

# MORAVIAN COLLEGE

## DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

### Spanish 110B: Introductory Spanish III

Fall 2015

**Professor: Vanessa Ceia**

**Phone: (610) 861-1494**

**Office: Comenius 404**

**Email: [ceiav@moravian.edu](mailto:ceiav@moravian.edu)**

**Office hours: Mondays and Wednesdays 11:35 a.m.-12:35 p.m., and by appointment – 15 minute appointments can be made via Google Calendar here: <http://bit.ly/1Vc1VwZ>**

**Class Time and Classroom: MWF 1:10-2:20 p.m., C105**

### TEXTBOOK REQUIRED

Please note that this course requires online access: only purchase books that include the technology access and codes. It is more economical to purchase the value packages. You have the following two purchase options:

#### ***OPTION 1***

This package includes a traditional copy of the *Viva* textbook. It can be purchased at the Moravian College Bookstore or directly at <http://vistahigherlearning.com/students/store/>

José Blanco and Philip Redwine Donley. *¡Viva! Primer curso de lengua española*. Third Edition. Boston, Massachusetts: Vista Higher Learning, 2015.

Viva 3e SE+SSPlus(vTxt) + wSAM, ISBN 978-1-62680-028-1

#### ***OPTION 2***

This is an E-package for those students who don't want to buy (or use) a copy/paperback textbook or for those students who prefer to rent or buy used textbooks.

Viva 3e SSPlus(vTxt) + wSAM Code (36M), ISBN 978-1-62680-008-3

This code can be purchased by clicking on the following link:

<http://vistahigherlearning.com/students/store/spanish-programs/viva-3rd-edition.html>

(Click on “Codes & other materials” tab and select ISBN 978-1-62680-008-3.

**ATTENTION!** Returning students do not need to buy any of the packages above. They can continue using their Viva textbook and Supersite account from last semester.

#### **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 for creating a foundation for informed class preparation and understanding. You must

register on *¡VIVA! Supersite Plus* and enroll in this course in order to complete online assignments and view and read important announcements and instructions.

To set up your account, register, and enroll in this course, please click on the following link and read the instructions for “New Students” and/or “Returning Students.”

[https://www.vhlcentral.com/section/350460/student\\_instructions?instructor=1](https://www.vhlcentral.com/section/350460/student_instructions?instructor=1)

### **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.

### **Course Objectives**

The aim of the Introductory Spanish level program is for students to establish a strong foundation for continued studies and life-long experiences in Spanish. This includes developing your communicative skills and learning about the cultures of the Spanish-speaking world. The program is divided into three semesters (Spanish 100, 105 and 110). By the end of the program, students will have developed solid competencies five target areas: communication, cultures, connections, comparisons, and communities. Main objectives include developing:

- An 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
- A knowledge of significant cultural practices and historical events from the Spanish-speaking world

### **Specific Course Outcomes**

- Discussing how to use technology and electronics
- Using common expressions on the telephone
- Talking about bus or car trouble
- Explaining distances/how close or far away things are
- Expressing surprise
- Offering assistance

- Talking about possessions
- Describing your house or apartment
- Discussing household chores
- Showing people around the house
- Telling people what to do
- Making polite requests
- Expressing attitudes toward events, actions, or states
- Discussing nature and the environment
- Expressing your beliefs and opinions about common issues
- Giving advice to others
- Giving and receiving directions
- Discussing daily errands and city life
- Discussing health, well-being, and nutrition
- Discussing physical activities
- Talking about a hike and other activities
- Using expressions of courtesy
- Differentiating between past tenses
- Discussing professions
- Preparing for a job interview
- Discussing future plans
- Reminiscing about the past
- 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 hours/week. You may need to spend more time than this to adequately prepare for class and complete assignments. Practice makes perfect!

### **ATTENDANCE POLICY**

Attendance is expected and fundamental to your success in this course because sustained and repeated practice and immersion is necessary to learn a new language. Language learning is a cumulative process, and it is not easy to make up for several missed classes. The more hours you spend listening to, speaking, and working in Spanish, the more natural the language will become for you.

### **Attendance:**

- Language learning develops best through active participation. Being present is the first step.

- You must attend and arrive on time to class. 0-3 absences will not be penalized, but may affect class performance. If you will be absent in observance of a religious holiday, please let me know in advance so that 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 emergencies; 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 of students with valid reasons for not attending two or more consecutive days of class. You may contact them by calling [610-861-1401](tel:610-861-1401) or by sending an email to [disabilitysupport@moravian.edu](mailto:disabilitysupport@moravian.edu). Only if the Academic & Disability Support Office justifies extended absences, will they 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 missed classes. "I didn't do the homework because I was not in class" is not an acceptable excuse. Please contact your instructor and/or a classmate to bring you up to speed on missed work.
- Students are responsible for keeping track of their own absences.
- Please turn off your cell phones before coming to class. If you insist on using your phone (talking, texting, etc.) during class, 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. 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/short interviews, and cultural topics.

### **Mid-Term Oral Presentation**

All students must give a group oral presentation in class. Topics must be related to issues in the Hispanic world. Students will work in groups of 4-5 students. Together they will select and notify their instructor of their topic at least two weeks prior to presenting it in class. All members of a group must participate in the research component of the project and be ready to present their topic in class on the assigned date. NOTE: You must work as a team. There will be one evaluation per group and one grade for all members of the group. The presentation will be graded as follows: content/information, organization, vocabulary, grammar and mechanics, pronunciation and fluency, completion of task, teamwork, and ability to motivate classmates to participate during question/answer sessions. Remember that 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 the—typed—questions and answers prepared for class discussion, an outline of the presentation, and a list of works consulted and cited in their 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 Q&A session at the end. The specific guidelines and evaluation criteria will be shared with students two weeks prior to their presentation. PowerPoint, Prezi, and any other use of technology are highly recommended. Please consult with your instructor about implementing technology and digital tools into your presentation if you are unsure of what to do.

### **Compositions or Writing Assignments**

Students will write three short papers. Topics, guidelines, and instructions are posted 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. Your instructor will provide feedback. All final versions must be typed, double-spaced (min. 1-2 page long). Follow the format for written work below and refer to the Course Calendar for due dates. Please do not submit it via e-mail. Be aware that content, vocabulary, grammar, mechanics, organization and completeness of task will be graded. Your instructor will provide a grading rubric in advance.

### **Homework**

You must use *¡VIVA! Supersite Plus* to access your online homework assignment and view/read important instructions and announcements. Many of your homework assignments can only be completed online and your instructor will collect scores for these. Some online activities will be computer-graded and others will be instructor-graded. Homework from textbook (readings, exercises, practices, etc.) will also be assigned. Please review both your *Supersite Calendar* and Course Calendar. Read the instructions carefully and make note of deadlines.

## **FORMAT FOR WRITTEN WORK**

This format applies to graded and non-graded writing assignments (example: typed compositions, written homework assignments, and other in-class writing activities).

**Handwritten:**

- Use smooth-edged paper (no spiral notebook tear-outs)
- Write neatly and clearly 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 a topic, students must consult with their instructor at least two weeks prior to the date of their presentation. All students must research and present their selected topics in class. On the date of the presentations, 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, and 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, completeness of task, and ability to motivate classmates will be considered when grading this assignment. The use of PowerPoint, Prezi, and other digital tools are recommended. Feel free to consult your instructor about how to implement technology into your presentation if you are unsure of what to do.

**Final Written Exam**

Students are welcome to write a research paper on the topic of their final individual oral presentation or on a different topic of their choosing (as long as it is related to the Hispanic world). This paper should be an in-depth analysis of the selected topic. Requirements: min. 2 pages, typed and double-spaced. 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 individual oral presentation shows serious research and in-depth study of the topic, b) your overall grade before the final exams (oral and written) is 93% or higher.*

## **Class 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 for that day. 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 will (positively!) affect your participation grade.

Participation should be in Spanish, even when speaking with another student. Chatting in English will 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 grasp the language. As with playing a sport or musical instrument, practice is key. **Class participation grades will be assigned as follows:**

A = 95 or higher - Excellent participation. The student answers questions and offers interesting comments without need for the professor or debate leader to call on him/her. The student’s comments and answers demonstrate that the student has thoroughly prepared the readings and done the necessary background research and homework for class.

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. His/her comments and answers demonstrate that the student has prepared and done the necessary research, readings, and homework to understand class material quite well.

C = 75 - Fair participation. The student answers questions and offers comments only when called on by the professor or debate leader. The student’s comments and answers demonstrate that the he/she has prepared readings and homework for class, but has not done much necessary background research and work to understand the material.

D = 65 - Poor participation. The student answers questions and offers very brief comments only called on by the professor or debate leader. The student’s comments and answers demonstrate that the student has poorly prepared her readings for class and has not done the necessary background research and homework to understand the material.

F = 55 - Lack of participation. The student does not answer questions and does not offer any comments in the class or group discussion. The student’s lack of comments and answers, as well as his/her consistently incorrect answers demonstrate that the student has not prepared for class or has done so in a careless or incomplete way.

**No attendance = No participation.** When not in class, the student will receive a 0 for participation that day regardless of the reason for absence

**Extra credit** (to be added to total 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 and 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)

**Hispanic Heritage Month Events (HHM)** – please see program on the last page of this syllabus.

### **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 offered only in extraordinary circumstances. **If accepted, all late work (including online homework) will lose 5% per day, as of 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**

<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: Students are responsible for keeping track of their own progress. They can check their progress by accessing the *Supersite Plus Gradebook*.

**ACADEMIC INTEGRITY**

Academic dishonesty is a serious offense and will not be tolerated. Cases of academic dishonesty will be handled according to the **Moravian policy on Academic Honesty**. Cheating will result in a grade of zero for that assignment or a failing grade in the course. You will also be reported to the Dean of Students and “a copy of the record [will remain] in the Division of Student Affairs until the student completes the degree or certification program.” Also, please note that, “When writing creative or research papers in a foreign language, students *may not use electronic translation services*. Utilizing such tools without express permission of the instructor constitutes plagiarism (using another person’s words and passing them off as your own). The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is permissible at the discretion of professors in the Department of Foreign Languages.”

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 should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

**ACADEMIC SUPPORT CENTER**

The Academic Support Center houses Disability Support and Greyhound Tutoring on the first floor of Monocacy Hall and can be reached at [610-861-1401](tel:610-861-1401). Greyhound Tutoring provides course-specific tutors to Moravian students, free of charge. If you would like to work with a Greyhound Tutor to boost your academic success, please request a tutor through <http://bit.ly/NeedTutorMC> (case-sensitive). Plan ahead! It takes 2-3 business days to connect you with a tutor.

Please email Dana Wilson ([wilsond@moravian.edu](mailto:wilsond@moravian.edu)), Tutor Coordinator, for more information about tutoring. Please email Laurie Roth ([rothl@moravian.edu](mailto:rothl@moravian.edu)), Director of Academic and Disability Support, for more information about disability support.

## CLASSROOM CIVILITY

Each Moravian student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone. Common courtesy is practiced in the classroom.

### Classroom expectations

Students are expected to show respect for their instructor and classmates 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
- Using the bathroom before class so as not to disrupt the class and activities in session

-----\*-----

*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.*

## COURSE CALENDAR

You must go to <http://www.vhlcentral.com/> to access your *¡VIVA! Supersite Plus* account. On this Supersite, you may 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

31 de agosto 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

2 de sept. 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

4 de sept. Lección 11

**In class:** review grammar and homework, textbook – Actividades “¿Cómo te comunicas?” p. 247, *preterite and imperfect*. Práctica y Conversación.

**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

7 de sept. Lección 11

**In class:** review grammar and homework. Práctica y conversación. 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  
Prepare activity 4 “un paso más” textbook p. 255.

9 de sept. Lección 11

**In class:** Prácticas 2, 3 p. 253. Ampliación 2 “conversar” p. 254.  
Writing workshop: “Escribir” p. 255: **Composition 1 (rough draft)**

11 de sept. **Supersite activities (Lesson 11) due**

**Homework:** Study for Exam 1 (**Lesson 11**)

## Semana 3

14 de sept. **Exam 1 (on Supersite)**

**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

16 de sept. Lección 12: Hogar, dulce hogar

**In class:** review homework. Práctica y Conversación.

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

18 de sept. Lección 12

**In class:** review grammar and homework, textbook – Actividad 2 “viviendas y tradiciones” p. 267. Práctica y Conversación.

**Homework for next class:** Textbook – study *the present subjunctive* pp. 270-272 (use Supersite tutorial)

#### Semana 4

21 de sept. Lección 12

**In class:** Subjunctive - Práctica y Conversación. **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  
Prepare activity 4 “un paso más” textbook p. 277

23 de sept. Lección 12

**In class:** review grammar and homework. Práctica y Conversación.

Ampliación 2 “Conversar” p. 276.

Writing Workshop: “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)

25 de sept. 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

28 de sept. **Exam 2 (on Supersite)**

**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

30 de sept. 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

2 de octubre 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**

5 de octubre Lección 13  
**In class:** review grammar and homework. Subjunctive - Práctica y Conversación p. 297

**Homework for next class (October 14):** Textbook - study *Subjunctive with conjunctions* p. 298, complete práctica 1 p. 299 (use Supersite tutorial)

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

7 de octubre Mid-Term (group presentations)

9 de octubre Mid-Term (group presentations)

**Fall Recess: Saturday, noon, October 10 to Wednesday, 7:30a.m., October 14**

#### **Semana 7**

14 de octubre Lección 13

**In class:** Práctica y Conversación p. 299, Ampliación “conversar” p. 300 (to be done outside of class)

**Homework for next class:** reading “el perro y el cocodrillo” pp. 302-303, do “Después de leer” p. 303

16 de octubre Lección 13

**In class:** group/pair work and class discussion on reading assignments. Writing Workshop: “Escribir” p. 301: **Composition 3 (rough draft)**

**Supersite activities (Lesson 13) due**

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

## Semana 8

19 de octubre **Exam 3 (on Supersite)**

**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

21 de octubre 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

23 de octubre 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

26 de octubre 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. ¡Vivan los países hispanos! pp. 325-327, complete ¿Qué aprendiste? p. 328 (use Supersite interactive map)  
**Go to Supersite** – Ampliación A

28 de octubre Lección 14

**In class:** review homework. “Escribir” p. 321. Reading and discussion

**Supersite activities (Lesson 14) due**

**Homework:** Study for Exam 4 (**Lesson 14**)

30 de octubre **Exam 4 (on Supersite)**

**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**

2 de nov. Lección 15: El bienestar

**\*\*\*NO CLASS (to complete at home, during scheduled class):** Review vocabulary and Expresiones útiles. 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

4 de nov. 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

6 de nov. 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

## Semana 11

9 de nov. Lección 15  
**In class:** Review homework. Group/pair work and class discussion.

### **Supersite activities (Lesson 15) due**

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

11 de nov. **Exam 5 (on Supersite)**

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

13 de nov. 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 – Read “beneficios en los empleos” p. 356,  
complete ¿cierto o falso? p. 357; study *the future tense* pp. 358-359 (use  
Supersite tutorial) and complete práctica 1 p. 359. **Go to Supersite** – Flash  
cultura video and activities

## Semana 12

16 de nov. Lección 16  
**In class:** Review homework and grammar. Go over “lectura” and complete  
actividad 2 “Futuro laboral” p. 357. Práctica y Conversación 2, 3, 4, 5 p. 359.  
Group/pair work and class discussion.

**Homework for next class:** Textbook – study *the conditional tense* pp. 360-361  
(use Supersite tutorial), complete práctica 1 p. 361

18 de nov. 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), read “Imaginación y destino” pp. 366-367, complete “Después  
de leer” p. 367. ¡Vivan los países hispanos! pp. 369-371, and ¿Qué aprendiste? p.  
372. **Go to Supersite** - Ampliación A

20 de nov. Lección 16



**In class:** review grammar and homework. Práctica y Conversación p. 363, “conversar” p. 364. “Escribir” p. 365; Group/ pair work and class discussion

**Supersite activities (Lesson 16) due**

**Homework for next class:** Study for Exam 6 (Lesson 16)

**Semana 13**

23 de nov. Lección 16

**Exam 6 (on Supersite)**

**Thanksgiving Recess: Tuesday, November 24, 10:00 p.m. to Monday, November 30, 7:30 a.m.**

**Semana 14**

30 de nov. Repaso y preparación para examen final (select topic)

2 de dic. Repaso y preparación para examen final (project development)

4 de dic. Repaso y preparación para examen final (final preparation)

**Semana 15**

7 de dic. Final Oral Exam

9 de dic. Final Oral Exam / Writing Workshop for Final Paper

11 de dic. Final Oral Exam / Writing Workshop for Final Paper or Extra Credit Activity

**\*\*\*Final written exam is due on the day and time of your scheduled final: Monday, December 14, 1:30pm (please leave your final paper in the pocket of my office door by then)**

**Hispanic Heritage Month Program 2015**

**Mexican Independence Day Festival in Philadelphia on Sunday, September 13<sup>th</sup> at 11am:** *Take a road trip to the Mexican Independence Day Festival in Philadelphia to celebrate Mexican independence with music, food, dancing, and more. Discover traditional arts and*

*crafts, dance with Mexican rock bands and enjoy face painting and giveaways during the popular event at Penn's Landing. Advanced sign-up at HUB desk is required.*

**The Latino Student Union presents "Code Switching: English + Spanish = Spanglish" on Thursday, September 17<sup>th</sup> at 4pm in the Laros Room.** *What is it like to live in two cultural worlds and when would one know it is time to switch? Join us for a though-provoking discussion about the cultural and linguistic phenomenon known as "code-switching."*

**Hispanic Heritage Month Community Dinner on Sunday, September 20<sup>th</sup> at 5pm:** *Celebrate the month with food, music, and fellowship in the Saal Bahnson Center. Registration for the dinner is required; a registration link will be sent by email on September 7<sup>th</sup>.*

**Sonia Nazario, HHM Keynote Speaker on Monday, September 28<sup>th</sup> at 7pm in Prosser Auditorium:** *Sonia Nazario, author of "Enrique's Journey," will be our keynote speaker. Ms. Nazario's national bestselling book recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States.*

**The Spanish Club presents "Hungry for Heritage" on Monday, October 5<sup>th</sup> at 3pm** at Dean Hunt's house (1132 Main Street - directly across from the Hall of Science). *Sign-up in advance at any Spanish Club meeting on Mondays at 3pm in the HUB. Bring a dish to "Hungry for Heritage" and share and discuss the cultural heritage of the cuisine.*

**"Moving Beyond Borders" by Sarah White '11 on Thursday, October 8<sup>th</sup> at 7pm in the UBC Room** - *Sarah will join us for an intimate dinner in which she will analyze and combat stereotypes on immigration based on her research and time spent on the border between the United States and Mexico. Registration for the dinner is required; a registration link will be sent by email on September 21<sup>st</sup>.*

*Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact Intercultural Advancement at [hunt@moravian.edu](mailto:hunt@moravian.edu) prior to the event.*