. Objetivos: Análisis de la estructura del texto y debate sobre el mismo.
- **El tema en la literatura:** “A la deriva” Horacio Quiroga
- **Tarea final:** Una presentación

5 agosto	<ul style="list-style-type: none"> <li>● <b>Entregar Diario de cultura 2: <i>También la lluvia</i> y “El encubrimiento de América”</b></li> <li>● Lectura de cultura: “El poder de los artistas se deja sentir en ... Puerto Rico”</li> <li>● Entrando en materia: El medio ambiente</li> </ul>
<b>Del 7 al 11 de agosto se debe ver la película <i>No</i></b>	
6 agosto	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Condiciones potenciales</li> <li>● Entrando en materia: El mercadeo internacional</li> <li>● <b>A Hablar 3</b></li> </ul>
7 agosto	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Cláusulas con <i>si</i> I</li> <li>● Actividad de pre-visionado de <i>No</i></li> </ul>
10 agosto	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Cláusulas con <i>si</i> II</li> </ul>

	<ul style="list-style-type: none"> <li>● Entrando en materia: Los derechos y las responsabilidades</li> </ul>
11 agosto	<ul style="list-style-type: none"> <li>● <b>Noticias y Sociedad 3</b></li> <li>● ¡Gramaticando! Repaso de algunos usos del subjuntivo I</li> <li>● Actividad de post-visionado de <i>No</i></li> </ul>
12 agosto	<ul style="list-style-type: none"> <li>● ¡Gramaticando! Repaso de algunos usos del subjuntivo II</li> <li>● <b>Entregar el diario de cultura 3: <i>No</i> y “El poder de los artistas se manifiesta...Puerto Rico”</b></li> </ul>
13 agosto	<ul style="list-style-type: none"> <li>● El lenguaje vivo</li> <li>● Revisión del examen 3</li> </ul>
14 agosto	<ul style="list-style-type: none"> <li>● <b>Examen 3</b></li> <li>● <b>CIS Evaluations</b></li> </ul>