**THE UNIVERSITY OF TEXAS AT AUSTIN**

**DEPARTMENT OF SPANISH AND PORTUGUESE**

**SPN 612 - ACCELERATED INTERMEDIATE SPANISH FOR HERITAGE LEARNERS – SPRING 2017**

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* *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.*

**THIS COURSE IS INTENDED FOR SPANISH HERITAGE LANGUAGE LEARNERS.**

**WHO IS A SPANISH HERITAGE LANGUAGE LEARNER?** A heritage language learner, also called a heritage speaker, is a student who is exposed to a language other than English at home. Heritage language learners can be categorized based on the prominence and development of the heritage language in their daily life. Some students may have full oral fluency and literacy in the heritage language; others may have full oral fluency, but their written literacy has not been developed because they were usually schooled in English. Another group of students, typically third or fourth generation, can speak to a limited degree but have difficulty expressing themselves on a wide range of topics. Heritage language learners usually present a wide knowledge about their cultural heritage and a less experienced knowledge about other Spanish speaking countries.

1. OBJECTIVES OF THE LANGUAGE PROGRAM

The objective of the Spanish language program addresses 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 heritage Spanish language program focuses on the development of bilingual and bicultural literacies through the analysis and use of the heritage language. The program focuses on the development of four major types of competencies (all equally ranked in terms of importance):

1. **linguistic competence:** phonetics/phonology, morphosyntax, lexicon, discourse
2. **communicative / interactional competence:** pragmatics, situational context
3. **cultural competence:** cultural practices and perspectives, sociocultural uses of language, dialectal variation
4. **metalinguistic competence:** language as a conceptual, symbolic system

2. COURSE DESCRIPTION AND GOALS

**A. DESCRIPTION.** Spanish 612 is the second course of a two-course sequence intended for bilingual and heritage Spanish speakers. This learner-based course is designed to provide you with the opportunity to gain a deeper understanding and appreciation of Hispanic cultures and sociopolitical realities, especially those less familiar and common to many students’ experiences; study and analyze spoken, oral, and written Spanish in an academic setting; improve strategic Spanish speaking, reading, and writing skills you have acquired through your use and study of the language; build sophisticated and advanced vocabulary, including terminology to discuss language; evaluate dialectal, social, and contextual variations; inductively master and apply rhetorical skills of particular concern to bilingual and heritage Spanish speakers; and be introduced to phonetics, syntax, and linguistic notions.

**B. GOALS FOR SPN 612**. The objectives of this course are focused on the acquisition of knowledge in two main areas:

1) The forms and functions of the academic variety of Spanish (oral and written modes), which includes lexical, phonetic, morphological, syntactic and discursive categories that constitute the definition of academic/formal Spanish.

2) The range of linguistic variation in Spanish according to region, register, age, social classification, etc., as well as the sociolinguistic significance of language variation in Spanish.

**By the end of the semester you should be able to do the following:**

With regards to form, you will recognize, analyze, and understand all verb tenses and modes, compound syntactic patterns; review stress rules and patterns, especially syllabification rules and accentuation marks, formal variations of everyday vocabulary, patterns of written discourse, metalinguistic terminology, etc. With regards to functions, you will recognize, analyze, understand and use pragmatic and sociolinguistic features of academic/formal Spanish. In addition, you will develop the linguistic and interactional skills necessary to perform several communicative functions, such as expressing objective and subjective opinions, talking about probability in the future, subjective and objective reactions to real situations, telling organized facts and stories in the past, and speaking hypothetically about various events and situations at different points in time.

With regards to range of linguistic variation in Spanish, you will recognize, analyze and understand cues that determine the sociolinguistic appropriateness of specific language forms in order to communicate effectively in Spanish in context. This topic includes the analysis of code-switching and overall influences of English on Spanish and Spanish on English. It also includes a thorough analysis of regionalisms and archaisms.

With regards to the sociolinguistic significance of language variation in both monolingual and bilingual settings, you will think critically and recognize, analyze and understand the different contextual backgrounds and conditions that trigger the use of specific forms of Spanish and code­-switching.

In addition you will develop the linguistic and interactional skills necessary to perform several tasks, such as

a. expressing opinions, reactions and recommendations.

b. discussing possible, probable and certain future events and situations.

c. narrating past events and reacting subjectively to them.

d. speaking hypothetically about various events and situations.

e. analyzing moderately complex language data in order to draw conclusions regarding parts of speech, functional uses of grammar, etc.

f. recognizing dialectal, social and contextual variation.

g. understanding the main ideas of moderately complex written texts (with improved skimming, cognate recognition, and inference skills)

h. understanding the main ideas of moderately complex oral discourse (with improved recognition of tone, content, context, intonation, etc.)

i. maintaining conversations of a substantial length (with improved fluency strategies, such as circumlocution, discourse markers, etc.)

j. producing written work of a substantial length (with improved organization, connectors, and appropriateness of register, etc.)

k. creating a cultural connection with your heritage through readings, discussions, and speaking activities, as well as with other Spanish speaking communities in the U.S.

l. acquiring Peninsular and Latin American historical, literary and sociocultural knowledge to develop confidence interacting in a native-­speaker setting.

3. COURSE FLAG

This course carries a Cultural Diversity Flag. Courses with this flag focus on the histories, traditions, practices, or aesthetics of one or more underrepresented U.S. communities as a way of understanding their culture. SPN 612 will explore the varied experiences of Hispanics in the United States, a diverse group which includes a wide range of nationalities, ethnicities and includes first- through fourth-generation speakers of Spanish. At least one third of the course grade is based on content related to Cultural Diversity in the United States.

4. PLACEMENT / PREREQUISITES

**PREREQUISITE for SPN 612:** SPN 604 or SPN 610D with a grade of C or better, or the equivalent on the UT Spanish Placement Test. If you have any questions regarding placement, please speak with Liz Hastings ([eyhastings@austin.utexas.edu](mailto:eyhastings@austin.utexas.edu)) or Sarah Singer ([ssinger@austin.utexas.edu](mailto:ssinger@austin.utexas.edu)), the Liberal Arts Advisors for Spanish & Portuguese, either in person (in BEN 2.108) or via email.

**EXPECTATIONS OF STUDENTS ENTERING 612:**

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

* word order (placement of adjectives, etc.)
* placement of adjectives and adverbs
* pronouns (direct object, indirect object, reflexive and reciprocal)
* special verbs (*ser* and *estar, gustar, haber*)
* conjugations of regular, irregular and stem-changing verbs (present, present progressive, preterit and imperfect, present perfect, pluperfect, periphrastic future, formal and informal commands, present and past subjunctive)
* verbal periphrasis
* 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, review previous course materials and consider working with a tutor, if necessary.

5. CONTACT INFORMATION

I will be glad to assist you with any problems, questions, or suggestions you have relating to the class. If you have a concern about the class that you wish to discuss with someone else other than me, you may contact the program director.

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| **Course Instructor** | **Program Director** |
| Name | Name: |
| Email: | Email: |

6. COURSE TEXTBOOK AND RESOURCES

**Textbook:** *Avanzando: Lengua y cultura*, Dubuque, IA: Kendall-Hunt, 2015. ISBN:

978-1-5249-0502-6

**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.

**Help Center**: A Help Center is available free of charge to students who need help with grammar, speaking practice, etc. It is located in the hallway connecting the 4th floors of BEN and MEZ and begins on the second week of the semester. I will inform you of the schedule.

7. ATTENDANCE POLICY

Attendance is required at all classes and is checked daily. You must attend class the first two meetings. Because of high demand to add Spanish & Portuguese classes, the Department will drop from these courses any students who are absent the first two class meetings of the semester.

**All absences count.** I will take attendance at the beginning of each 50-minute session *(i.e.* twice per day) and will also note tardies at the beginning of each session. Up to **six 50-minute** session absences are permitted with no absence penalty. However, each missed session beyond six, regardless of the reason for the absence, will result in a 1 percentage point deduction from your final grade. For example, if you have a 90% average, but have missed seven 50-minute sessions, your average will be lowered to an 89% and you will receive a B+. The only “excused” absences are for religious holidays, documented jury duty, documented military duty, and university-sponsored activities that require your attendance.

***Note:*** *Missing 25 minutes or more of class counts as an absence. Also, 3 tardies (arriving to class late or leaving class early) equal one absence.*

8. POLICY ON MISSED WORK

Please familiarize yourself with the following program procedures:

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| ***Reason for absence*** | ***Procedures*** |
| **Religious holiday** | * Notify your instructor via email during the first week of class. * 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. * For oral in-class assessments, you will receive “grade averaging”. * At-home assignments (e.g. HW, reading, etc.) should be turned in upon return. |
| **Jury duty**  **Military duty**  **University-sponsored activity** | * Notify your instructor via email as soon as you are aware of the conflict. * 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. * For oral in-class assessments, you will receive “grade averaging”. * At-home assignments (e.g. HW, reading, etc.) should be turned in upon return. |
| **Documented illness or emergency** | * Notify your instructor immediately via email. * No make-ups are permitted. * Fill out and submit to your instructor a “Request for Grade Averaging Form” (posted on Canvas), along with the appropriate documentation. A Supervisory Committee will determine whether or not you may receive grade averaging for your missed assessment(s). |

*Grade averaging = The average from your other scores in the same category will be used as your score on the missed assessment. Note: No grade averaging is available for labs or quizzes, since the lowest score is already dropped in these categories.*

9. FINAL EXAM

The final exam will be given during the final examination period. The Registrar’s office will publish the official Final Exam Schedule approximately three weeks prior to the end of the semester. You will be able to access your individual exam schedule at <https://utdirect.utexas.edu/registrar/exam_schedule.WBX>

**THERE ARE NO MAKEUP EXAMS. PLEASE DO NOT MAKE PLANS TO LEAVE TOWN UNTIL AFTER THE LAST DAY OF THE FINAL EXAM PERIOD**.

10. 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 to the next level of 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 |

11. GRADE DISTRIBUTION AND COURSE ASSESSMENTS

The grade distribution in SPN 612 is as follows:

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| --- | --- |
| Exams (3) | 25% |
| In-class quizzes | 10% |
| Online quizzes | 10% |
| Writing tasks (3) | 20% |
| Oral activities | 10% |
| Assignments | 10% |
| Final exam | 15% |
| TOTAL | 100% |

EXAMS: There will be three comprehensive exams throughout the semester, which include grammar and vocabulary, metalinguistic, pragmatic and sociolinguistic knowledge, as well as content from cultural readings & discussions. The focus of each exam will be the material from the most recent unit. However, you should also expect to encounter previous material on exams. Exam dates are listed on your course calendar.

QUIZZES: There will be in-class quizzes as well as online quizzes (taken via Canvas) throughout the semester. These quizzes will help you determine your strengths and weaknesses in order to better prepare for the exams. I will advise you if any quiz scores will be dropped.

WRITING TASKS: There will be three writing tasks during the semester, all of which will have a strong focus on cultural diversity. They are designed to assess your ability to synthesize and reflect upon cultural issues, as well as your knowledge of chapter content (vocabulary, grammar, etc.) and your overall writing skills (cohesion, organization, etc.). I will provide instructions and a grading rubric via Canvas.

ORAL ACTIVITIES: The oral activities will provide you varied opportunities and degrees of interaction to build your speaking proficiency, including using proper pronunciation, developing good conversational skills, determining your purpose for speaking, and responding appropriately to different sociocultural situations. There are no make-ups for oral activities, and failure to submit a recording by the deadline (even as a result of technical problems) will result in a zero for that part of the assignment. Keeping in mind the potential for technical issues, all students’ lowest oral activity score will be dropped.

ASSIGNMENTS: I will assign homework on a daily basis and periodically collect these assignments and/or give a pop-quiz over their content (See important notes about the use of translation devices in the section on Academic Integrity on page 8.) Also, there will be graded in-class assignments as well.

FINAL EXAM: The final exam is comprehensive and will assess your knowledge of grammar and vocabulary, the metalinguistic, pragmatic and sociolinguistic material covered throughout the semester, and content from cultural issues explored in the course. It will also assess the fundamental skills developed in the course (*e.g*. listening comprehension, reading, writing, and data analysis). The entire exam will be given on the exam date that appears on the calendar.

12. 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 in the chapters. 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 and understand how they would be used in Spanish discourse.

*Grammar:* You are expected to know all grammar structures included in the textbook. Make sure you fully understand all rules. For verb conjugations, you will be expected to know how to conjugate all types of verbs and distinguish/apply the different tenses and moods.

*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:* I 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.

**QUESTIONS ABOUT GRADES:** If you have any questions about a posted grade, you must **speak with me no later than two weeks after the grade has been posted.**

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:*** I 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 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 me 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, orthography, etc. and take note of any items you may not understand. This will enable you to ask me 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 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 family, 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. Use of smart phones, tablets, laptops and outside reading materials is NOT allowed in class except when they are part of a lesson, 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, I will speak 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. 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 me. 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>.

18. POLICY ON CAMPUS CARRY

The state’s new Campus Carry law went into effect on August 1, 2016, which means that license holders will generally be allowed to carry concealed handguns at UT Austin and other public universities. UT staff and faculty members do not have authority to ban handguns from classrooms. However, **concealed carry is strictly prohibited in my office, BEN 4.128**. You will be provided oral notice of this on the first day of class in order to provide legally effective notice about the prohibition. Please refer to <https://campuscarry.utexas.edu> for more information and frequently asked questions about the new Campus Carry law.

**CALENDARIO SPN 612 – SPRING 2017**

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| --- | --- |
| 1. miér 18 de enero | Introducción al curso. Empezar el Repaso Preliminar: Lectura: “¿Qué hablamos: español o castellano?”, pp. 1-6. |
| 2. viernes 20 de enero | Las clases de palabras, Las oraciones según la actitud del hablante, Las formas personales, no personales e impersonales de los verbos, pp. 7-11. |
| **En casa**: Hacer la Actividad oral de práctica en todos los aparatos que quizás usen; asegurarse de saber cómo grabar. Si no hacen la práctica, no hay excusas válidas si una actividad no se graba. |
| 3. lunes 23 de enero | El sujeto y el predicado en la oración, La función de las palabras en la oración, pp. 12-19. |
| **En casa**: Tomar la Prueba 1 en línea. |
| 4. miér 25 de enero | El tiempo y el modo verbales, El acento prosódico y las tildes, pp. 20-26. |
| **En casa**: Hacer la Actividad oral 1. |
| 5. viernes 27 de enero | La puntuación, Recapitular y editar, repasar la Unidad Preliminar, pp. 27-32. |
| **En casa**: Tomar la Prueba 2 en línea. |
| 6. lunes 30 de enero | Unidad I: Percepciones, La pluriculturalidad, Distintas formas de comunicarse, pp. 33-39. |
| **En casa**: Hacer la Actividad oral 2. Estudiar para la prueba en clase 1. |
| 7. miér 1 de febrero | La ortografía: Los números, Frases y cláusulas, pp. 40-48. Prueba en clase 1 |
| 8. vier 3 de febrero | El verbo: tiempo y modo indicativo, El presente de indicativo, pp. 49-59. |
| **En casa**: Tomar la Prueba 3 en línea. |
| 9. lunes 6 de febrero | El presente indicativo, Usos del presente, Recapitular y editar, pp. 60-70. |
| **En casa**: Estudiar para la prueba en clase 2. |
| 10. miér 8 de febrero | Imágenes alternativas, Expresiones de tiempo, Ortografía: s / c / z, Las oraciones y su estructura, pp. 71-82. Prueba en clase 2 |
| **En casa:** Hacer la Actividad oral 3. |
| 11. viernes 10 de febrero | El pretérito y el imperfecto: El aspecto verbal, Diferencia de significado, pp. 83-92. Explicar Tarea Final 1 p. 138. |
| **En casa:** Recopilar datos para la Tarea Final. Tomar la Prueba 4 en línea. |
| 12. lunes 13 de febrero | Recapitular, Perspectivas opuestas, Los verbos seguidos de preposición, pp. 93-103. |
| **En casa:** Recopilar datos para la tarea final. Estudiar para la prueba en clase 3. |
| 13. miér 15 de febrero | La ortografía: g / j / h, Las conjunciones, El modo subjuntivo y las conjunciones subordinantes, El subjuntivo y el pronombre relativo *que*, pp. 104-116. Prueba en clase 3 |
| En casa: Organizar y entregar los datos para la Tarea Final 1. |
| 14. vier 17 de feb | Usando los datos recopilados, escribir el borrador de la Tarea Final 1. |
| **En casa**: Terminar el borrador de la Tarea Final y traerlo a la siguiente clase impreso, siguiendo el formato indicado. |
| 15. lunes 20 de febrero | Editar y dar retroalimentación para la Tarea Final 1. El pasado (imperfecto) del subjuntivo, El subjuntivo e indicativo con conjunciones de tiempo, Recapitular, analizar, editar, pp. 117-129. |
| **En casa**: Tomar la Prueba 5 en línea. **Entregar el Diario de las pruebas 1.**  Empezar a estudiar para el Examen 1. |
| 16. miér 22 de febrero | La lengua y la literatura, Escritura expositiva, pp. 130-142. Repasar para el Examen 1. |
| **En casa**: Estudiar para el Examen 1. |
| 17. vier 24 de febrero | **Examen 1** |
| **En casa**: Hacer la Actividad oral 4. **Escribir la versión final de la Tarea Final y entregar por Canvas antes de la siguiente clase.** Dar una nota a la “Hoja de retroalimentación” y traer a la siguiente clase. |
| 18. lunes 27 de febrero | Unidad Dos: Desafíos, Los desafíos globales, La lengua: Los dialectos del español, La ortografía: b/v, ll/y, Repaso *por* y *para*, pp. 143-155. |
| 19. miér 1 de marzo | *Ser* y *estar* y los atributos, Recapitular, analizar y editar, pp. 156-163. |
| **En casa:**. **Entregar el Diario del Examen 1.** Tomar la Prueba 6 en línea. |
| 20. viernes 3 de marzo | Los desafíos sociales, La ortografía: ch / ph / th 🡪 c, qu / f / t, Los verbos de cambio, pp. 164-175. |
| **En casa:** Completar la Actividad oral 5. |
| 21. lunes 6 de marzo | Los pronombres relativos y las cláusulas relativas, La colocación de los adjetivos, pp. 176-185. |
| **En casa:** Estudiar para la prueba en clase 4. |
| 22. miér 8 de marzo | Las cláusulas relativas y los adjetivos calificativos, Los adjetivos y pronombres posesivos, Recapitular, analizar y editar, pp. 186-192.  Prueba en clase 4 |
| **En casa**: Tomar la Prueba 7 en línea. |
| 23. viernes 10 de marzo | El día de los muertos: un sincretismo cultural, El estilo directo e indirecto (condicional / futuro), pp. 193-200. Explicar la Tarea Final 2 p. 226. |
| **En casa**: Recopilar datos para la tarea final. Estudiar para la prueba en clase 5. |
| 13 a 17 de marzo | **Vacaciones de primavera – Spring break!** |
| 24. lunes 20 de marzo | Más acerca de las tildes, Uso u omisión de la *a* personal, pp. 201-207. Prueba en clase 5 |
| **En casa:** Entregar la grabación de la entrevista de la leyenda por Canvas. |
| 25. miér 22 de marzo | Los participios con *ser* y *estar*, Voz activa / voz pasiva*,* pp. 208-216. |
| **En casa:** Tomar la Prueba 8 en línea. |
| 26. viernes 24 de marzo | Atando cabos, Recapitular, analizar, editar, Entre dos lenguas pp. 217-224. Escritura narrativa: La leyenda, 228-229. Prueba en clase 6 |
| **En casa:** Terminar de entrevistar y tomar apuntes para la leyenda. Traer los apuntes a la siguiente clase. Prepararse para contar la leyenda a la clase**.** |
| 27. lunes 27 de marzo | Lectura:“Las medias rojas” pp. 225-227. Escribir el borrador de la leyenda, pp. 230-231. Compartir la leyenda con la clase (Actividad oral 6) |
| **En casa:** Completar el borrador de la leyenda. Traer el borrador a clase el siguiente día para hacer la retroalimentación p. 232. Repasar para el Examen 2. |
| 28. miér 29 de marzo | Retroalimentación de los borradores. Repasar para el Examen 2. |
| **En casa:** Estudiar para el Examen 2. **Entregar el Diario de las pruebas 2.** |
| 29. vier 31 de marzo | **Examen 2** |
| **En casa:** **Terminar la versión final de la leyenda y colgarla en Canvas.** |
| 30. lunes 3 de abril | Empezar la Unidad Tres: Responsabilidades, La responsabilidad planetaria, Las palabras compuestas, La formación del plural, pp. 233-245. |
| 31. miér 5 de abril | El que, lo que, lo cual, donde, cuyo, Los usos de *se* pronominal, *Se* con valor accidental o involuntario, *Se* variante formal de *le* o *les,* pp. 246-252. |
| **En casa:** Tomar la Prueba 9 en línea. |
| 32. viernes 7 de abril | *Se* indicador de construcciones pasivas reflejas e impersonales reflejas, pp. 253-261. |
| **En casa: Entregar el Diario del Examen 2.** Estudiar para prueba en clase 7. |
| 33. lunes 10 de abril | Recapitular, analizar y editar”, pp. 262-264, “La responsabilidad social”, 265-267. Prueba en clase 7 |
| **En casa**: Tomar la Prueba 10 en línea. |
| 34. miér 12 de abril | Los prefijos y los guiones, Cláusulas con si, pp. 268-274. |
| 35. vier 14 de abril | Actividades de repaso |
| **En casa:** Completar la Actividad oral 7. |
| 36. lunes 17 de abril | Gerund vs. Infinitivo / Present participle y Gerundio, Un equivalente del gerundio y *present participle*, pp. 275-285. |
| **En casa**: Estudiar para la prueba en clase 8 |
| 37. miér 19 de abril | Pero, sino, sino que y otros usos de ‘but’, Recapitular, analizar y editar, pp. 286-292. Prueba en clase 8 |
| **En casa:** Tomar la Prueba 11 en línea. |
| 38. viernes 21 de abril | La responsabilidad individual, El subjuntivo y la secuencia de tiempos, pp. 293-301. |
| **En casa:** Estudiar para la prueba en clase 9. |
| 39. lunes 24 de abril | **En clase:** Ojalá y como si, Repaso del subjuntivo, Atando cabos, pp. 302-308. Comentar el Trabajo Final, p. 322-323. Prueba en clase 9 |
| **En casa:** Estudiar para la prueba en clase 10. Elegir un tema y empezar a recopilar datos para la tarea final 3. |
| 40. miér 26 de abril | Recapitular, analizar y editar, Entre dos lenguas, La lengua y la literatura, 309-317. Repasar para el Examen 3. Prueba en clase 10 |
| **En casa:** Estudiar para el Examen 3. Entregar los datos para la tarea final 3. |
| 41. viernes 28 de abril | El ensayo de opinión, pp. 318-322  **Examen 3** |
|  | **En casa:** Escribir el bosquejo de la tarea final usando el formato indicado y traerlo a la siguiente clase, pp. 323-324. **Entregar el Diario de las pruebas 3.** |
| 42. lunes 1 de mayo | Intercambiar y hacer una retroalimentación del bosquejo, p. 325. Presentar tus argumentos oralmente a la clase (Actividad oral 8). |
|  | **En casa**: **Finalizar el bosquejo**. Asegurarse que tiene la información necesaria para escribir un ensayo. **Colgarlo en Canvas antes de la hora indicada.**  Trabajar en el borrador del ensayo, pp. 326-328. |
| 43. miér 3 de mayo | Escribir y entregar el ensayo en clase usando solo el bosquejo. Esta clase se hace en el computer lab. |
|  | **En casa:** Repasar para el examen final; revisar las pruebas, los exámenes y los diarios. Traer preguntas a clase. **Entregar el Diario del Examen 3.** |
| 44. viernes 5 de mayo | Repasar para el Examen Final. |
| **TBD** | **Examen Final** |