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**MORAVIAN COLLEGE**  
**Department of Foreign Languages**  
**Spanish 125: Spanish for Heritage Speakers**  
**Fall 2014**

**Professor: Nilsa Lasso-von Lang**

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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 114, MW 8:55-10:05am**

**Textbook Required:**

Alonso-Lyrintzis and Zaslow. *Entre mundos: An Integrated Approach for the Native Speaker*, 2nd Edition. Pearson Education, 2004.

**Other Materials and Technical Requirements:**

*Instructor's Grammar Review and Lexicon Packet*, including practices and exercises (provided by your instructor). *TIPS: Studying and reviewing the following material will help you improve your writing skills and increase your vocabulary in Spanish:* conjunciones pp. 77-79, gentilicios y topónimos pp. 79-80, expresiones de transición pp. 111-112, sufijos pp. 113-115 y prefijos pp.147-148, los números pp. 126-129, cognados falsos pp. 145-146, verbos seguidos de preposición pp. 149-151, palabras compuestas pp. 158-159, verbos y expresiones para indicar cambios pp. 178-180, el lenguaje académico pp. 181-183, los anglicismos pp. 184-185 (don't forget to complete "prácticas" after reviewing each "léxico" section).

Some materials will be posted on Blackboard <http://blackboard.moravian.edu/>. Please go to Blackboard and enroll yourself in this course after our first meeting. **Note:** some assignments, instructions, announcements, outlines, grading criteria/guidelines, suggested topics for oral presentations/oral evaluations, useful links, and weekly progress reports will be on Blackboard.

**FREE Online Resources:**

Diccionario español-inglés/inglés-español

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

Diccionarios de sinónimos y antónimos

<http://tradu.scig.uniovi.es/sinon.cgi>

Verb Conjugation (quick reference)

<http://www.spanishdict.com/conjugation>

FREE Spanish Verb drills

<http://www.studyspanish.com/verbs/>

Supplementary online reading:

[http://conill.com/images/uploads/thinking/The\\_Hispanic\\_Influence\\_on\\_America.pdf](http://conill.com/images/uploads/thinking/The_Hispanic_Influence_on_America.pdf)

## **Course Description:**

This course is designed for heritage speakers of Spanish who aspire to improve their writing skills and further develop their knowledge of the Spanish language and culture. The course will offer a variety of engaging topics and readings, along with current cultural information on different Latin American countries. It will focus on spelling, accentuation, lexical development and grammar topics especially relevant to three groups of students: a) English dominant Spanish-speaking bilinguals who were born and educated in the United States; b) English dominant bilingual Spanish speakers who were raised in Spanish-speaking countries where they may have attended school for a short time, but who received most of their formal education in the United States; and c) Spanish dominant monolingual or bilingual English speakers who were educated in a Spanish speaking country.

## **Course Objectives:**

- Provide students with opportunities to sharpen and refine their academic language skills through fully contextualized, culture-rich practice that expands and reinforces the topics presented in the text.
- Help students understand potentially difficult areas, and clarify the confusion that results from learner use of Spanish and English.
- Provide students with a streamlined presentation that reflects the complex yet essential information related to the Spanish language and Hispanic culture in the U.S.
- Enhance students' ability to process the text, and support their discovery of meaning through writing.

## **Student Learning Outcomes:**

By the end of the semester, students should be able to:

- write critically, concisely, and clearly in Spanish
- read, understand, and analyze literary work and critical essays in Spanish
- explore the nature and potential of being heritage speakers
- explore the realities of Hispanics in the United States
- present abstract concepts that highlight current issues of universal interest

## **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.

## Course Requirements and Evaluation

### 1. Attendance

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.

- 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](mailto: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 minutes 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.**

## 2. Compositions

Students will write a total of **three compositions**. Topics, grading criteria, and specific guidelines will be provided by instructor. Each composition will be written twice: a first draft and a final version. The first draft will be written outside of class and revised by a writing workshop partner and by instructor in class (a workshop review sheet and instructor's comments will be provided). Students will have the opportunity to edit the final version before the due date (see “**calendario del curso**” for due dates). All final versions must be typed and double-spaced (min. 2-3 pages long). Your compositions are due at the beginning of class and **may not be sent via e-mail**. Be aware that content, vocabulary, grammar, mechanics, organization and completeness of task will be graded.

## 3. Mid-Term: Group Oral Presentation

Students **must** do the following:

- Work in groups of 4-5 students
- Select a topic and present it in class (see list of suggested topics at the end of this syllabus)
- Seek advice from instructor when selecting their topic (guidelines will be provided by instructor)
- Turn in an outline of the presentation and a list of works consulted and cited (must follow MLA style and format: <https://owl.english.purdue.edu/owl/resource/747/01/>).
- Turn in (neatly typed) questions and answers for class discussion

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, completeness of task, and ability to motivate classmates to participate during question/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 the 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: 10-15 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. **Please do not e-mail** power point presentations, outlines and list of works cited.

**4. Portfolio:** All students must keep a portfolio which should be divided into three sections:

**Section I: Journals (Diarios)**

Each student must keep a journal (each journal must be 1 page long and must be written outside of class \_ see course calendar for due dates and topics).

**Section II: Personal Dictionary.** Keep a personal dictionary of new Spanish words, phrases and correct word usage. Write one sentence (in Spanish) with each word and phrase and/or write synonyms in Spanish.

**Section III: Homework.** All students **must prepare** exercises from the textbook *Entre Mundos*, the *Instructor's Grammar Review and Lexicon Packet*, topics for discussions, readings, questionnaires, and any additional homework assigned by instructor (see “**calendario del curso**” for due dates).

**NOTE:** All homework assignments, journals, and the personal dictionary must be organized by date and placed in this portfolio. It will be collected and graded on **Wednesday, November 19**. Total points: 50pts. (15% of final grade) *full credit, half credit or no credit*, depending on the quality and completeness of task.

**5. Final 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. The day of the presentation, all students must submit an outline of their presentation and a list of works cited/works consulted. The outline and list must be typed, double-spaced. Students 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 exam) **must be different**. Duration: 5-8 minutes (including a session for questions/answers and active discussion). Each student must prepare at least **5 analytical questions** for in-class discussion.

Be aware that content/information, grammar, mechanics, pronunciation/fluency, organization, completeness of task, and ability to motivate classmates will be considered when grading this assignment. 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 you decide to use a software presentation program (example: Power Point) or any other presentation graphics package, **please** save your presentation on a flash drive – it will save us a lot of time. **Please do not e-mail** power point presentations, outlines and list of works cited.

## 6. Participation

Students are expected to come to class having prepared all materials assigned. In class, students **must participate actively** speaking in group/pair activities and class discussions.

### **Active Participation in class will be graded 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 prepared, completed and understood the assignment).

**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 and understood the assignment).

**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 or attempted to complete the assignment, but doesn't seem to understand it).

**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 lack of interest and/or a poor preparation).

**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 completed the assignment or, if he/she has done it, it has been in a careless or incomplete way).

**EXTRA CREDIT** (to be added to total participation grade at the end of the semester): Students will have the opportunity to earn up to 10 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](mailto: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.*

**Organized Visits to High Schools:** Give a brief presentation and interact with High School students, especially AP students. *You can earn 3 extra pts., if you actively participate in our Liberty HS visit and presentation.*

**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 16 of this syllabus). *In order to receive 5 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 (place your summary in your portfolio – homework section).*

## **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, late work will lose 5 points per day, starting at the time of class.

### **Final Course Grade**

Compositions (3)	30%
Participation	20%
Oral Presentation	15%
Portfolio	15%
Final	20%

### **Letter Grades**

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

Note: A weekly student progress report will be available on Blackboard.  
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*). **DO NOT** use online or any other translating services. **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 during class that promotes learning, dignity, and **mutual respect** for everyone. Just a reminder that normal courtesies are practiced in the classroom!

*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

**Textbook: Entre mundos = EM**

**Instructor's Grammar Review and Lexicon Packet = GRL**

**Journal = Diario**

### **Agosto:**

- 25 Introducción al curso. Vamos a Conocernos: Actividades 2, 3, 4, 6, 8, 10, 11 pp. 2, 5, 6, 8 EM. Note: use the list of adjectives in Actividad 5 p. 4

**Tarea para la próxima clase:** ¿Qué significa ser hispano? Actividades: 1, 2, 3, 4 pp. 17-18 EM. Lectura pp. 7-8 EM. El poder de las palabras p. 13 EM

Lectura pp. 19- 21 EM

In class: Uses of “gustar” and verbs like “gustar”

<http://www.studyspanish.com/lessons/gustar.htm>

- 27 Discusión sobre actividades y lecturas asignadas. Review present tense; *ser* and *estar*, adjectives and prepositions pp. 11-18 GRL. Verb “gustar”

Journal (*Diario*) 1: Reflexionar sobre su personalidad y la de otros que Ud. conoce

**Tarea para la próxima clase:** Go online and find the most up-to-date information about the following: la población hispana en los EE.UU y el futuro del español en los EE.UU., la importancia del español y el bilingüismo en los EE.UU. (Be ready to discuss these topics in class)

Estudiar estructura de la oración en español (see instructor's handout), Ortografía y puntuación pp. 19-21 GRL. Calcos y cognados falsos pp. 12, 25-27 EM, pp. 145-146 GRL.

### **Septiembre:**

- 1 Estructura de la oración en español. Actividades y prácticas: Ortografía y puntuación pp. 19-21 GRL. Calcos y cognados falsos pp. 12, 25-27 EM, pp. 145-146 GRL.

Analizar y descubrir pp. 33-36. Discusión de temas investigados y sus experiencias como hispanos en los EE.UU.

Journal 3: A favor o en contra del bilingüismo (see Actividad 20 EM)

- 3 Reeves Libray Session (we will meet at the library)

Journal 2: Escribir sobre lo que para Ud. significa ser hispano y sobre sus experiencias como hispano en los Estados Unidos.

**Tarea para el 10 de sept.:** Ortografía y puntuación pp. 53-57, 88-91 GRL. Más reglas de silabeo, acentuación, sílaba tónica, puntuación y el poder de las palabras pp. 37-40, las mayúsculas p. 42 EM

8 Presentaciones en Liberty HS. “My experiences as an incoming freshman and my opportunities at Moravian College”

10 Más sobre ortografía, puntuación y reglas de acentuación en español  
La acentuación de monosílabos: Actividades 9, 11, 12, 13 pp. 63-67 EM

Journal 4: Identificar sus metas a corto y largo plazo y hacer un plan para alcanzarlas (see Actividad 20 p. 55 EM for instructions)

**Tarea para la próxima clase:** Todos somos diferentes. “Balada de los dos abuelos”  
Actividad 18 pp.53-54 EM. Estudiar “*ser, estar, haber, hacer, ir y venir*” y expresiones de tiempo pp. 42-45 GRL

15 Análisis de “Balada...” Ampliar el vocab. “*ser, estar, haber, hacer, ir y venir*” y expresiones de tiempo pp. 42-45 GRL

**Traer borrador de Composición 1: “Mi personalidad”.** See Actividad 22 p. 15 EM

Journal 5: Reflexione sobre la discriminación: ¿Qué es para Ud.? ¿Cómo se manifiesta? ¿Cuáles son los grupos más discriminados en los EE.UU.? (use present tenses and “palabras de transición” in box p. 55 EM)

**Tarea para la próxima clase:** El poder de las palabras: Actividad 13 p.51. Manos a la obra: Actividades 14 y 15 p.52 EM. Hacer Actividad 11 p. 50. Estudiar: Narrating in the past and Adjectival relative clauses pp. 46-52 GRL

17 Practices - Narrating in the past and Adjectival relative clauses pp. 46-52 GRL. Practice with “Balada de los dos abuelos” – narrating in the past.

Journal 6: Escriba sobre sus dos abuelos (see Actividad 19 p. 55 EM)

**Tarea para la próxima clase:** La familia. Actividades 1 y 2 p. 57 EM. Estudiar pronombres demostrativos p. 63 EM. Passive constructions pp. 81-84 GRL

22 Actividades: Pronombres demostrativos p. 63 EM. Passive constructions pp. 81-84 GRL

Journal 7: Escribir sobre su familia y la importancia que la familia tiene para Ud. Incluir algunas tradiciones y valores en su familia. **Composición 1 final version due**

**Tarea para la próxima clase:** Estudiar the future and the conditional pp. 85-86 GRL.  
Hacer prácticas 1 and 3 p. 87

- 24 Futuro y condicional. Be prepared to discuss “Mis planes del futuro”  
Más actividades: estructura del español (handouts)

Journal 8: Escribir sobre sus planes del futuro y que haría sino pudiera realizar sus sueños del futuro.

**Tarea para la próxima semana:** Lectura pp. 74-81 EM. El poder de las palabras:  
Actividad 14 p. 86 EM

- 29 Repasar pretérito e imperfecto pp. 46-48 GRL  
Pretérito e Imperfecto: Actividades 7, 8, 9, 10, 11, 13 pp. 81-83, 85 EM

Journal 9: Escriba sobre sus experiencias en la escuela secundaria y cómo lo influyeron sus maestros (use pretérito e imperfecto). Use “palabras de enlace” in box p. 105 EM.

Consulta e investigaciones para presentaciones en grupo

**Tarea:** Asistir a la presentación de Mrs. Gale-Rogers, Monday, September 29th | 7:00 PM | PPHAC 102. HHM Speaker: "Navigating in a Bilingual Job Market"

## October

- 1 Mid-Term: Presentaciones en grupos
- 6 Discusión en clase sobre la presentación de Gale-Rogers

**Borrador de Composición 2 due: Narre los eventos más importantes de su niñez** (see Actividad 9 p. 82 EM – use “palabras de transición” in box of p. 88 EM)

**Tarea para la próxima clase:** Las comunidades hispanas en los Estados Unidos.  
Actividades 1, 2 p. 90 EM. El poder de las palabras: Actividad 19 p. 103 EM.  
Lectura pp. 92 – 98, Actividades 7 p. 98, Actividad 24 p. 106  
Article: <http://articles.latimes.com/2011/mar/24/nation/la-na-census-hispanic-20110325>

- 8 Discusión: Lectura y artículos de la tarea. Analizar y descubrir: “Tú and Usted”  
Actividades 8, 9, 11, 12 pp. 98-100 EM

Journal 10: Describa la comunidad en la que creció (use Actividad 6 p. 92 EM).

**Tarea para la próxima clase:** La comunidad mexicana en los Estados Unidos. Leer Exploraciones p. 156 EM. Investigar sobre la historia de la inmigración mexicana a los EE.UU. Actividad 1.e. and Actividad 2, 3, 4 (no audio available, do research and give correct answers) pp. 156-157 EM.

**REMINDER! 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").**

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

- 15      Discusión sobre temas de tarea. Actividades 6, 7, 8, 12, 14 pp. 166, 167, 169, 172 EM  
Película: Introducción a *La misma luna*

Journal 11: Escribir sobre los efectos de los indocumentados en la economía estadounidense y reflexionar sobre sus sentimientos acerca de la inmigración

Leer "Para escribir mejor" in box pp. 172-173 EM

### **Composición 2 final version due**

**Tarea para la próxima clase:** Las comunidades puertorriqueñas, cubanoamericanas e hispanos de otros orígenes en los EE.UU. Investigar sobre la historia de la inmigración puertorriqueña y la cubana a los EE.UU. Actividades 2, 3 p. 175-176 and Actividades 2, 3 pp. 190-191 EM (no audio available, do research and give correct answers).  
Actividad 1.e and 1.g p. 175 y Actividad 1.e p. 190 EM

- 20      Discusión sobre temas de tarea. Actividades 5, 6, 7, 10, 11, 12, 13 pp. 182, 183, 185, 186 EM. Actividades 6, 7, 9 pp. 200-202 EM

Película: *La misma luna (continuación...)*

Journal 12: Reflexionar sobre la importancia de nuestra identidad cultural (see actividad 15 p. 187 EM)

**Tarea para la próxima clase:** Los estudios y las profesiones. Actividades 1, 2, 4, 5 pp. 108-110 EM. El poder de las palabras Actividades 13, 14 pp. 118-119 EM  
Estudiar el subjuntivo pp. 116-118 GRL

- 22      El subjuntivo, Actividades 6, 7, 8, 11, 12, 15, 16, 17 pp. 113-115, 117, 119 EM

Película: *La misma luna (continuación...)*

Journal 13: Analizar sus hábitos de estudio y recomendar buenos hábitos de estudios a sus compañeros de clase

**Tarea para la próxima clase:** Actividades 1, 2, 3, 4 pp. 123-124 EM  
Estudiar subjuntivo pp. 119-121 GRL (hacer prácticas)  
El poder de las palabras Actividad 16 p. 132-133 EM

27 Actividades 10, 11, 13, 14, 15 pp. 128-134 EM. Go over Subjunctive practices GRL.

Película: *La misma luna*. Temas de conversación (see instructor's outline).

Journal 14: Ud. es consejero universitario: ¿Qué consejos le da a un estudiante que busca empleo? use Actividad 18 p. 134 EM as a reference. (you must use present subjunctive)

**Tarea para la próxima clase:** El mundo de hoy.  
Actividades 1, 2, 3, 4 (no audio available, read poem) pp. 138-141 EM.  
Actividad 10 pp. 151-152. "El poder de las palabras" and "Manos a la obra" pp. 152-153 EM

29 Película: *La misma luna (final)*. Temas de conversación (see instructor's outline). Dar sugerencias, consejos y/o recomendaciones al personaje central de la película (use subjuntivo)

Journal 15: read "Para escribir mejor." Select and write about **one** of the following activities: 12, 13 **or** 14 and pp. 153-154 EM

**Tarea para la próxima clase:** La violencia y la delincuencia.  
Actividades 1, 4 pp. 208-209 EM  
Lectura y actividad 5 pp. 210-213 EM

## Noviembre:

3 Discusión sobre lectura asignada. Actividades 6 p. 213-214. Nota and actividades 8, 9, 10 pp. 216-217 EM. "El poder de las palabras" Actividad 12 pp. 217-218 EM

**Borrador composición 3 due. To write this composition, please select actividad 16 or 17 pp. 205, 206 EM (see helpful vocab. "para escribir mejor" on p. 206)**

Journal 16: Reflexionar sobre la violencia en nuestra sociedad y sobre cómo nos afecta. (use "actividad 15" p. 219 as a reference for this journal. To help you organize your ideas, please read "Para escribir mejor" on p. 220).

**Tarea para la próxima clase:** La violencia y la delincuencia (continuación)  
Actividades 1, 3 pp. 259 EM  
Lectura pp. 261-265 EM

- 5 Discusión sobre lectura asignada. Actividades 8, 9, 10, 11 pp. 265-266 EM. More subjunctive

Journal 17: Actitud y/o experiencia desagradable en su vida: ¿Cómo hubiera podido evitarse esta situación desagradable? ¿Qué habría hecho diferente? (use pluscuamperfect subjunctive and conditional perfect – see chart on p. 118 GRL)

**Tarea para la próxima clase:** Las clases sociales y género-sexo  
Actividades 1, 2 p. 222 EM. “Manos a la obra” actividad 17, 18 pp. 242-243 EM

- 10 Bring Journal 17 to class. Discusión sobre temas asignados. Actividades 8, 9, 13, 14, 15 pp. 237-238, 240-241 EM. Infinitives and participles pp. 122-125 GRL

**NOTE:** By Nov. 10, all students **must have** a topic and an outline for their final oral presentation.

Journal 18: Select and write about **one** of the topics in section “En su diario” p. 224 EM

**Tarea para la próxima clase:** La libertad de expresión  
Actividades 1, 2 (no audio available, go online and find complete poem) EM  
Estudiar reflexive verbs and pronouns <http://www.spanishdict.com/topics/show/85> and other uses of “se” pp. 152- 154 GRL

- 12 Discusión sobre el tema asignado y análisis del poema. Actividades 7, 8, 9, 10, 11, 13 pp. 252-256 EM. Reflexive verbs and pronouns <http://www.spanishdict.com/topics/show/85> and other uses of “se” pp. 152- 154 GRL. Actividad escrita: “mi rutina diaria.”

Journal 19: Investigar y reflexionar sobre eventos ocurridos en países hispanos (use as a reference actividad 14 p. 257 EM)

### **Composición 3 final version due**

**Tarea para la próxima clase:** Culturas en contacto. Actividades 1, 2, 3 pp. 270-271 EM  
Lectura pp. 273-279 EM. Estudiar “Si clauses” pp. 155-157, Verbal periphrases and modal verbs pp. 186-189 GRL

- 17 Discusión sobre lectura asignada. Actividades 8, 9, 10 pp. 279-280.  
Usar “Si clauses,” verbal periphrases and modal verbs pp. 186-189 GRL  
¡A escribir! “Si Ud. fuera el presidente de los EE.UU., qué soluciones presentaría para resolver el problema de inmigración ilegal?”

Journal 20: Select and write about **one** of the topics in section “En su diario” p. 273 EM

**Tarea:** completar y organizar el portfolio

19 Consultas e investigación para presentaciones individuales  
**Entregar portafolios**

24 Consultas e investigación para presentaciones individuales

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

**Diciembre:**

1 Presentaciones individuales

3 Presentaciones individuales

**Group Oral Presentation- List of Suggested Topics (you can add to the list):**

1. El origen del español y su importancia en el mundo de hoy
2. Cultura española y sus contribuciones al Nuevo Mundo
3. Contribución/influencias de la cultura hispana en la cultura anglosajona (EE.UU.)
4. Importancia del español en el mundo o importancia del español en los Estados Unidos
5. La importancia del español en mi futura profesión/carrera
6. La inmigración hispana en los Estados Unidos
7. Oportunidades en el mercado de trabajo para las personas bilingües
8. ¿?

## 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.*