



## MayTerm SPAN2302: Intermediate Spanish

Too much homework, too many classes at the same time during the semester, If this is your situation, May Term is a great solution for you:

- ✓ The structure of the course is intense and personalized.
- ✓ It is cheaper.
- ✓ Smaller class size.
- ✓ UC: Second Language, Global Engagement and Individuals, Institutions and Cultures I

SPAN2302: Intermediate Spanish is course designed to improve communicative abilities in Spanish. We will watch short films and use media to our advantage- to see how real Spanish speakers use the concepts we learn. You will be immersed in Spanish Language and because it is over a very short period of time, you will not have time to forget, you will have a complete view and understanding of the language and the structures needed to communicate in Spanish.

SPAN2302 May 14<sup>th</sup> to 29<sup>th</sup>

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Southern Methodist University  
Department of World Languages and Literatures

May 2015

**SPAN 2302: Intermediate Spanish II**

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**DR. SUSANA SOLERA ADOBOE:**

Susana Fernández Solera Adoboe was born in Madrid, Spain. She studied Psychology at Universidad Complutense de Madrid where she got her doctorate in Psycholinguistics.

She performed research on syntactic processing and the processes of language comprehension, on a grant from the Spanish Ministry of Education, (“Programa para la Formación del Personal Investigador”). She worked on multidisciplinary teams in the Cognitive Science Center, University of Edinburgh, and department of Psychology and department of Portuguese and Spanish at the University of Massachusetts.

She began teaching at the University of Massachusetts, in 2000. During that tenure she also taught Grammar and Beginning Spanish at Amherst College. In 2006 she joined the staff at the foreign languages and literatures department at SMU where she teaches the following courses:

- Conversation and Composition in Peninsular Spanish
- Cultural Dialogues: Spain
- Advanced Spanish Grammar
- Intermediate Spanish
- Beginning Spanish

She is currently the Spanish First Year Coordinator.

***I Course Content:***

*This course is designed for students who have completed SPAN 2401 (or equivalent) and are comfortable expressing the seven communicative functions (i.e. describing, comparing, reacting and recommending, narrating, discussing likes and dislikes, creating hypotheses, and talking about the future). The goal of the course is to continue to move the students toward fluency, with a greater focus on development of written expression. At the core of the course is significant vocabulary expansion and increased grammatical accuracy. Although attention is devoted to listening, reading and speaking, the course emphasizes development of writing skills.*

## ***II Student Learning Outcomes for Second Language Proficiency:***

<b>Listening</b>	Students will demonstrate ability to understand the main facts and some supporting details of short narrative and descriptive speech on familiar topics.
<b>Speaking</b>	Students will demonstrate ability to converse effectively when dealing with familiar tasks and social situations. They can narrate and describe in a variety of time frames using connected discourse of paragraph length.
<b>Reading</b>	Students will demonstrate ability to understand the main facts and some supporting details of short narrative and descriptive texts on familiar topics.
<b>Writing</b>	Students will demonstrate ability to narrate and describe in a variety of time frames using connected discourse of paragraph length.

### ***Student Learning Outcomes for Individuals, Institutions and Cultures Level 1:***

- 1. Students will be able to identify the types of interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences.*
- 2. Students will be able to summarize basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences.*

### ***Student Learning Outcomes for Global Engagement:***

Students will be able to demonstrate an understanding of the material culture, underlying values, beliefs, or practices that are central to the culture(s) being visited or studied.

## ***III Course Materials:***

### **Textbook:**

Connect Plus with LearnSmart (with digital WBLM) Access Card for *Punto y aparte*, 5<sup>th</sup> ed. Sharon W. Forester and Anne Lambright. 2014. New York, NY: McGraw-Hill (instructor will provide details). Your Connect Plus account includes an electronic textbook. If you wish to purchase a hard copy of the book in addition to the Connect Plus access card, you can do so. Your Connect Plus access card entitles you to purchase a loose-leaf copy of the textbook from the publisher

### **Supplemental Materials:**

A good two-directional Spanish/English dictionary is recommended. Dictionaries published by Oxford and Larousse are some examples, as is the online dictionary *Word Reference* (wordreference.com).

#### ***IV Course Objectives:***

	<b>Upon completion of the semester a successful student...</b>
<b>Vocabulary</b>	will have acquired a more diverse and elaborate vocabulary pertaining to authentic social contexts and cultural situations. S/he will have intensified strategies for inference of meaning and will have the ability to express himself/herself without referencing English (synonyms, antonyms, definitions).
<b>Grammar</b>	will have acquired the structures necessary to form and use the seven communicative functions (i.e. describing, comparing, reacting and recommending, narrating, discussing likes and dislikes, creating hypotheses, and talking about the future) with significantly improved grammatical accuracy and complexity.
<b>Culture</b>	will be able to express his/her sensitivity toward and appreciation of various aspects of Spanish-speaking cultures through comparisons and contrasts. S/he will be able to express a critical view of a certain cultural or social aspect of the Spanish-speaking world.
<b>Listening</b>	will display more accuracy in his/her comprehension in general and will improve his/her ability to understand authentic materials (film, radio, etc.).
<b>Speaking</b>	will be able to engage in extended discourse and substantially elaborate a topic. S/he will have achieved a better flow and his/her speech will be relatively spontaneous and cohesive through the usage of transitions and connectors. Pronunciation errors will have been significantly reduced.
<b>Reading</b>	will be able to read relatively complex texts from a variety of genres (literary, journalistic, historical, etc.) by means of developing reading strategies such as deciphering the words based on context, relating them to the words they know (words families), and visualizing the content of the text.
<b>Writing</b>	will be able to independently produce a well-structured essay that incorporates a critical point of view and a well-developed thesis and argument, with topics pertaining to social and cultural issues as the basis.

#### ***V Course Assessment:***

<b>Course Components</b>	<b>%</b>
Connect (online workbook)	5
Vocabulary & Grammar Quizzes	5
<i>Final cultural quiz</i>	5
Participation/preparation and other homework assignments	5
Exam 1 (Ch. 4)	15
Exam 2 (Ch. 5)	15
Oral Interview	5
Interactive Cultural Presentation	5
Composition: Report	5
Composition: Argumentative Essay	10
<i>Composition: Reaction Essay</i>	10
Final Exam (Ch. 4, Ch. 5 and Ch. 6)	15
<b>TOTAL</b>	<b>100</b>

**Grading Scale:**

Outstanding work receives an A; outstanding work far exceeds what is expected (superior).

A = 93-100                      A- = 90-92

Excellent work receives a B; excellent work exceeds what is expected (above average).

B+ = 87-89                      B = 83-86                      B- = 80-82

Good work receives a C; good work basically meets expectations (average).

C+ = 77-79                      C = 73-76                      C- = 70-72

Acceptable work receives a D; acceptable work is not particularly good, but is not failing (below average).

D+ = 67-69                      D = 63-66                      D- = 60-62

Unacceptable work receives an F; unacceptable work demonstrates poor effort and/or understanding (failing).

F = 59 and below

***VI Description of Course Components:*****1) Connect:**

*Connect* is the online workbook. Your instructor will provide you with a course code that is unique to your section of SPAN 2303 and will provide you with instructions for registering for SPAN 2302 on Connect. If you did not purchase an access card from the bookstore, your instructor will provide you with instructions for purchasing your access code online at the same time that he/she provides you the course code for your section of SPAN 2302.

Connect assignments are due at 11:59pm on the due date indicated. Late submissions will not be accepted. It is your responsibility to keep track of the due dates and submit the assignments on time.

**2) Vocabulary & Grammar Quizzes (Pruebas de gramática y vocabulario):**

Grammar and vocabulary quizzes are built into the syllabus. These quizzes will be approximately 10-20 minutes in length. In addition, your instructor may give pop quizzes at his/her discretion.

**3) Final cultural quiz:**

The final cultural quiz will be done toward the end of the semester and will test your knowledge of the cultural material discussed throughout the semester. It will cover cultural content from all six chapters of the textbook, including: historical information, cultural issues raised, art & music, etc... These questions may take the form of short-answer, multiple-choice, true-false, or identifications.

**4) Participation, Preparation & Other homework assignments (i.e. non-Connect):**

*Participation* means that the student will actively contribute to class and group discussions both by asking and by answering questions. It also means that s/he will willingly engage in class activities and that s/he will use the language of the course, i.e. Spanish (used by both the instructor

and the classmates). Active, thoughtful and informed participation is expected at each class meeting. Participation also implies that the student will not engage in behavior that is considered disruptive or discourteous to the instructor and/or the classmates, which includes the use of a cell phone during class, using a computer during class for any purpose other than the assigned task, leaving during class to go to the bathroom or get a drink of water, and arriving to class late or departing early. Engaging in any of these behaviors will result in a loss of participation points.

*Preparation* implies that the student will have read the reading assignment, written homework and completed any other pertinent assignment in advance of the day it will be discussed in class. Students are expected to devote at least 2 hours of studying and preparation before each class meeting. If you are unable to participate in a class discussion or in-group activities because you have not prepared for class, your preparation/participation grade may be affected. Quizzes (announced or unannounced) may be given periodically to gauge your preparation. It is at the instructor's discretion whether to include such quizzes in the "Quizzes" category or the "Preparation" category.

An assignment is given for each class day in the attached schedule in the column labeled "Assignments". Your instructors may add to or modify the assignments in the column by announcing it in class &/or emailing it. If you are absent for any reason, it is your responsibility to become informed of any changes in the assignment, to obtain any notes, and to be fully prepared for the following class. Absence does not excuse you from being prepared for class. Your instructors will collect assignments at their discretion and count them as part of your preparation grade at their discretion.

Although no grade will be given for physical *attendance* per se, all students are expected to attend class regularly in order to fully benefit from this course. Three hours of absence (three class meetings) will be overlooked regardless of the reason. Every additional hour of absence, both excused or unexcused, will result in a 2% reduction of the student's final grade. If more than 7 hours of class time are missed, the student will be administratively dropped or assigned an F for the course. In addition, three tardies will count as one hour of absence. Finally, it is the student's responsibility to keep track of his/her own absences to avoid failing the course. The student is also responsible for obtaining any notes and/or assignments from the days that s/he was absent (regardless of whether excused or unexcused). Note that, while three hours of absence are overlooked from the perspective of attendance, the student is NOT entitled to make up quizzes or homework missed on those days unless the absence is excused (see "Make-ups and Late Work" below).

The student is responsible for obtaining any notes and/or assignments from the days that s/he was absent (regardless of whether excused or unexcused).

Quizzes, either announced or unannounced may be given periodically to gauge your preparation.

## 5) Exams:

- **Exams:** There will be two exams over the course of the semester. Exam #1 will cover Chapters 1 & 2. Exam #2 will cover Chapters 3 & 4. These exams will focus on vocabulary, grammar, listening comprehension, and culture. They will contain material from the textbook and other assigned materials, as well as from class discussions.
- **Final Exam:** The final exam is cumulative (i.e. it covers all the material covered throughout the semester, i.e. Chapters 1-6.). It will test listening comprehension, vocabulary, grammar, reading comprehension, writing and culture. The final exam will be administered as specified in the official University examination schedule. The students are strongly advised

to consult the final examination schedule prior to making any travel arrangements. If the student makes travel arrangements prior to determining the final exam schedule and has to miss the exam, s/he will receive a grade of zero for that work. The instructor does not have the obligation to accommodate cases like these.

*Note:* The use of anything but a pen, pencil and eraser is not allowed on any of the afore-described exams (this includes but is not limited to cell phones, tablets, laptops, etc.)

**6) Oral Interview:** There will be one graded oral interview during the semester, which will be conducted with a native Spanish speaker from the Dallas community. During this oral interview, which has to be video recorded and turned in to the instructor, the student has to demonstrate his/her speaking skills, knowledge of vocabulary and the ability to integrate the seven communicative functions. More importantly, this activity has to clearly reflect the student's ability to negotiate meaning in Spanish (genuinely interact with the interlocutor, spontaneously react to his/her statements or questions, ask for clarification, elaborate on an answer, etc). The instructor will provide additional information and guidelines during the semester. The duration of this activity is a minimum of 8-10 minutes of meaningful exchange between the interviewer and the interviewee.

**7) Interactive Cultural Presentation:** Each student will be assigned a topic pertaining to a cultural aspect of the Spanish-speaking world. The student will be responsible for researching this topic and presenting it to the class on the assigned day. Student presentations will be spread out over the course of the semester. Students must use some type of multimedia aids (power point, prezi, music, etc.), but those should not be abused since one of the goals of this task is to evaluate the student's oral expression. The visuals can only contain names of people and places (do not read them). The duration of this activity is a minimum of 5 minutes per student with additional 10-11 minutes of a brief question and answer session to follow. The cultural presentation will be graded on the criteria including but not limited to organization, audience involvement (the ability to attract the attention of the audience and engage with it), content (synthesis, analysis) and expression (clarity, vocabulary, grammar, fluency).

**8) Compositions:** Over the course of the semester there will be three graded in-class compositions consisting of a minimum of 300 words each. The composition topics will be assigned by the instructor and the student must make sure that each composition includes topic appropriate grammar and new vocabulary as appropriate. Each composition has to be coherent and well articulated with transitions and connectors adequate for this level. For all three compositions the student has to write the original and the revised version, as the final grade for a composition will be based on both elements. The revision must incorporate the instructor's feedback and abide by the formatting requirements listed in the *Miscellaneous* section of this syllabus.

- *Report:* The report is a writing assignment linked to the cultural presentations. By adopting the style of a news reporter, the student will elaborate in writing on a topic that incorporates information from his/her presentation as well as presentations of other students.
- *Argumentative Essay:* In this writing assignment the student will independently construct an elaborate thesis with supporting paragraphs (introduction, development, conclusion, etc.) and defend his point a view on a topic provided by the instructor.
- *Reaction Essay:* The reaction essay is a writing assignment in which students will give their personal reaction to a cultural issue that was raised during the course, and discuss how their views on this topic have changed &/or been reinforced based on what they learned during the semester. In the essay, students must summarize the key issues, as well as the arguments

on both (or all) sides of the issue, present relevant data, and explain the cultural, political and social effects of the issue. Possible cultural topics for this essay include, but are not limited to: immigration; globalization and its effects on indigenous populations in Latin America; human rights issues throughout the Spanish-speaking world; the Mexican Revolution; the Spanish Civil War; and the “Guerras Sucias” in the Southern Cone.

### ***VII Academic Dishonesty:***

According to University regulations and the SMU Honor Code, dishonesty in connection with any university activity constitutes misconduct for which students may be subject to administrative action or disciplinary penalties. Cheating, plagiarism, or knowingly furnishing false information are examples of dishonesty.

Instances of cheating include, but are not limited to: handing in work done by someone else as your own (in paper or electronic form), handing in writing samples in Spanish that have been translated or edited by someone else or processed through a language translator, copying from websites, assisting others in cheating, failing to cite sources, etc.

While in this course collaboration on assignments is encouraged, individual work must be demonstrated. This means that all written assignments as well as other types of assignments must be the original work of the student turning them in. Any work that is either partially or fully copied, plagiarized or that is the result of academic dishonesty will result in a grade zero for that work.

***VIII Disability Accommodations:*** Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. The student may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, the student should then schedule an appointment with the instructor to make appropriate arrangements.

### ***IX Miscellanea:***

a) **Placement Test Results:** After taking the placement test at SMU, every student must print out his/her results and turn the placement test results in to her Spanish instructor the first day of class. The printout should indicate the date and time you took the test, your score and the level in which you placed. The instructor will use the results to make sure the student is accurately placed. The instructor has the right to disallow you from taking class if she does not have your results.

b) **Make-ups and Late Work:** Make-up exams will be allowed and late work accepted only and exclusively in the event of documented excused absences. Written proof of an excused absence must be submitted immediately upon return to class in the event of an illness or prior to a class missed due to religious observance or extracurricular activity. If the student is absent on the day of the quiz or when any other assignment is due, s/he will receive a grade of zero on that work unless the absence is excused. Assignments turned in at the end of the class or after class will also be treated as late work and will not be accepted unless adequate documentation is provided.

### ***c) Excused Absences:***

*Health:* Verification of medical illness and request for an excused absence from class will be handled in one of two ways. A physician or staff member from health/counseling and testing will provide either (1) a hand-written note on a Health Center prescription form, or (2) a signed letter written on Health Center stationery. Excused medical absences shall have specific dates or time periods indicated. Encounter forms, walk-out statements, and the form titled “Explanatory Statement for Absence from Class” verify a student’s visit to the Health Center but do not indicate



an excused medical absence.

*Religious Observance:* Religiously observant students wishing to be absent on holidays that require missing class should notify their instructors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

*University Extracurricular Activities:* Absences related to an officially sanctioned, scheduled University extracurricular activity need to be verified by an Academic Compliance form signed by your coach or activity sponsor. You will be given the opportunity to make up class assignments or other graded assignments missed as a result of your participation, but it is your responsibility to make arrangements with your instructor prior to any missed scheduled examination or other missed assignment for making up the work.

**d) Formatting Requirements for Typed Assignments.** Some assignments will be required to be typed. This includes composition revision and other assignments specified by your instructor. For typed assignments, the following formatting requirements must be followed:

- word-processed including accent marks and other special characters,
- double-spaced,
- one-inch margins on all sides,
- 12 point font (Times, Times New Roman),
- length (where applicable, predetermined by the instructor),
- stapled (where applicable)
- clean, white paper

When typing is required, handwritten assignments will not be accepted under any circumstances. A deduction of points will be applied to written assignments that do not comply with the aforementioned requirements.

**e) Disputing Grades and Regrading:** All grade disputes are to be made in writing. A student has until one week after receiving his/her grade to dispute the grade in writing. When disputing a grade, you should state the dispute, and the number of points you feel you should have received for the question. Please note that when you ask for a question to be regraded, the entire assignment may be regraded, and there is a possibility of losing points. In the same vein, students should keep all course material that has been returned to them until the end of the semester. This includes but is not limited to homework assignments and journals. In cases of suspected plagiarism all material the student has handed in during the semester may be subject to review. Inability to produce these materials in the case of a review may result in a lowering of the student's grade for the course.

**f) The Importance and Significance of the Syllabus:** It is of utmost importance that you keep a copy of the syllabus handy throughout the semester. Thoroughly acquaint yourself with its contents and refer to it frequently, since it contains all the essential information related to this course and many helpful hints that will ensure your success in this course.

**X Course Calendar <sup>1</sup>:**

(assignments subject to change)

Date	Day	Time	Class Topic	Chapter	Assignment Due
5/14	Th	10-11	Introducción al curso Cara a cara	Para empezar	
		11-12	Puntos clave: Descripción y comparación  Puntos clave: Narración en el pasado  Gramática: Pretérito, imperfecto, presente y pasado perfecto, pasado de subjuntivo	Para empezar	pp.7-9
		1-2	Puntos clave: Reacción y recomendación  Gramática: presente y pasado de subjuntivo  <small>Last day to enroll, add courses or drop courses without grade record.</small>	Para empezar	pp.10, 229, 231
		2-3	Puntos clave: Hablar de los gustos  Gramática: objetos indirectos; verbos como <i>gustar</i>	Para empezar	pp.11, 239, 240B
5/15	F	10-11	Puntos clave: Hacer hipótesis y Hablar del futuro	Para empezar	pp.10-114
		11-12	<i>Capítulo 1: Perspectivas</i> Percepciones e impresiones  Diálogo / Vocabulario (pp.16-23)	1	p.18B p.21B & C  <b>Connect: Preliminar due by 11:59pm</b>
		1-2	Puntos clave -- Descripción y comparación (pp.25-31)  Hablando del tema (p.33)  <small>Last day to request excused absence for the observance of a religious holiday</small>	1	pp.25-26 Paso 1 & 2
		2-3	Lugares fascinantes: España (Barcelona; Sevilla; Toledo; Bilbao) (pp.34-36)	1	p.36 A & B

<sup>1</sup> The instructor reserves the right to make modifications (deletions or additions) to the syllabus as s/he deems necessary. Changes will be announced in class &/or email through Blackboard.

Date	Day	Time	Class Topic	Chapter	Assignment Due
5/18	M	10-11	Un artista hispano: Santiago Calatrava (pp.37-38) La música española (p.39) Un evento histórico: La Guerra Civil española (p.40)	1	p.40 Actividad
		11-12	Lectura: <i>Salvador Dalí: La novela de su vida</i> (pp.41-44) Repaso	1	p.43A p.44B <b>Connect Ch.1 due by 11:59pm</b>
		1-2	<i>Capítulo 2: Conexiones</i> Nuestras raíces  Diálogo / Vocabulario (pp.47-54)	2	p.49B & C p.51A
		2-3	Puntos clave – Narración en el pasado (pp.56-61)  Hablando del tema (p.63)	2	p.56
5/19	T	10-11	<b>Composition: Report</b>		Prepare for in-class composition
		11-12	Lugares fascinantes: El Caribe (La Habana, Cuba; San Pedro de Macorís, República Dominicana; El Viejo San Juan, Puerto Rico; Mérida, Venezuela) (pp.64-68)	2	p.67A
		1-2	Un artista hispano: Gustavo Dudamel (pp.69-70) La música caribeña (p.71) Un evento histórico: La Revolución cubana (p.72)	2	p.69A p.72A <b>Connect Ch.2 due by 11:59pm</b>
		2-3	Lectura: <i>Entrevista: Junot Díaz</i> (pp.73-79)  Repaso	2	p.77A
5/20	W	10-11	<b>Examen #1 (Cap. 1-2)</b>		Study for the exam
		11-12	<i>Capítulo 3: Pasiones y sentimientos:</i> Las relaciones humanas  Diálogo / Vocabulario (pp.82--90)	3	p.84B & C p.88 Paso 2
		1-2	Puntos clave – Reacciones y recomendaciones (pp.92-98)  Hablando del tema (p.99)	3	pp.92-93 A & B p.229 p.231 A & B

Date	Day	Time	Class Topic	Chapter	Assignment Due
		2-3	Lugares fascinantes: México (Guanajuato; México D.F.; Yucatán; Oaxaca) (pp.100-103)	3	pp.102-103 A & B
5/21	Th	10-11	Un artista hispano: José Guadalupe Posada (pp.104-105) La música mexicana (p.106) Un evento histórico: La Revolución mexicana (p.107)	3	p.104A p.106A p.107 Comprensión
		11-12	Lectura: <i>Peregrina</i> (pp.108-113) Repaso	3	p.112 A & B
		1-2	<i>Capítulo 4: La vida moderna:</i> Las obligaciones y el tiempo libre  Diálogo / Vocabulario (pp.116--122)	4	p.118 B & C p.120A Paso 1 <b>Connect Ch.3 due by 11:59pm</b>
		2-3	Puntos clave – Hablar de los gustos y las opiniones (pp.124-131)  Hablando del tema (p.133)	4	p.124, 126
5/22	F	10-11	Lugares fascinantes: El Cono Sur (La Patagonia, Argentina; El Observatorio Paranal, Chile; Montevideo, Uruguay; Las Cataratas del Iguazú) (pp.134-137)	4	p.136A
		11-12	Una artista hispana: Maitena Burundarena (pp.138-139) La música del Cono Sur (p.140) Un evento histórico: Las “guerras sucias” y el terrorismo estatal en el Cono Sur (p.141)	4	p.138A p.140A p.141 Actividad
		1-2	<b>Composition: Argumentative Essay</b>		Prepare for in-class composition
		2-3	Lectura: <i>Camila Vallejo “Me gustan Evo Morales y Correa”</i> (pp.143-146)  Repaso	4	p.145A <b>Connect Ch.4 due by 11:59pm</b>
5/26	T	10-11	<b>Examen #2 (Cap. 3 &amp; 4)</b>		Study for exam
		11-12	<i>Capítulo 5: El mundo actual:</i> Participación cívica y acción global  Diálogo / Vocabulario (pp.149--156)	5	p.151 B & C

Date	Day	Time	Class Topic	Chapter	Assignment Due
5/26	T	1-2	Puntos clave – Hacer hipótesis (pp.157-162) Hablando del tema (p.164) Last day to drop a course.	5	p.157 p.242 A & B
		2-3	Lugares fascinantes: La región andina (Cuzco y Machu Picchu, Perú; Cartagena, Colombia; Las Islas Galápagos, Ecuador; La Paz, Bolivia) (pp. 165-168)	5	p.167A
5/27	W	10-11	Un artista hispano: Jorge Miyagui (pp.168-169) La música andina (p.170) Un evento histórico: Sendero Luminoso (p.171)	5	p.169A & B p.170A p.171Comprensión
		11-12	Lectura: “ <i>Por un dólar invertido en un niño, diecisiete de retorno</i> ” (pp.172-176) Repaso	5	p.175A <b>Connect Ch.5 due by 11:59pm</b>
		1-2	<i>Capítulo 6: Hacia el porvenir:</i> Nuestro futuro en un mundo globalizado  Diálogo / Vocabulario (pp.179--186)	6	p.181 B & C
		2-3	Puntos clave – Hablar del futuro (pp.188-194)  Hablando del tema (p.196)	6	p.188 p.245
5/28	Th	10-11	Lugares fascinantes: Centroamérica (Panamá; Ruinas mayas en Guatemala, Honduras y El Salvador; Nicaragua; Costa Rica) (pp.197-199)	6	p.199A
		11-12	<b>Composition: Reaction</b>		Prepare for the in-class portion of the composition <b>Oral interview due by midnight</b>
		1-2	Unas artistas hispanas: Las indias kunas de Panamá y sus molas (p.200) La música centroamericana (p.201) Un evento histórico: La Revolución sandinista (p.202)	6	p.200B p.201A p.202 Comprensión <b>Connect Ch.6 due by 11:59pm</b>
		2-3	<b>Culture quiz</b>		Prepare for the culture quiz

Date	Day	Time	Class Topic	Chapter	Assignment Due
5/29	F	10-11	Lectura: <i>Uno no escoge</i> (pp.203-205) Repaso	6	p.204 A & B
		11-12	Repaso para el examen final Last day of instruction.		Revised reaction composition due on Blackboard by 5:00pm
		1-2	<b>Final Exam</b>		
		2-3	<b>Final Exam</b>		