SPAN 231 “Intermediate Spanish I” (3 credits) meets three times a week in 50-minute segments, or twice a week in 75 minute segments for 15 weeks, and also meets for a 2-hour final examination. Online delivery contains extensive written content as well as audio-visual presentations and exercises that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Both formats require students to participate in daily listening, reading, and grammar exercises, in addition to practicing their conversation skills. They are expected to take regular written and/or verbal quizzes and chapter tests and are assessed for their active participation using the Spanish language. A significant portion of their grade comes from daily homework activities. A student can expect to spend at least 6 hours each week preparing outside of classroom hours.

REQUIRED TEXTBOOK:

Conectados by Marinelli/Fajardo plus access to iLrn Heinle Learning Center


Program Learning Outcomes: This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes: Over the course of SPA 131, 132, and 231, students will acquire the following:

1. Communication Skills: Communicate in Spanish, both in person and via technology, within the following modes:

   Interpretive communication (reading, listening/viewing):
   - Derive meaning from messages and texts using listening, reading and viewing strategies
   - Comprehend and interpret information in authentic messages and
informational texts

**Interpersonal Communication** (speaking, listening/viewing, reading and writing):
- Negotiate meaning using requests, clarifications and conversation strategies
- Interact with others in Spanish using culturally appropriate language and gestures on familiar and some unfamiliar topics
- Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics

**Presentational Communication** (speaking and writing):
- Convey meaning using writing processes and presentation strategies
- Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines

2. **Appreciation and Understanding of Hispanic Culture**: Gain and use knowledge and understanding of the target culture:
- Analyze and describe relationships among products, practices and perspectives and compare them across cultures

In addition to helping students develop skills in speaking, reading, writing and listening comprehension in Spanish, and providing them with a better understanding and appreciation of Hispanic culture, SPA 131 - 231 will also demonstrate the more general ability to:

- Communicate effectively by developing and expressing ideas through written and oral communication.
- Think critically, which includes the ability to analyze, evaluate, and synthesize information about the history, culture, family, and artistic production of the Spanish-speaking world.
- Work as part of a team, by demonstrating the ability to consider different points of view and to work effectively with others, supporting a shared purpose or goal.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

**Organization**: This course is designed as a *Flipped Classroom* and it will cover **Chapter 9** through **Chapter 12** of your textbook.

**Chapter 9**: In this chapter students will explore Ecuador, Peru, and Bolivia; as well as, talk about the human body, describe symptoms of common illnesses, say what
hurts, understand the doctor’s orders, give advice and tell others what to do, learn about medicine in Incan times, and share a poem you wrote.

**Chapter 10:** In this chapter students will explore Argentina, Uruguay, and Paraguay; as well as, talk about professions and jobs, say what you have and had done, discuss your plans and goals for the future, practice interviewing for a job, express emotion, doubt, denial, and certainty, learn about video game design in Spain and South America, and share information about interesting Jobs.

**Chapter 11:** In this chapter students will explore Chile; as well as, talk about future events, talk about tourist destinations and activities, ask for and give directions, describe hypothetical people, places, and things, learn about Pablo Neruda’s poetry, handle airport and car rental transactions, share information about a tourist attraction

**Chapter 12:** In this chapter students will explore the United States; as well as, discuss study abroad and volunteer work, talk about the news, describe possible outcomes, express emotion, doubt, and uncertainty, discuss hypothetical and contrary-to-fact situations, read a short story about migrant farm workers, share past volunteer experiences.

**Bloom’s Taxonomy**

Here is an easy way for you to conceptualize the coursework for a flipped class like this one using *Conectados*:

- For each Vocabulario or Gramática section, I will assign for homework the **Learn it!** activities and a number of the **Practice it!** activities in the **iLrn Online Program**.

- Then, in class, I will follow up by using the corresponding **¡Apícalo!** activities in the **Communication Manual**.

- On the same day, or the next day, class will continue to develop skills and self-expression by using the **¡Exprésate!** creative activities in the
**Communication Manual** or any other extra material I might have prepared for a particular lesson.

<table>
<thead>
<tr>
<th><strong>GRADING</strong></th>
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<tbody>
<tr>
<td><strong>Class Participation and Preparedness</strong> (In-class Participation and attendance)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Homework</strong> (Tutorials and Practice, online exercises before class and online exercises to re-enforced materials presented in class)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Oral recordings</strong> (&quot;expresión oral&quot;)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>“Paso” Quizzes</strong> (end of each ”Paso”)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Midterm Exam</strong></td>
<td>20%</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>20%</td>
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</table>

**Class Participation and Preparedness:** In order to succeed in any Spanish course, the following should be taking into account: daily attendance, arriving on time, coming to class prepared, and ready to interact with your professor and classmates only in Spanish.

“Participation consists of the assessment of the quality of the student's contributions to the class and language learning.” If you appear not to be prepared to interact in the target language, your grade will reflect this (preview and review materials and completed exercises). If you, on the other hand, are prepared and do not participate, your grade will be affected similarly. As a professor, I expect that students will engage in this course in all areas that help them improve their language learning.

Your participation grade will be evaluated through the preparation of materials and in-class discussions. As a university student, you should strive in every class meeting to: have an understanding of the material being discussed, cooperate in all assigned activities with classmates, do your utmost to provide qualitative feedback during peer review sessions, actively participate in class discussions, display a civil, courteous and polite attitude toward your professor and classmates. Reasons that will contribute to lower your participation in class are: arriving late, leaving early, coming to class unprepared, disruptive behavior, unwillingness to participate in classroom activities or communicate in Spanish.

**Attendance Policy:** Attendance is mandatory. Your final course grade will be affected negatively based on lack of attendance. Students are allowed 2 absences at their discretion. These absences could be for school-sponsored events, a religious observance, illness or family related events or emergencies. However, once these absences are surpassed for any of the reasons stated above, students lose 1 percentage point of participation and attendance —respectively— per absence for a total of 2% of your final grade per absence.
and for each additional absence thereafter, unless other arrangements are made with Dr. Recinos immediately.

**Homework:** For each Vocabulario or Gramática section, I will assign for homework selected activities from Learn it! and Practice it! in order to get you ready for class; as well as, assigned selected activities from Use it! to re-enforced materials presented in class from the iLrn Online Program. **No late work or make-up sections will be accepted. All activities are due by the end of day (11:59 p.m.) unless otherwise specified by your Professor.**

**Quizzes:** A quiz will be assigned after each Paso studied — 3 Pasos per chapter — in iLrn for a total of two attempts each. Please complete all assignments before attempting taking each of the quizzes. Worth 10% of your final grade. **No late work or make-up sections will be accepted. All activities are due by the end of day (11:59 p.m.) unless otherwise specified by your Professor.**

**Recorded “expresión oral” exercises :** To further your ability to perform in Spanish and to demonstrate the level of your language acquisition there will be several oral exercises. These exercises will be assigned only in the iLrn Online Program. You will be required to complete each exercise as described. Worth 10% of your final grade. Note that to receive all possible points for these activities, your speech should be comprehensible, contain correct grammatical forms studied and practiced in class, and audible. **No late work or make-up sections will be accepted. All activities are due by the end of day (11:59 p.m.) unless otherwise specified by your Professor.**

For all work done in iLrn you will have to receive an overall score of 85 % or better on the assigned chapters plus total time spent online (85 % percent of the time) to be able to get 50% of your final grade. If the 85 % is not met the percentage will be adjusted accordingly.

**Exams:** There will be a total of 2 exams in the semester: a midterm—worth 20% of your final grade— and a final comprehensive exam —worth 20% of your final grade— will be given. The dates of these exams are on the Tentative Schedule section of the syllabus. If you arrive late to an exam and miss the listening comprehension component of the test it will not be repeated. **There are no make-up exams given.**

**CLASS CONDUCT:** There is a University policy that forbids any eating and drinking in the classroom. These activities interfere with the normal functioning of the class, and should be avoided. Electronic devices: Please SILENCE all electronic devices before entering class.

- **Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is
Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**ATTENDANCE POLICY:**

Students are expected to attend all classes, laboratories, and other activities on a regular and punctual basis. *Attendance policies will be stated in the course syllabus.* For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

**Excused Absences** Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Students missing classes, other than university-sponsored trips, may contact the **Office of Student Rights and Responsibilities (OSRR)** and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student’s instructor(s).

Students remain responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

If participating in university-sponsored events, announcements in mySFA constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice-president for academic affairs, this information will be posted on mySFA.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Cross Reference:** General Bulletin; Student Handbook and Activities Calendar; Military Service Activation (6.14); Tex. Educ. Code §§ 51.911-.9111; 19 Tex. Admin. Code §§ 4.4, .9

**The AARC and The LRC**

**Walk-in Tablea and Tutors:** The students at SFA are privileged to have access to an
excellent free tutoring service for Spanish through the AARC and at the LRC. Although I strongly urge any student having difficulty to see me for help, the AARC and the LRC can offer assistance as well.

**When can I use the on campus tutoring service?** For assistance with workbook exercises. Your tutor cannot give you responses directly but may point you in the right direction. For assistance with 131, 132 and 231 level web activities. For help reviewing for tests and general review. For input on assignments already graded by instructor. You may NOT however seek assistance on graded assignments that you will turn in again for points in the class.

**When can I not use the AARC or LRC?** For assistance in portfolio writing or typed compositions. For assistance with presentations. For assistance with oral portfolios. Note that it is YOUR responsibility and not that of any tutor or native speaker to know when you can and cannot seek their assistance. Remember, all assignments must be 100 % your own. In any other instance this will be treated as academic dishonesty. If you are unclear on these policies, please see your instructor.

**Academic Integrity (A-9.1) Original Implementation: Unpublished**

**Last Revision: January 31, 2017**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Procedure for Addressing Student Academic Dishonesty**

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student’s record and will remain on file with the dean’s office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student’s record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student’s academic career at Stephen F. Austin State University.

**Student Appeals** A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Cross Reference:** Student Handbook; Academic Appeals by Students (6.3); and Course Add/Drop (6.10)

**STUDENTS WITH DISABILITIES:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**WITHHELD GRADES Course Grades Policy (5.5):** At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in
which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Your instructor, Gabriela Miranda-Recinos, invites you to enroll in the following course.
Course: SPA 231 Fall 2019
Code: BFFAXG893
Book: Conectados 1st Edition

Creating a Heinle Learning Center Account

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to http://hlc.quia.com and click Create an account.
2. Select a username and password and enter your information, then click Submit.

Note: Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

Entering the Book Key and Course Code

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 4 of I already have a book key below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the Enter field and click Go.

Note: Book keys can only be used once. Your book key will become invalid after you use it.

I already have a book key

2. At the top of the page, enter your book key and click Go.
3. Click Confirm to confirm your registration information. Your book will appear under the My books heading.
4. Beside the book listing, enter the course code BFFAXG893 in the **Enter course code** field and click **Go**.
5. If necessary, select a class or section and click **Submit**.

**I need to purchase a book key, or would like to access a free 3-week trial.**

1. Go to [http://hlc.quia.com](http://hlc.quia.com) and log in.
2. At the top of the page, enter the course code BFFAXG893 and click **Go**.
3. If necessary, select a class or section and click **Submit**. The course and books will appear under the **My classes** heading.
4. To purchase your key, locate the book and click **buy**. Proceed through the purchase process.
5. If you are not ready to purchase your book key and would like to access a free 3-week trial instead, locate the book and click **trial**. Note that 3-week trials are not available for all titles.

**Note:** If the buy link does not appear in Step 4, contact your instructor for information about obtaining a book key.

**Using Heinle Learning Center**

To access your Student Workstation in the future, go to [http://hlc.quia.com](http://hlc.quia.com) and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Heinle Learning Center Support at [http://hlc.quia.com/support](http://hlc.quia.com/support).
Tentative Program SPA 231

**Week 1: Aug. 26-30**

día 1: Course Presentation. Introductions.
día 2: **CAPÍTULO 9: La salud y el bienestar. Cultura:** Ecuador, Peru, and Bolivia, p. 330
Videomundo (p. 331)

**Week 2: Sept. 2-6**

día 1: **Capítulo 9: Paso 1:** The human body; common illnesses (p. 332), The verb doler (p. 336), *Homework:* check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)
día 2: **CAPÍTULO 9: La salud y el bienestar. Paso 1:** More reflexive verbs, p. 339. **Paso 2:** Doctor’s orders (p. 342). *Quiz #1: Paso Uno  Homework:* check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)

**Week 3: Sept. 9-13**

día 1: **CAPÍTULO 9: La salud y el bienestar. Paso 2** Formal commands (p. 346). Time expressions with hacer (p. 349). *Homework:* check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)
día 2: **CAPÍTULO 9: La salud y el bienestar. Paso 3** Well-being (p. 352); Present subjunctive with expressions of influence (p. 356) *Quiz #2: Paso Dos. Homework:* check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)

**Week 4: Sept. 16-20**

día 1: **CAPÍTULO 9: La salud y el bienestar. Paso 3** Present subjunctive with expressions of influence (p. 356) continues; Stem-changing and irregular verbs in the present subjunctive, (p. 359). *Homework:* check iLrn Online Program for due dates on selected
assignment A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)

día 2: CAPÍTULO 10: El mundo laboral. Cultura: Argentina, Uruguay, and Paraguay, p. 370 Videomundo (p. 371); Quiz #3: Paso Tres, Expresión oral"

Week 5: Sept. 23-27

día 1: CAPÍTULO 10: El mundo laboral. Cultura: Paso 1: Professions and job qualifications, p. 372 Review of present perfect, p. 376; Homework: check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)

día 2: CAPÍTULO 10: El mundo laboral. Cultura: Paso 1 Revies of present perfect continues; p. 37; Past perfect, p. 379. Homework: check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)

Week 6: Sept. 30-Oct. 4

día 1: CAPÍTULO 10: El mundo laboral. Paso 2: Career goals and aspirations, p. 382 Present subjunctive with expressions of emotion (Part I), p. 386. Quiz #1: Paso Uno. Homework: check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)

día 2: CAPÍTULO 10: El mundo laboral. Paso 2: Present subjunctive with expressions of emotion continues (Part I) p. 386; Present subjunctive with expressions of emotion (Part II), p. 389. Homework: check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)

Week 7: Oct. 7-11

día 1: CAPÍTULO 10: El mundo laboral. Paso 3: Paso 3 Job interviews, p. 392); Quiz #2: Paso Dos. Homework: check iLrn Online Program for due dates on selected assingments A. Use it! (to re-enforced materials presented in class) B. Learn it! and Practice it!( in order to get you ready for class)

día 2: Midterm Exam.
**Homework:** check iLrn Online Program for due dates on selected assignments 
( to re-enforced materials presented in class) **A. Use it!**
( in order to get you ready for class) **B. Learn it!** and **Practice it!**

**Week 8: Oct. 14-18**

día 1: **CAPÍTULO 10: El mundo laboral. Paso 3** Present subjunctive with expressions of doubt and denial, p. 396 Present indicative with expressions of certainty and belief, p. 399. **Homework:** check iLrn Online Program for due dates on selected assignments **A. Use it!**
( to re-enforced materials presented in class) **B. Learn it!** and **Practice it!**( in order to get you ready for class)

día 2: **CAPÍTULO 11: Hacer turismo. Cultura:** Chile, p. 410 Videomundo, p. 411; **Paso 1:** Tourist destinations, climate, and geography, p. 412. **Quiz #3: Paso Tres and “Expresión oral”** **Homework:** check iLrn Online Program for due dates on selected assignments **A. Use it!**
( to re-enforced materials presented in class) **B. Learn it!** and **Practice it!**( in order to get you ready for class)

**Week 9: Oct. 21-25**

día 1: **CAPÍTULO 11: Hacer turismo. Paso 1:** Adjective clauses, p. 416; Present subjunctive in adjective clauses, p. 419. **Homework:** check iLrn Online Program for due dates on selected assignments **A. Use it!** (to re-enforced materials presented in class) **B. Learn it!** and **Practice it!**( in order to get you ready for class)

día 2: **CAPÍTULO 11: Hacer turismo. Paso 2:** Airport and car rental transactions, p. 422 Future tense: regular verbs, p. 426. **Quiz #1: Paso Uno. Homework:** check iLrn Online Program for due dates on selected assignments **A. Use it!** (to re-enforced materials presented in class) **B. Learn it!** and **Practice it!**( in order to get you ready for class)

**Week 10: Oct. 28-Nov. 1**

día 1: **CAPÍTULO 11: Hacer turismo. PASO 2:** Future tense: irregular verbs, p. 429; **PASO 3:** Directions around town and cross-country p. 432. **Quiz #2: Paso Dos. Homework:** check
**iLrn Online Program** for due dates on selected assingments **A. Use it!** (to re-enforced materials presented in class) **B. Learn it!** and **Practice it!** (in order to get you ready for class)

**Week 11: Nov. 4-8**

día 1: **CAPÍTULO 11: Hacer turismo. Paso 3:** Informal commands, p. 436; Let's'commands, p. 439. **Homework:** check **iLrn Online Program** for due dates on selected assingments **A. Use it!** (to re-enforced materials presented in class) **B. Learn it!** and **Practice it!** (in order to get you ready for class).

**Week 12: Nov. 11-15**

día 1: **CAPÍTULO 12: ¡Adelante! Cultura:** United States, p. 450 Videomundo, p. 451); **Quiz #3:** Paso Tres and “Expresión oral”. **Homework:** check **iLrn Online Program** for due dates on selected assingments **A. Use it!** (to re-enforced materials presented in class) **B. Learn it!** and **Practice it!** (in order to get you ready for class).

día 2: **CAPÍTULO 12: ¡Adelante! Cultura:** Paso 1: Studying abroad, p. 452; The subjunctive in adverbial clauses, p. 456. **Homework:** check **iLrn Online Program** for due dates on selected assingments **A. Use it!** (to re-enforced materials presented in class) **B. Learn it!** and **Practice it!** (in order to get you ready for class)

**Week 13: Nov. 18-22**

día 1: **CAPÍTULO 12: ¡Adelante! Paso 1:** Review of uses of the present subjunctive, p. 459; **Paso 2:** Volunteer work p. 462. **Quiz #1:** Paso Uno. **Homework:** check **iLrn Online Program** for due dates on selected assingments **A. Use it!** (to re-enforced materials presented in class) **B. Learn it!** and **Practice it!** (in order to get you ready for class)

día 2: **CAPÍTULO 12: ¡Adelante! Paso 2:** The past subjunctive, p. 466); Uses of the past subjunctive, p. 469. **Paso 3:** News and current events, p. 472. **Quiz #2:** Paso Dos. **Homework:** check **iLrn Online Program** for due dates on selected assingments **A. Use it!** (to re-enforced materials presented in class) **B. Learn it!** and **Practice it!** (in order to get you ready for class)

**Week 14: Thanksgiving Week Nov. 23-Dec. 1**

**Week 15: Dec. 2-6**

día 1: **CAPÍTULO 12: ¡Adelante! Paso 3:** The conditional, p. 476 If clauses, p. 479; **Quiz #3:** Paso tres and "Expresión oral".
día 2: Review

Dec. 9-13 Final Exams’ Week

SPA 231 Final Exam Tuesday December 10, 2019
Time: 10:45 a.m. 1:15 p.m.

IMPORTANT DATES:
- Quizzes at the end of each Paso
- Midterm Exam: October 10, 2019
- Final Exam:
- Thanksgiving Week November 23-December 1, 2019