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MORAVIAN COLLEGE
Department of Foreign Languages
Spanish 110B: Introductory Spanish III
Fall 2014

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Office hours: M 2:30-3:30pm and F 8:55-9:55 am or by appointment

Classroom and Time: COM 305, MWF 1:10-2:20pm

TEXTBOOK REQUIRED

José Blanco and Philip Redwine Donley. *¡Viva! Primer curso de lengua*. Third Edition.

Boston, Massachusetts: Vista Higher Learning, 2015.

ISBN: 978-1-61857-994-2

Important! Please note that this course requires online access: only buy books that include the technology access either through the Moravian College bookstore or directly at

<http://vistahigherlearning.com/students/store/>

Online Practice Exercises and Homework: *Supersite Plus*

The workbook and audio exercises, as well as the video, vText and extra tutorials are available through the *¡VIVA! Supersite Plus: Workbook, Video Manual and Lab Manual* online site.

<https://www.vhlcentral.com/> This daily preparation is important for solid language learning as well as forming the basis for informed class preparation and understanding. You **must** register on *¡VIVA! Supersite Plus*, in order to complete online assignments, view and read important announcements and instructions.

To set up your account and register, please follow the link:

http://www.vhlcentral.com/section/249363/student_instructions

Other Useful Online Resources

Diccionario de la Real Academia de la Lengua Española

<http://www.rae.es/drae>

Diccionario español-inglés/inglés-español

<http://www.wordreference.com/>

COURSE DESCRIPTION

Spanish 110 is the last in a three-semester language sequence intended to help students achieve an intermediate low level of proficiency in the target language. It will cover chapters 11-16 of ¡Viva! Students will develop reading, writing, speaking, listening and comprehension skills, as well as broadening their cultural understanding of the Spanish-speaking world. The class is conducted entirely in Spanish.

Pre-requisites: Passing grade in Spanish 105 or placement by the Foreign Language Department. This course falls under the F3 category.

Course Objectives

The aim of the Introductory Spanish level program is to establish the basis of a life-long learning experience in the Spanish language, which will include the development of communicative skills and learning about the cultures of the Spanish-speaking world. The material of study is divided into three semesters (Spanish 100, 105 and 110). By the end of the program, students will have developed solid competencies in each of the five goal areas: communication, cultures, connections, comparisons, and communities. Main objectives include:

- Ability to comprehend and respond to basic conversational patterns
- Proficiency and knowledge of basic grammatical structures and terminologies
- Basic proficiency in reading and writing the language
- Knowledge of significant cultural practices and historical events from the Spanish-speaking world

SPECIFIC OUTCOMES FOR SPANISH 110:

- Talking about using technology and electronics
- Using common expressions on the telephone
- Talking about bus or car trouble
- Saying how far away things are
- Expressing surprise
- Offering assistance
- Talking about possessions
- Describing your house or apartment
- Talking about household chores
- Showing people around the house
- Telling people what to do
- Making polite requests
- Expressing attitudes toward events, actions, or states
- Talking about nature and the environment
- Expressing your beliefs and opinions about issues

- Giving advice to others
- Giving and receiving directions
- Discussing daily errands and city life
- Talking about health, well-being, and nutrition
- Talking about physical activities
- Talking about a hike
- Using courtesy expressions
- Differentiating between past tenses
- Talking about professions
- Preparing for a job interview
- Talking about future plans
- Reminiscing
- Expressing hopes and wishes

Time Commitment

Students are expected to dedicate *at least* two hours of work outside of class per hour of class, for a *minimum* total of 7 hrs./wk. You may need to spend more time than that to adequately prepare for class and complete assignments.

ATTENDANCE POLICY:

Faithful attendance is expected, since continuous practice is needed in order to learn a language. The learning of a language is a cumulative process, and it is not easy to make up for several missed classes.

Attendance:

- Just like playing an instrument or practicing a sport, language learning occurs best through active participation. Being present is the first step.
- You need to come to class and be on time. 0-3 absences will not be penalized, but may affect class performance. If you will miss class for a religious holiday, please let me know ahead of time so we can make arrangements for missed work.
- Every absence over three (3), for any reason, will result in a lowering of the final grade by one point for every additional absence. Exceptions may be granted only in extraordinary circumstances such as prolonged illness or family emergency; these situations may require additional documentation and are not automatically guaranteed. Travel plans are not considered extraordinary circumstances. The student would need to make arrangements to complete missed work.

- The Academic and Disability Support Office is authorized to send e-mails informing instructors that students have valid excuses for not attending classes. Please make sure you contact: Laurie M. Roth, M.Ed. Director of Academic and Disability Support, Moravian College, 610-861-1401, E-mail: rothl@moravian.edu. In cases of extended absences, you must definitely contact Mrs. Laurie Roth and the Dean's office. **Only if the Dean justifies extended absences, they will be excused .**
- Arriving late (10 mins or more) to class more than three times will equal one absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take the exam.
- It is the student's responsibility to complete assignments for missing classes. "I didn't do the homework because I was not in class" it's not an acceptable excuse! Please contact your instructor and/or a classmate to bring you up to speed.
- Students have the responsibility of keeping track of their own absences. **No reminders will be given!**
- **Don't forget** to turn off your cellular phone before coming to class. **If you insist in using your cellular (talking, texting, etc.) you will be asked to leave the classroom. This will result in an absence and a grade of 0 (zero) for that day.**

COURSE EVALUATION:

Exams

There will be a test after every chapter and a final oral exam. All **chapter tests** will be cumulative. Tests will include all or some of the following sections: vocabulary, contextualized grammar, listening, reading and comprehension, short answer/short essay questions, dialogues/interviews, and cultural topics.

Mid-Term

All students must give a group oral presentation in class. Topics must be related to issues in the Hispanic world. Students will have to work in groups of 4-5 students. Together they will select a topic and notify their instructor at least two weeks before presenting in class. All members of a group must participate in the research part of the project and be ready to present their topic in class the date assigned. NOTE: You must work as a team! One evaluation per group and one grade for all the members of the group. The presentation will be graded as follows: content/information, organization, vocabulary, grammar and mechanics, pronunciation and fluency, team work, completion of task, ability to motivate classmates to participate during question and answer sessions. REMEMBER! At the end of each presentation, group members must test their classmates by asking them to answer at least 5 analytical questions about their topic.

At the end of the presentations, groups must turn in **neatly typed** the questions and answers prepared for class discussion, an outline for the presentation, and a list of works consulted and cited during the research (when preparing your “works cited” page, please use the Modern Language Writing Style (MLA Style): <https://owl.english.purdue.edu/owl/resource/747/01/>

Duration of presentations: 10-12 minutes, including the session of questions and answers. Specific guidelines and grading criteria will be provided by instructor two weeks before the presentations. Power Point or any other software presentation programs are highly recommended. If your group decides to use a software presentation program or any other presentation graphics package, **please** save your presentation on a flash drive – it will save us a lot of time.

Compositions

Students will write 3 short compositions. Topics and instructions are on the *¡VIVA! Supersite Plus* Content – Activities - Grammar – Ampliación – *Escribir* section. The first draft will be written in class and revised by a writing workshop partner. Feedback will be provided by instructor. All final versions **must** be typed, double-spaced (min. 1-page long). Follow format for written work below. See Course calendar for due dates. **Please do not send it via e-mail**. Be aware that content, vocabulary, grammar, mechanics, organization and completeness of task will be graded. Rubric will be provided by your instructor in advance.

Homework

You **must** go to *¡VIVA! Supersite Plus* to access your homework assignment and view/read important instructions and announcements. A lot of your homework assignments must be completed online and scores will be collected by your instructor. Some online activities will be computer-graded and others will be instructor-graded. Instructor will also assign homework from textbook (readings, exercises, practices, etc.). Please check your ***Supersite Calendar*** and announcements regularly). Read instructions carefully and pay attention to deadlines.

FORMAT FOR WRITTEN WORK

*I will **not** accept work that does not follow these formats. This format applies to graded and non-graded writing assignments (example: typed compositions, written homework assignments, and any other in-class writing activity).*

Handwritten:

- Use smooth-edged paper (no spiral notebook tear-outs)
- Write NEATLY on every other line.
- Write QUESTIONS and answers. Answer in complete sentences unless otherwise directed.
- Clearly label each activity.

Typed:

- Use **12 pt** Times New Roman or Arial.
- Use **double** space.
- Write QUESTIONS and answers. Answer in complete sentences unless otherwise directed.
- Clearly label each activity.

Final Oral Exam

The final will be an individual oral presentation on Hispanic/Latino issues in the USA (example: politics, economy, literature, film, art, culture, education and other social issues). When selecting topics, students must consult with instructor at least two weeks before the day of their presentation. All students must research and present their selected topics in class. All students must submit an outline of their presentation and a list of works cited/works consulted the day of their presentation. The outline and list must be typed, double-spaced and they must follow the MLA style and format: <https://owl.english.purdue.edu/owl/resource/747/01/>. Topics for the group oral presentation (Mid-Term) and topics for the individual oral presentation (Final oral exam) **must be different**. Duration: 5 minutes (including a session for questions/answers and active discussion). Each student must prepare at least **5 analytical questions** for in-class discussion.

NOTE: Instructor will provide guidelines and grading criteria at least three weeks before presentations are due (see course calendar for dates). Be aware that content/information, grammar, mechanics, pronunciation/fluency, organization and completeness of task will be considered when grading this assignment. Power Point is recommended. **Please do not e-mail** power point presentations, outlines and list of works cited. **Save power point on flash drive.**

Final Written Exam

Students can write a research paper on the same topic of final individual oral presentation or a different topic (as long as it is related to the Hispanic world). This paper should be an in-depth analysis of the selected topic. Requirements: write a min. of 2 pages, type it and use double-space. MLA format is a must: <https://owl.english.purdue.edu/owl/resource/747/01/>

Note: You will be offered a final written exam exemption if: a) your oral presentation shows serious research/an in-depth study of the topic, b) you receive an A on your individual presentation, c) your overall grade before the final exams (oral and written) is 93% or higher.

Participation

Active participation in class is crucial for increasing conversational competence in Spanish. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and having completed all assigned homework. Simply being present and taking notes does not constitute active participation.

Active participation involves speaking and collaborating in paired and group activities, in-class

writing assignments, short oral presentations, doing on-line preparatory work, and volunteering answers in class discussions. **A positive attitude** is also expected and it makes a difference in your participation.

Participation should be in Spanish, even when speaking with another student. Chatting in English may be considered “negative participation” and will result in a very low participation grade. Speaking in Spanish, even when you make mistakes, get frustrated, or have trouble communicating, helps your brain learn how to learn Spanish. It’s like a sport or playing an instrument—practice is key. **The class participation grades will be assigned as follows:**

A= 95 or higher - Excellent participation (the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student has thoroughly prepared the reading and has done the necessary background research to understand the reading).

B= 85 - Good participation (the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared the reading and has done the necessary background research to understand the reading quite well).

C= 75 - Fair participation (the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared the reading, but has not done much necessary background research to understand the reading).

D= 65 - Poor participation (the student answers questions and offers very brief comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has a poor preparation of the reading and has not done the necessary background research to understand it).

F= 55 - Lack of participation (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers, as well as incorrect answers, show that the student has not done the reading or, if he/she has done it, it has been in a careless or incomplete way).

No attendance, no participation at all (when a student is not in class, he/she gets a 0 for that day regardless of the reason for that absence).

EXTRA CREDIT (to be added to total participation grade at the end of the semester): Students will have the opportunity to earn up to 5 points by participating in events approved by instructor. These extra credit events or activities will be announced in class. Students must **actively participate** in some of the following events/activities to receive credit:

The Spanish Club

I highly recommend that you attend the activities organized by the Spanish Club such as weekly meetings, movie screenings, restaurant visits and cultural trips. They are an excellent way to get involved in the language and the culture of the Spanish-speaking world.

Babel

Interested in poetry? I encourage you to write a poem in Spanish for *Babel*, the literary journal of the Department of Foreign Languages. For more information feel free to talk to me or send an email to Dr. Claudia Mesa at: mesac@moravian.edu

Note: *You can earn up to 2 extra points, if you attend and/or participate in at least 2 of the activities listed above.*

Hispanic Heritage Month Event: From September 15-Oct. 15, Moravian College will be celebrating the National Hispanic Heritage Month. You must attend at least 2 of the events listed on the attached Hispanic Heritage Month Event Calendar (see page 18 of this syllabus). *In order to receive 3 extra credit points you must write a 1-page summary about the events you attended and/or participated in. Be ready to discuss topics in class.*

POLICY ON LATE ASSIGNMENTS

As a general rule for this class late assignments will be penalized and make-up exams or other work will be given only in extremely unusual circumstances. **If accepted, all late work (including online homework) will lose 5% per day, starting the due date at the time of class.**

Spanish 110 Overall Grade Distribution:

Exams (6)	30%
Mid-Term (oral)	10%
Compositions (3)	15%
Final Written Exam	15%
Final Oral exam	10%
Class Participation	10%
Homework (includes online)	10%

Letter Grades

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

Note: Students are responsible for keeping track of their own progress. They can check their progress by accessing the *Supersite Plus Gradebook*. Grades are not curved!

ACADEMIC INTEGRITY: academic dishonesty, that is, **cheating** on tests and exams, and **plagiarism** (using another person's words and passing them off as your own) is a serious offense

and will be handled according to the Moravian policy on Academic Honesty (please, see the *Student Handbook*). In addition, be advised that improper use of the dictionary or use of online translating services for written assignments will result in a grade of zero. *Proper* use of your dictionary is 1) in reading assignments, looking up words in the Spanish-English part and 2) in writing assignments, looking up words in the English-Spanish part that you have learned but don't remember. **Your written work should never include any unfamiliar vocabulary or grammar.** Such work may be rejected. Homework **will** be graded and so must be done **independently**. **It is your responsibility to avoid dishonest behavior!**

For detailed information please see the Student Handbook:

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

DISABILITY STATEMENT:

“Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.”

CLASSROOM CIVILITY:

Each Moravian student is encouraged to help create an environment that promotes learning, dignity, and **mutual respect** for everyone. Just a reminder that normal courtesies are practiced in the classroom!

Classroom expectations. Students are expected to show respect for all present by

- arriving on time.
- not eating in class.
- turning off cell phones.
- not wearing hats that prevent eye contact.
- refraining from private conversations during class.
- taking care of bathroom needs before class so as not to disrupt class with coming and going.

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All class activities and presentations must be done in Spanish

The instructor reserves the right to modify this syllabus. You will be notified within a reasonable period of time.

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COURSE CALENDAR

You must go to <http://www.vhlcentral.com/> to access your *¡VIVA! Supersite Plus* account. On this Supersite, you can view the Supersite calendar, online assignments, due dates, and important announcements. *¡VIVA! Supersite Plus* will give you access to vText, grades, Workbook, Lab Manual, audio and video exercises, as well as extra tutorials and other helpful online resources.

Semana 1

Agosto 25 Introducción al curso

Homework for next class: Textbook - Study vocabulary pp. 240-241, 258, and Expresiones útiles p. 244. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

Agosto 27 Lección 11

In class: review homework. Práctica y conversación textbook pp. 242-243. Video: Fotonovela and actividades p. 244

Homework for next class: Textbook – reading p. 246, actividades ¿cierto o falso? p. 247, *preterite and imperfect* p. 248, do prácticas 1 and 2 p. 249 (use Supersite tutorial). **Go to Supersite** – Flash cultura video and activities

Agosto 29 Lección 11

In class: review grammar and homework, textbook – Actividades “¿Cómo te comunicas?” p. 247, *preterite and imperfect*, prácticas 3, 4, 5 p. 249.

Homework for next class: Textbook - Study *por and para* p. 250-251, do prácticas 1 p. 251 (use Supersite tutorial). Lectura pp. 256-257, do “después de leer” p. 257

Semana 2

Sept. 1 Lección 11

In class: review grammar and homework. Práctica y conversación: 2, 3, 4 p. 251. Be ready to discuss lectura (tira cómica).

Homework for next class: Textbook – *Stressed possessive adjectives and pronouns* pp. 252-253 (use Supersite tutorial), do práctica 1 p. 253.

Go to Supersite - Ampliación: Escuchar A and B. Prepare activity 4 “un paso más” textbook p. 255.

- Sept. 3 Lección 11
- In class:** Prácticas 2, 3 p. 253. Ampliación 2 “conversar” p. 254.
 “Escribir” p. 255: **Composition 1 (rough draft)**
- Supersite activities (Lesson 11) due**
- Homework:** Study for Exam 1 (**Lesson 11**)
- Sept. 5 **Exam 1**
- Semana 3**
- Sept. 8 **Homework for next class:** Textbook - Study vocabulary pp. 260-261, 280 and
 Expresiones útiles p. 264. **Go to Supersite** – ortografía, pronunciación,
 vocabulario, and audio activities
- Sept. 10 Lección 12: Hogar, dulce hogar
In class: review homework. Práctica y conversación pp. 262-263,
 Video: Fotonovela and actividades p. 265
- Homework for next class:** Textbook – reading p. 266, actividades ¿cierto o
 falso? p. 267, study *Usted and Ustedes commands* pp. 268-269, do práctica 1 p.
 269 (use Supersite tutorial). **Go to Supersite** – Flash cultura video and activities
- Sept. 12 Lección 12
In class: review grammar and homework, textbook – Actividad 2 “viviendas y
 tradiciones” p. 267. Práctica y conversación: 2, 3, 4, and 5 p. 269
- Homework for next class:** Textbook – study *the present subjunctive* pp. 270-
 272 (use Supersite tutorial)
- Semana 4**
- Sept. 15 Lección 12
In class: Subjunctive - Práctica y conversación: 1, 2, 3, 4 p. 273. Misc.
 subjunctive exercises. **Composition 1 (final version due)**
- Homework for next class:** Textbook – study *subjunctive with verbs of will and
 influence* p. 274 (use Supersite tutorial)
Go to Supersite - Ampliación: Escuchar A and B
 Prepare activity 4 “un paso más” textbook p. 277

- Sept. 17 Lección 12
In class: review grammar and homework. Práctica y conversación: 1, 2, 3, 4, 5 p. 275. Ampliación 2 “conversar” p. 276. “Escribir” p. 277: **Composition 2 (rough draft)**
Homework for next class: Textbook – Reading ¡Vivan los países hispanos! pp. 281-284, do actividad 1 ¿Cierto y Falso? p. 284 (use Supersite interactive map)
- Sept. 19 Lección 12
In class: Lecturas and actividades pp. 281-284. Discuss reading ¡Vivan los países hispanos! Go over actividad 1 and 2 p. 284. Additional reading pp. 278-279
Supersite activities (Lesson 12) due
Homework: Study for Exam 2 (**Lesson 12**)
- Semana 5**
- Sept. 22 **Exam 2**
Homework for next class: Textbook - Study vocabulary pp. 286-287, 304, and Expresiones útiles p. 290. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities
- Sept. 24 Lección 13: La naturaleza
In class: review homework, complete prácticas 3, 4, 5 pp. 288-289. Video: Fotonovela and actividades p. 290
Homework for next class: Textbook – reading p. 292, actividad 1 p. 293. Study *subjunctive with verbs of emotion* p. 294 (use Supersite tutorial). **Go to Supersite** – Flash cultura video and activities
- Sept. 26 Lección 13
In class: review grammar and homework, do actividad 2 “Maravillas de la naturaleza” p. 293. Subjuntivo - Práctica y conversación p. 295
Homework for next class: Textbook - study *subjunctive with doubt, disbelief, and denial* p. 296-297 (use Supersite tutorial), complete práctica 1 p. 297.
Composition 2 (final version due)

Semana 6

Sept. 29 Lección 13
In class: review grammar and homework. Subjunctive - Práctica y conversación p. 297

Homework for next class: Textbook - study *Subjunctive with conjunctions* p. 298, complete práctica 1 p. 299 (use Supersite tutorial)

Go to Supersite – Ampliación: Escuchar A and B
Prepare activity 4 “un paso más” textbook p. 301

Octubre 1 Mid-Term

Octubre 3 Mid-Term

Semana 7

Octubre 6 Lección 13
In class: review grammar and homework. Práctica y conversación p. 299
Ampliación “conversar” p. 300. “Escribir” p. 301: **Composition 3 (rough draft)**

Homework for next class: reading “el perro y el cocodrillo” pp. 302-303 (check Supersite for additional reading), do “Después de leer” p. 303

Octubre 8 Lección 13
In class: group/pair work and class discussion on reading assignments.

Supersite activities (Lesson 13) due

Homework: Study for Exam 3 (**Lesson 13**)

Octubre 10 **Exam 3**

Homework for next class: Textbook - Study vocabulary pp. 306-307, 324 and Expresiones útiles p. 310. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

Semana 8

Fall Recess: Oct. 11, Saturday, noon to Oct. 15, Wed., 7:30am

Octubre 15 Lección 14: En la ciudad
In class: review homework. Práctica y conversación pp. 308-309. Video: Fotonovela and actividades p. 310
Composition 3 (final version due)

Homework for next class: Textbook – reading p. 312, actividades ¿cierto o falso? and comparación p. 313, study *subjunctive in adjective clauses* p. 314 (use Supersite tutorial). **Go to Supersite** – Flash cultura video and activities

Octubre 17 Lección 14
In class: review grammar and homework. Práctica y conversación – subjunctive p. 315

Homework for next class: Textbook – Study *tú and nosotros commands* pp. 316-318 (use Supersite tutorial). Complete práctica 1 p. 317, práctica 1 p. 319

Semana 9

Octubre 20 Lección 14
In class: review grammar and homework. Práctica y conversación pp. 317, 319

Homework for next class: Textbook – reading “Esquina peligrosa” pp. 322-323, complete “Después de leer” p. 323. **Go to Supersite** – Ampliación A and B

Octubre 22 Lección 14
In class: review homework. “Escribir” p. 321. Reading and discussion

Homework for next class: Textbook – ¡Vivan los países hispanos! pp. 325-327, complete ¿Qué aprendiste? p. 328 (use Supersite interactive map)

Supersite activities (Lesson 14) due

Homework: Study for Exam 4 (Lesson 14)

Octubre 24 **Exam 4**

Homework for next class: Textbook – study vocabulary pp. 330-331, 348 Expresiones útiles p. 315. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

Semana 10

Octubre 27 Lección 15: El bienestar
In class: review homework. Práctica y conversación pp. 332-333. Video: Fotonovela and actividades p. 334

Homework for next class: Textbook – reading p. 336, actividades ¿cierto o falso? and “Para sentirse mejor” p. 337, study *Past participle used as adjectives*

p. 338 (use Supersite tutorial), do práctica 1 p. 339. **Go to Supersite** – Flash cultura video and activities

Octubre 29 Lección 15

In class: review grammar and homework. Práctica y conversación p. 339

Homework for next class: Textbook – Study *present perfect and past perfect* pp. 340, 342 (use Supersite tutorial). Complete práctica 1 p. 341, práctica 1 p. 343. **Go to Supersite** - Ampliación A and B

Octubre 31 Lección 15

In class: review grammar and homework. Práctica y conversación pp. 341 and 343. Conversar p. 344

Homework for next class: Textbook – reading “El viaje” pp. 346-347, “Después de leer” p. 347. Prepare “escribir” **or** “un paso más” p. 345

Last Day for Withdrawal with W is October 31

Semana 11

Nov. 3 Lección 15

In class: Review homework. Group/pair work and class discussion.

Supersite activities (Lesson 15) due

Homework: Study for Exam 5 (**Lesson 15**)

Nov. 5 **Exam 5**

Homework for next class: Textbook – study vocabulary pp. 350-351, 368 Expresiones útiles p. 354. **Go to Supersite** – ortografía, pronunciación, vocabulario, and audio activities

Nov. 7 Lección 16: El mundo del trabajo

In class: review homework. Práctica y conversación pp. 352-353. Video: Fotonovela and actividades p. 354-355

Homework for next class: Textbook – reading “beneficios en los empleos” p. 356, complete ¿cierto o falso? p. 357. **Go to Supersite** – Flash cultura video and activities

Semana 12

- Nov. 10 Lección 16
In class: review homework. Go over “lectura” and complete actividad 2 “Futuro laboral” p. 357. Group/pair work and class discussion.

Homework for next class: Textbook – study *the future tense* pp. 358-359 (use Supersite tutorial), complete práctica 1 p. 359
- Nov. 12 Lección 16
In class: review grammar and homework. Práctica y conversación 2, 3, 4, 5 p. 359

Homework for next class: Textbook – study *the conditional tense* pp. 360-361 (use Supersite tutorial), complete práctica 1 p. 361
- Nov. 14 Lección 16
In class: review grammar and homework. Práctica y conversación 2, 3, 4 p. 361

Homework for next class: Textbook – study *past subjunctive* pp. 362-363 (use Supersite tutorial). **Go to Supersite - Ampliación A and B**

Semana 13

- Nov. 17 Lección 16
In class: review grammar and homework. Práctica y conversación p. 363, “conversar” p. 364. “Escribir” p. 365

Homework for next class: Textbook – readings “Imaginación y destino” pp. 366-367, complete “Después de leer” p. 367. ¡Vivan los países hispanos! pp. 369-371, complete ¿Qué aprendiste? p. 372
- Nov. 19 Lección 16
In class: Group/ pair work and class discussion

Supersite activities (Lesson 16) due

Homework: Study for Exam 6 (**Lesson 16**)
- Nov. 21 **Exam 6 (oral)**

Semana 14

- Nov. 24 Preparación y consulta para examen final (oral and written)

Thanksgiving Recess: Tuesday, Nov. 25, 10pm to Monday, Dec. 1, 7:30am

Semana 15

Diciembre 1 Final Oral Exams

Diciembre 3 Final Oral Exams

Diciembre 5 Final Oral Exams

Semana 16

Final written exam: Wednesday, December 10, 8:30am

HISPANIC HERITAGE MONTH PROGRAM

Preparing our Society for 2043/Preparando Nuestra Sociedad para el 2043

Sunday, September 14th | 6:00 PM | Saal – Bahson Center (Seminary)

HHM Kickoff Dinner. *Enjoy live music, Latin cuisine, and fellowship! RSVP required. Additional information will be shared.*

Sponsored by Intercultural Advancement & Inclusion and the Spanish Club

Tuesday, September 23rd | 7:00 PM | HUB UBC Room

HHM Speaker: Moving Beyond Borders Dinner with Sarah White '11. *Ms. White will address us on the modern migration phenomenon from Mexico and Central America. Limited seating; RSVP required. Additional information will be shared.*

Sponsored by the History Department

Monday, September 29th | 7:00 PM | PPHAC 102

HHM Speaker: "Navigating in a Bilingual Job Market" with Jiwanda V. Gale-Rogers, MBA. *Ms. Gale-Rogers will help students explore and consider the many opportunities in the bilingual market.*

Sponsored by the Career Center, the Foreign Languages Department, Arts & Lectures Committee, and Intercultural Advancement & Inclusion

Sunday, October 4th | 8:45 AM | Meet at HUB; Travel to NYC

HHM Trip: Flamenco Dancing on Broadway & New York Red Bulls Soccer. *Join us for our second HHM excursion to NYC where we will spend time learning to Flamenco dance at a studio on Broadway, pass free time in Midtown, and catch the NY Red Bulls play a Major League Soccer game.*

Sponsored by Intercultural Advancement & Inclusion, International Studies, and the Spanish Club

Wednesday, October 8th | 7:00 PM | Foy Hall - Free and open to the public (Class participation in this program is highly encouraged)

HHM Keynote: Journalist Maria Hinojosa - "Preparing Our Society for 2043" (**"Preparando nuestra sociedad para el 2043"**). *Maria Hinojosa is a trailblazer in news and investigative journalism. Her over 25-year history reporting on critical issues and focusing on the changing cultural and political landscape in America and abroad have won her the highest levels of recognition in journalism, including: four Emmys; the 2012 John Chancellor Award for Excellence in Journalism; the Robert F. Kennedy Award for Reporting on the Disadvantaged, among other awards. Sponsored by Intercultural Advancement & Inclusion, the Arts & Lectures Committee, the Spanish Club, Cedar Crest College, DeSales University, Lafayette College, Lehigh University, and Muhlenberg College.*