

SPANISH 100: Intermediate Spanish Grammar / Composition
The Pennsylvania State University—University Park Campus

FALL 2010
Sections: 6, 8, and 11.

Coordinator: Timothy S. Woolsey (tsw122@psu.edu) 237 Burrowes
Supervisor: Emily Wiggins (ekw122@psu.edu) 237 Burrowes

Instructor: Borja Gutiérrez
Office: 40 Burrowes Building, C.11.
Email: bxg207@psu.edu

Office Hours: Mon. (10-10:45); Wed. (3:50-4:35);
Thursday (11-12:30); Or by Appt.
Office Phone: 814-863-9688.

The Pennsylvania State University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell your me as soon as possible.

➤ **Prerequisite:** SPAN 003, placement by diagnostic exam, 12 AP Credits, or scoring 3 or higher on AP Exam
NOTE: Bilingual students and Heritage speakers may not take this course. You must take SPAN 100A.

➤ **Required Materials:**

- 1) Fuentes: Conversación y gramática / Fuentes: Lectura y redacción. 4th Ed. Cengage Learning, 2011. (ISBN: 1111524459) **This is a combined text***. You will only need to purchase one book.

*NOTE: This combined text was creatively exclusively for the Intermediate Language Program at Penn State. The combined text package contains **both texts** AND the **code** you will need to access the online materials though **iLrn**. This combined text is sold at the Penn State Bookstore on campus and the Student Bookstore. If you opt to purchase these texts separately through another source, you will also need to purchase the access code for the **iLrn** online materials. There is a link to the online bookstore in a page under the lessons tab in ANGEL.

KEY: CyG: *Fuentes: Conversación y gramática* // **LyR** = *Fuentes: Lectura y redacción* // **iLrn** = Online materials

- 2) A good quality dictionary
- 3) A folder used to submit your written assignments (Portfolio).

TO THE STUDENT: This course is based on an integrated skills approach to intermediate Spanish that develops both your receptive (listening and reading) and productive (speaking and writing) skills simultaneously. In this way, you use multiple skills at once, as in real life, to develop your communicative skills in Spanish. Given that this is a grammar and composition course, however, we will place greater emphasis on developing your reading and writing skills.

We are assuming that everyone who chooses to take this course not only has a sincere interest in learning Spanish, but also that they will be dedicated to **mastering the concepts** as we progress (including anything that was not studied for whatever reason in previous courses). The pace and level of complexity of the course will perhaps require that you spend more time studying than you might have needed to spend in previous courses. This will be especially true as the semester advances and the material becomes more complex and when we examine more sophisticated uses of the Spanish language.

➤ **EVALUATION (Overview):**

- **3 IN-CLASS EXAMS**..... **30%**
- **WRITTEN PROJECT PORTFOLIO**..... **25%**
 - 3 Redacciones @ 7% - 2 Proyectos @ 2%
- **HOMEWORK**..... **15%**
 - 5% Preparación - 10% Práctica in *iLrn* S.A.M.
- **JOURNAL ENTRIES** **10%**
 - 2% for each Cuaderno personal (best 5 of 6 scores)
- **FINAL EXAM**..... **10%**
- **PARTICIPATION**..... **10%**

GRADING SCALE:	A 95-100	B+ 87.0-89.9	C+ 76-79.9	D 60-69.9
	A- 90-94.9	B 84-86.9	C 70-75.9	F 0-59.9

➤ **EVALUATION** (Details):

▪ **3 IN-CLASS EXAMS..... 30%**

--These exams will cover the following chapters (Given roughly every five weeks):

- 1) Chapters PP-1-2-3 (Monday, Sept. 27) 2) Chapters 4-5-6-7 (Monday, Nov. 1)
3) Chapters 8-9-10-11 (Monday, Dec. 6)

▪ **WRITTEN PROJECT PORTFOLIO..... 25%**

--The Portfolio will include different types of writing and will include—but not be limited to—essays, original works of fiction, biographies, etc. The Portfolio will also contain projects that you will complete at home. All writing assignments are related to chapter themes and whenever possible rhetorical models will be studied in class. The Redacción assignments will be revised and resubmitted. All writing assignments will be submitted in a Portfolio at the end of the semester (Monday, December 6).

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|--------------------|---------------------------------|--------------------------------|
| 1) Redacción (7%): | Reseña de una entrevista | (LyR Cap. 1, páginas 15-17) |
| 2) Redacción (7%): | Un mito | (LyR Cap. 3, páginas 57-58) |
| 3) Proyecto (2%): | Una receta | (CyG Cap. 5, página 160) |
| 4) Proyecto (2%): | Una viñeta política | (CyG Cap. 6, página 191) |
| 5) Redacción (7%): | El análisis de una obra de arte | (LyR Cap. 11, páginas 187-189) |

▪ **HOMEWORK..... 15%**

--Homework in SPAN 100 will consist of two main types and both will be done in *iLrn* (online):

1) **Preparation (Textbook activities):** These activities will be activities from the *Fuentes: Gramática y conversación* and *Fuentes: Lectura y redacción*. They will be assigned in advance and will be due at 8AM on the day that particular material is covered. They are designed to prepare you for that day's class and ensure that you have seen and practiced the material prior to coming to class. These are completed in *iLrn* and are typically computer-graded. (5%)

2) **Student Activities Manual:** These are follow-up activities that target specific vocabulary units and grammar points. These will be assigned for a particular day, but they will have an ultimate due date that is later in the unit but prior to the exam. These are completed in *iLrn* and are graded automatically. (10%)

▪ **JOURNAL ENTRIES..... 10%**

--Journal entries are informal writing assignments that will be submitted on a separate sheet of paper. These writing tasks will allow you to reflect on material that you read in *Fuentes: Lectura y redacción*. We will automatically drop your lowest score (which might be a missing entry). These will be due the second class period after they are assigned.

- | | |
|---------------------------------------|---|
| 1) Cuaderno personal 1-1 (LyR, p. 7) | 4) Cuaderno personal 7-1 (LyR, p. 128) |
| 2) Cuaderno personal 3-1 (LyR, p. 45) | 5) Cuaderno personal 9-2 (LyR, p. 181) |
| 3) Cuaderno personal 4-1 (LyR, p. 66) | 6) Cuaderno personal 11-2 (LyR, p. 224) |

▪ **FINAL EXAM..... 10%**

--The final exam will be cumulative and will take place during finals week. Chapter 12—which will not have been tested earlier—will appear on the final exam, but it consists of a grammar review so the material will not be new.

▪ **PARTICIPATION..... 10%**

--You will be assigned a daily participation grade and these will be entered into the grade book at seven times during the semester. You will receive a grade out of 5, depending on your level of participation and preparation. See criteria below.

- 5) *student was present and prepared, participated actively, had a positive impact on the class, spoke entirely in Spanish*
- 4) *student was present and prepared, participated in group activities only, spoke mostly in Spanish*
- 3) *student was present but not actively engaged, underprepared for class, spoke in English as much as Spanish*
- 1-2) *student was present but not engaged, unprepared and/or spoke in English or not at all; was reading outside materials or texting*
- 0) *student was absent from class; no basis for evaluation*

▪ **ATTENDANCE:** You will be allowed **THREE** absences. After the third absence, each absence will result in a deduction of 2% points from the final grade. To make up any assignment grades for any absence whatsoever (i.e. including the three allowed absences) requires written documentation. **Being late to class repeatedly (three times) will also be counted as an absence. Please be seated and ready to begin when the class begins.** Please remember to turn off your phone prior to the start of each class. If you must leave early, or if you know you will miss a day of class, please inform me ahead of time.

▪ **COURSE COMMUNICATON:** ANGEL will be used throughout the semester to house materials and to communicate with members of the course. Please make every effort to use the ANGEL mail function for official class communications and be sure to read all course emails in a timely manner. I am not responsible for messages sent to and from outside email accounts (e.g., hotmail, gmail, etc.).

IMPORTANT NOTE: Please do not ask me to “pre-grade” your writing assignments, as you will be given the opportunity to revise your work. **Also, do not under any circumstances use a web-based translator to complete your assignment, and do not have someone who is a more advanced speaker correct your compositions prior to submitting it to me.** You must submit your own work, and having help—either electronically or otherwise—will be treated as an instance of academic dishonesty.

KEY

CyG = Fuentes: Conversación y gramática. Our combined textbook starts with this entire text. There are two main sources of grammar information in this text: there are grammar explanations within each chapter and there is additional grammar reference material in the Appendices. **NOTE:** You are responsible for grammar uses, formation, structures, etc. and therefore you should study all relevant material in both parts of the textbook prior to coming to class. There are also vocabulary lists within each chapter. The active vocabulary (*Vocabulario activo*) you are responsible for is summarized at the end of each chapter. The relevant pages for all of these things are included below (in parentheses next to each item).

LyR = Fuentes: Lectura y redacción. The combined text contains Chapters 1-3-4-7-9-11. These chapters are included at the end of the combined text. **NOTE:** On days that we have readings in *Lectura y redacción*, you should read the “Lectura” itself carefully prior to coming to class. Failure to do so will result in the loss of participation points for that day. We will complete any pre- or post-reading activities in class.

L = lunes **M** = miércoles **V** = viernes

semana 1

AGOSTO

- L 23** ▪ Presentación del curso
 -Learning Spanish! (CyG Preface xi, xii, Chapter 1, p. 12; LyR preface p. vii-viii)
 Appendix G: Thematic Vocabulary [*colors/days/months/seasons/numbers*] (CyG 377-78)
- M 25** **CyG Capítulo preliminar: La vida universitaria**
 ▪ Introducing Yourself and Others (1-2)
 ▪ Obtaining and Giving Information about Class Schedules (3)
 ▪ **Appendix F:** Accentuation and Syllabication (374-376)
- V 27** **CyG Capítulo preliminar: La vida universitaria**
 ▪ Expressing Likes and Dislikes (*Gustar* and Other Verbs) (5-6)
 ▪ Describing Classes, Professors, and Students (*Ser, Estar* and Adjective Use) (8-9)
 ▪ Testing Your Knowledge of Spanish (10)
 ▪ Vocabulario activo (11)

semana 2

- L 30** **CyG Capítulo 1: Nuestras costumbres**
 ▪ *Comprensión oral: Una cuestión de identidad* (13-16)
 ▪ Narrating in the Present
 A. Regular, Stem-Changing and Irregular Verbs (17-18)
 ▪ **Appendix A:** The Present Indicative / *El presente de indicativo* (354-356)
 B. Reflexive Constructions (23-24)
- ***LyR Capítulo 1: Los hispanos**
 ▪ Lectura 1: Los anuncios personales (1-7)
 - Estrategia: *Activating Background Knowledge*
 - **Lectura: Contactos (Anuncios de Internet)**

Empezar CUADERNO PERSONAL 1-1 (LyR, p.7)

SEPTIEMBRE

- M 1*** **CyG Capítulo 1: Nuestras costumbres** *Drop/Add Ends
 ▪ Discussing Nightlife (29-30)
 ▪ Obtaining and Giving Information: *¿Qué?* and *¿Cuál?* (31-32)
- LyR Capítulo 1: Los hispanos** (7-11)
 ▪ Lectura 2: Panorama cultural
 - Estrategia: *Identifying Cognates*
 - Lectura: La dificultad de llamarse hispano, latino o americano

V 3 CyG Capítulo 1: Nuestras costumbres

- Vocabulario activo (38)
- *Videofuentes: ¿Cómo te identificas?* (40-41)

LyR Capítulo 1: Los hispanos (7-11)

- Lectura 2: Panorama cultural
 - Estrategia: *Identifying Cognates*
 - Lectura: **La dificultad de llamarse hispano, latino o americano**

Entregar CUADERNO PERSONAL 1-1 (LyR, p.7)

semana 3

L 6 NO HAY CLASE ~ DÍA DEL OBRERO / DÍA DE LOS TRABAJADORES / DÍA DEL TRABAJO

M 8 CyG Capítulo 1: Nuestras costumbres

- Avoiding Redundancies: Subject and Direct Object Pronouns (33-34)
 - Appendix D: Position of Object Pronouns (370-72)
 - Appendix E: Uses of *a* (373)

LyR Capítulo 1: Los hispanos (11-15)

- Lectura 3: Artículos breves
 - Estrategia: *Scanning and Skimming*
 - Lectura: **Gente hispana**

EMPEZAR REDACCIÓN: Reseña de una entrevista (LyR Cap. 1. páginas 15-17)

V 10 CyG Capítulo 2: España: pasado y presente

- *Comprensión oral: Un anuncio histórico* (42-44)
- Narrating in the Past (Part One)
 - A. The Preterit (45)
 - Appendix A: The Preterit / *El pretérito* (357-59)
 - B. Narrating in the Past: Meanings Conveyed by Certain Verbs (48-49)

semana 4

L 13 CyG Capítulo 2: España: pasado y presente

- C. Indicating When Actions Took Place: Time Expressions (50-51)
- D. Indicating Sequence: Adverbs of Time (52-53)
- E. Past Actions That Preceded Other Past Actions: The Pluperfect Indicative (55)

M 15 CyG Capítulo 2: España: pasado y presente

- Discussing Movies (58-59)
- Stating Time and Age in the Past: The Imperfect (61)
 - Appendix A: The Imperfect / *El imperfecto* (359)
- Vocabulario activo (64)
- *Videofuentes: España: ayer y hoy* (66)

V 17 CyG Capítulo 3: La América precolombina

- *Comprensión oral: La leyenda del maíz* (68-70)
- Narrating in the Past (Part Two)
 - A. Preterit and Imperfect: Part One (71-72)
 - Appendix A: The Imperfect / *El imperfecto* (359)
 - B. Preterit and Imperfect: Part Two (74-75)

ENTREGAR REDACCIÓN: Reseña de una entrevista (LyR Cap. 1. páginas 15-117)

semana 5

L 20 CyG Capítulo 3: La América precolombina

- Describing People and Things (81)
 - A. Descripción física (81)
 - B. Personalidad (82)
- Describing
 - A. **Ser** and **Estar** + Adjective (85-86)
 - Appendix B: Uses of *ser*, *estar*, and *haber* (367)
 - Appendix C: Gender of Nouns and Formation of Adjectives (368-69)
 - B. The Past Participle as an Adjective (88)
 - Appendix A: The Past Participle / *El participio pasivo (pasado)* (365)

LyR Capítulo 3: La América indígena: Ayer y hoy (38-45)

* Empezar a leer “Autopsia de una civilización” (42-43)

M 22 CyG Capítulo 3: La América precolombina

- Indicating the Beneficiary of an Action: The Indirect Object (90-91)
- Vocabulario activo (95)
- *Videofuentes: Los mayas* (97)

LyR Capítulo 3: La América indígena: Ayer y hoy (38-45)

- Lectura 1: Un artículo de entrevista
 - Estrategia: *Using Sentence Structure and Parts of Speech to Guess Meaning*
 - Lectura: “Autopsia de una civilización”

Empezar CUADERNO PERSONAL 3-1 (LyR 45)

V 24 LyR Capítulo 3: La América indígena: Ayer y hoy (52-56)

- Lectura 3: Literatura
 - Estrategia (1): *Using the Bilingual Dictionary*
 - Lectura: “El eclipse”
 - Estrategia (2): *Using the Bilingual Dictionary*

Empezar REDACCIÓN: Un mito (LyR Cap. 3. páginas 57-58)

semana 6

L 27 **EXAMEN 1 (Capítulos P-1-2-3)**

M 29 CyG Capítulo 4: Llegan los inmigrantes

- *Comprensión oral: Entrevista a un artista cubano* (100-102)
- Discussing Immigration (103-104)
- Expressing Past Intentions, Obligations, and Knowledge: Preterit or Imperfect (Part Three) (108-109)
- Expressing Abstract Ideas: **Lo** + adjective and **lo que** (112)

Entregar CUADERNO PERSONAL 3-1 (LyR 45)

OCTUBRE

V 1 CyG Capítulo 4: Llegan los inmigrantes

- Expressing Accidental or Unintentional Occurrences: Unintentional **se** (114-115)
- Narrating and Describing in the Past: Summary of Preterit and Imperfect (117)

semana 7

L 4 CyG Capítulo 4: Llegan los inmigrantes

- Discussing the Past with Present Relevance: The Present Perfect (121-122)
- Vocabulario activo (124)
- *Videofuentes: La leyendaria Celia Cruz* (126-28)

Entregar REDACCIÓN: Un mito (LyR Cap. 3. páginas 57-58)

M 6 LyR Capítulo 4: África en América: el Caribe (59-66)

- Lectura 1: Una reseña biográfica
 - Estrategia: *Using Syntax and Word Order to Understand Meaning*
 - Lectura: “**La Reina Rumba habla de la ‘salsa’**”
 - Redacción: Una biografía
 - Estrategia: *Providing Smooth Transitions*

Empezar CUADERNO PERSONAL 4-1 (LyR 66)

V 8 CyG Capítulo 5: Los Estados Unidos: Sabrosa fusión de culturas

- *Comprensión oral: En esta mesa se habla español* (130-133)
- Influencing, Suggesting, Persuading, and Advising
 - A. The Present Subjunctive (134-35)
 - **Appendix A: The Present Subjunctive / El presente de subjuntivo** (361-362)
 - B. Giving Indirect Commands and Information: **Decir que** + Subjunctive or Indicative (139)

semana 8

L 11 CyG Capítulo 5: Los Estados Unidos: Sabrosa fusión de culturas

- Giving Direct Commands
 - A. Affirmative and Negative Commands with **Ud.** and **Uds.** (141)
 - Appendix A: Commands / *El imperativo (Los mandatos)* (362-64)
 - B. Affirmative and Negative Commands with **tú** and **vosotros** (144)
 - Appendix A: Commands / *El imperativo (Los mandatos)* (362-64)
- ****LyR Capítulo 7: La crisis ecológica** (**OJO: This reading is in Chapter 7)
 - Lectura 1: “Cuarenta formas de contribuir a un aire más limpio” (126-127)

Entregar CUADERNO PERSONAL 4-1 (LyR 66)

M 13 CyG Capítulo 5: Los Estados Unidos: Sabrosa fusión de culturas

- Discussing Food (147)
- Informing and Giving Instructions: Impersonal and Passive *se* (152)
- Vocabulario activo (157)

Empezar PROYECTO: Una receta (CyG, p. 160)

V 15 CyG Capítulo 6: Nuevas democracias

- *Comprensión oral: Nadie está inmune* (161-162)
- Expressing Feelings and Opinions about Future, Present, and Past Actions and Events
 - A. The Present Subjunctive (164-65)
 - B. The Present Perfect Subjunctive (169)
 - Appendix A: The Perfect Tenses / *Los tiempos perfectos* (366)

semana 9

L 18 CyG Capítulo 6: Nuevas democracias

- Discussing Politics (173-74)
- Expressing Belief and Doubt about Future, Present, and Past Actions and Events: The Subjunctive (176-177)

M 20 CyG Capítulo 6: Nuevas democracias

- Forming Complex Sentences: The Relative Pronouns *que* and *quien* (180)
- Indicating Cause, Purpose, and Destination: *Por* and *para* (183-184)
- Vocabulario activo (188)
- *Videofuentes: En busca de la verdad* (190-192)

Entregar PROYECTO: Una receta (CyG, p. 160)

Empezar PROYECTO: Una viñeta política (CyG, p. 191)

V 22 CyG Capítulo 7: Nuestro medio ambiente

- *Comprensión oral: Unas vacaciones diferentes* (192-194)
- Discussing Adventure Travel and the Environment
 - A. *El equipaje* (195)
 - B. *Deportes* (195-196)
 - C. *El medio ambiente* (196)
- Affirming and Negating (200-201)

semana 10

L 25 CyG Capítulo 7: Nuestro medio ambiente

- Describing What One is Looking For: The Subjunctive in Adjective Clauses (204-205)
- *Videofuentes: El turismo rural* (222)

M 27* CyG Capítulo 7: Nuestro medio ambiente

**Final Exam Conflict Period Begins*

- Expressing Pending Actions: The Subjunctive in Adverbial Clauses (210-211)

Entregar PROYECTO: Una viñeta política (CyG, p. 191)

V 29 CyG Capítulo 7: Nuestro medio ambiente

- Avoiding Redundancies: Double Object Pronouns (214)
- Vocabulario activo (220)
- *LECTURA: Actividad 28: Costa Rica (CyG 217-218)*

Empezar CUADERNO PERSONAL 7-1 (LyR 128) Vuelve a leer “Cuarenta formas de contribuir a un aire más limpio” (LyR 126-127)

semana 11

NOVIEMBRE

L 1 **EXAMEN 2 (Capítulos 4-5-6-7)**

M 3 CyG Capítulo 8: Hablemos del trabajo

- *Comprensión oral: Un trabajo en el extranjero (224-226)*
- Discussing Work (227-228)
- Expressing Restriction, Possibility, Purpose, and Time: The Subjunctive in Adverbial Clauses (231-232)

Entregar CUADERNO PERSONAL 7-1 (LyR 128)

V 5 CyG Capítulo 8: Hablemos del trabajo

- Reporting What Someone Said: Reported Speech (235)
- Negating and Expressing Opinions: *O...o, ni...ni, ni siquiera* (239)
- Describing Reciprocal Actions: *Se/Nos/Os* + Plural Verb Forms (242-243)
- Vocabulario activo (245)

semana 12

L 8 CyG Capítulo 9: Es una obra de arte

- *Comprensión oral: Entrevista a una experta en artesanías (251-253)*
- Discussing Art (254-255)
- Expressing Influence, Feelings, and Doubt in the Past: The Imperfect Subjunctive (259-261)
 - Appendix A: The Imperfect Subjunctive / *El imperfecto del subjuntivo* (364)

M 10 CyG Capítulo 9: Es una obra de arte

- Expressing Influence, Feelings, and Doubt in the Past: The Imperfect Subjunctive (259-261)
 - Appendix A: The Imperfect Subjunctive / *El imperfecto del subjuntivo* (364)
- Shifting the Focus in a Sentence: The Passive Voice (267-268)
- Summary: The Passive Voice con ‘ser’ and the passive voice with ‘se’ (Cap. 5, p. 152)

LyR Capítulo 9: Arte, identidad y realidad

** Empezar a leer “**Realidad y arte en Latinoamérica**” (174-175)

V 12 CyG Capítulo 9: Es una obra de arte

**Late Drop Deadline*

- Using the Infinitive: Summary of the Uses of the Infinitive (269)
 - Appendix A: The Present Participle (Gerund) / *El gerundio* (357)
- Using Transitional Phrases: Expressions with *por* (271)

LyR Capítulo 9: Arte, identidad y realidad

** Empezar a leer “**Realidad y arte en Latinoamérica**” (176-177)

semana 13

L 15 **CyG Capítulo 9: Es una obra de arte**

- Vocabulario activo (273)
- *Videofuentes: El arte de Elena Climent (275-277)*

LyR Capítulo 9: Arte, identidad y realidad (172-181)

- Lectura 2: Panorama cultural
 - Estrategia: *Dealing with Different Registers (172-173)*
 - Lectura: Terminar “Realidad y arte en Latinoamérica” (178-179)

Empezar CUADERNO PERSONAL 9-2 (LyR 181)

Empezar REDACCIÓN: El análisis de una obra de arte (LyR Cap. 9. páginas 186-189)

M 17* **CyG Capítulo 10: Las relaciones humanas**

**Final Exam Conflict Filing Ends*

- *Comprensión oral: ¡Qué vivan los novios! (278-280)*
- Stating Future Actions, Making Predictions and Promises: The Future Tense (281)
 - Appendix A: The Future / *El futuro* (360)
- Expressing Imaginary Situations, Giving Advice, and Making Requests: The Conditional Tense (284)
 - Appendix A: The Conditional / *El condicional* (360)
- Expressing Probability: The Future and Conditional Tenses (287)

V 19 **CyG Capítulo 10: Las relaciones humanas**

- Discussing Human Relationships (289-290)
- Hypothesizing (Part One): *Si* Clauses (Part One) (294)
- Vocabulario activo (300)
- *Videofuentes: En la esquina (302-303)*

Entregar CUADERNO PERSONAL 9-2 (LyR 181)

semana 14

L 22 - V 26 **ACCIÓN DE GRACIAS**

semana 15

L 29 **CyG Capítulo 11: Sociedad y justicia (212)**

- *Comprensión oral: ¿Coca o cocaína? (305-307)*
- Discussing Crime and Justice (308-309)
- Hypothesizing (Part Two): A. The Future Perfect and the Conditional Perfect (314)

Entregar REDACCIÓN: El análisis de una obra de arte (LyR Cap. 9. páginas 186-189)

DICIEMBRE

M 1 **CyG Capítulo 11: Sociedad y justicia**

- Hypothesizing (Part Two): B. *Si* Clauses (Part Two) (317-318)
- Expressing Influence, Feelings, and Doubt in the Past: The Pluperfect Subjunctive (321)

LyR Capítulo 11: Actos ilegales (216-221)

** Empezar a leer “Modernización, globalización y delincuencia en Latinoamérica” (216-217)

V 3 CyG Capítulo 11: Sociedad y justicia

- Linking ideas
 - A. *Pero, sino*, and *sino que* (323)
 - B. *Aunque, como*, and *donde* (324)
- Vocabulario activo (326)
- *Videofuentes: Día latino en Fenway Park* (328-329)

LyR Capítulo 11: Actos ilegales (216-221)

** Empezar a leer “Modernización, globalización y delincuencia en Latinoamérica” (218-219)

LyR Capítulo 11: Actos ilegales (216-221)

- Lectura 2: Panorama cultural
 - Lectura: “Modernización, globalización y delincuencia en Latinoamérica” (220-221)
 - Estrategia: *Outlining*

Empezar CUADERNO PERSONAL 11-2 (LyR, p. 224)

semana 16

L 6 **EXAMEN 3 (Capítulos 8-9-10-11)**

WRITTEN PROJECT PORTFOLIO DUE TODAY

– These will be returned on the day of the final exam.

M 8 CyG Capítulo 12: La comunidad latina en los Estados Unidos

- Narrating and Describing in the Past, Present, and Future (A Review)
 - A. Discussing the Past (325-327)

Entregar CUADERNO PERSONAL 11-2 (LyR, p. 224)

V 10 CyG Capítulo 12: La comunidad latina en los Estados Unidos

- Narrating and Describing in the Past, Present, and Future (A Review)
 - B. Discussing the Present (342)
 - C. Discussing the Future (346)
- *Videofuentes: Estudiar en el extranjero* (349)

semana 17

L 13-V 17 EXÁMENES FINALES