

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval <u>2/24/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add Remove Change General Education Requirements*** Add Remove <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair <u>Eric Berlatsky</u> College Curriculum Chair <u>Robin Larson</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date <u>2/10/2025</u> <u>2-10-25</u> <u>2/13/2025</u> <u>2/24/25</u> <u>2/24/25</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Michael Rapoport

From: Miguel Vazquez
Sent: Thursday, January 30, 2025 9:16 AM
To: Michael Rapoport; Maria Jennings
Subject: FRE 3400 and SPN 3400

Good morning, Michael,

I have heard from the faculty who teach FRE 3400 and SPN 3400. In both cases, we have been notified that LLCL would like to reduce the number of credits in both classes to 3.

1. For FRE 3400, Dr. Tille Victorica is fine with the change and would also like to change the Honors version of FRE 3400 to three credits.
2. For SPN 3400, Dr. Cañete-Quesada wishes to keep the Honors version at 4 credits along with the title "Honors Advanced Spanish: Conversation". But there is no objection for LLCL to change to three credits.

Maria, for either case, do we need to submit paperwork??

Best,
M

--

Miguel Ángel Vázquez
Associate Professor of Spanish Language and Literature
Chair of Humanities and Social Sciences
Harriet L. Wilkes Honors College
Florida Atlantic University
5353 Parkside Drive
Jupiter, FL 33458
561-799-8654

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Advanced Spanish

Department of Languages, Linguistics, and Comparative Literature
Fall 2025
3 Credit Hours
SPN 3400

Changes to be made for Fall 2025:

1. Oral exercises will be reduced from 3-4 minutes to 2.25-3 minutes.
2. On reading assignments, number of questions to answer will be reduced from 4-8 to 3-6.
3. The number of weekly assignments will be reduced by 25%.
4. Writing assignments will be reduced by 33%.
5. Length of writing assignments will be reduced to 375-500 words from 500-650 words.
6. Oral presentations will be reduced from 20 minutes to 15 minutes.

Course Days/Time: Fully online

Instructor:

Office Location:

Office Hours:

Email:

COURSE OVERVIEW

Intensive review of advanced grammar through written work and conversation. Students learn how to express themselves in writing and orally, using literary texts.

This intensive course is designed to help students consolidate their knowledge of the Spanish language while developing their linguistic competence at the advanced level. The course reviews some of the materials presented in Intermediate Spanish language courses and introduces additional vocabulary, grammar structures, and writing mechanics. The course is taught entirely in Spanish, while the textbook contains explanations and instructions in English. Please read all assigned grammar explanations and complete all assigned exercises. If you feel that you need additional help with grammar, see your instructor during office hours.

This course is a required course of all non-heritage Spanish track (and some Linguistics) majors or minors. A grade of "C" or better is required for the course to count for the major or the minor. SPN 3400 is not open to native speakers or heritage learners (who may substitute by SPN 3343)

COURSE OBJECTIVES:

By the end of this course, students will be able to:

- Utilize ACTFL advanced-low-level vocabulary and grammar as well as knowledge of Latin American cultures and histories to discuss a work of Latin American literature with peers.
- Demonstrate familiarity with Spanish accentuation rules, punctuation rules, and accent mark placement in short and medium-length written assignments.
- Read an entire book-length work of Latin American literature.
- Produce a 500-word cover letter written in formal Spanish and produce a 3-5 page personal essay in Spanish about your career goals.

COURSE CONTENT:

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should remember that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

PRE-REQUISITES AND CO-REQUISITES

Students may enroll in this course after completing SPN 2221 with a grade of C or better, or students may place into the course by taking the Spanish Language Placement Exam available at <https://www.fau.edu/artsandletters/lcl/spanish/spn/>. Students enrolled in SPN 3400 may concurrently enroll in SPN 2161 (Spanish for Healthcare Providers) or SPN 3500 (Spanish Peninsular Culture and Civilization).

THIS COURSE IS NOT FOR HERITAGE SPEAKERS OR HERITAGE LEARNERS OF SPANISH.

Heritage Speaker = estudiantes hispanohablantes que han aprendido el español en casa o con la familia o estudiantes de herencia hispana. A heritage learner is any person studying Spanish who has a cultural connection to Spanish through family or country of origin and some ability communicating in Spanish or at least understanding the language. Heritage learners are first, second, or third generation and their abilities in Spanish fluctuate broadly: some are proficient in Spanish, others only have basic oral skills, and others only understand the language.). Si aprendiste el español de niño, hablas español en casa con tu familia, y tienes interés por conocer

la lengua más a fondo con otras personas que hayan pasado por experiencias similares, este curso no es para ti. Debes presentarte a una evaluación lingüística enviando un email a Dr. Godón at ngodon@fau.edu con el siguiente mensaje: “I request an invitation to take the Spanish Heritage placement test.”

REQUIRED MATERIALS

- 1) A physical or e-text copy of *Taller de escritores*, 4th Edition (Paula Cañón, Vista Higher Learning, 2024) and access to *Supersite*. ISBN: 9781669920281.
 - a. Buy the physical textbook and Supersite access through the FAU Bookstore (\$138.00), OR,
 - b. Buy digital access to the eText and Supersite [directly through Vista Higher Learning](#) (\$99.00)
- 2) A copy of one of the following books (note: it is important that you buy the correct edition in order to successfully complete the homework assignments!):
 - [Antes de ser libres \(Julia Álvarez\). ISBN 9780525579779](#)
 - [Como agua para chocolate \(Laura Esquivel\). ISBN 9780385721233](#)
 - All books are available at discount pricing through the FAU Bookstore.
- 3) A device with a microphone and a camera
- 4) Reliable internet connection

RECOMMENDED MATERIALS

1. A high-quality digital Spanish-English/English-Spanish Dictionary
 - i. <https://www.wordreference.com/es/en/translation.asp>
 - ii. <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>
2. A monolingual Spanish dictionary
 - i. <https://dle.rae.es/>

COURSE DELIVERY MODE

This is a fully online course accessible only through FAU’s learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

A large portion of coursework uses *Supersite* (an online course management system through Vista Higher Learning). The activities in *Supersite* will help you prepare for the many other class assignments and activities, some of which require one-on-one interaction among you, your classmates, and your instructor in either written or spoken communication modalities. Keep in mind that excessive non-completion of *Supersite* activities will result in additional grade-scale penalties – see the “Make Up and Late Assignment Policy” section on page 5 in this syllabus. Learning a language by means of an online computer-enhanced course will provide the following advantages:

Self-pacing. You can take the time you need to do the on-line activities for the course as long as you complete the assignments before the deadlines.

Preparedness. Learning a language successfully requires consistent work and effort, and we therefore encourage you to have daily contact with Canvas and *Supersite*. Daily language practice will help you retain more than if you try to learn through last-minute cramming. Use the Canvas and *Supersite* sites daily — not only will you be better prepared for all of the assignments, but you will also greatly improve your chances of success in learning a second language.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

EVALUATION AND GRADING

Course Grading Procedure:	
Video Comments	21%
Written Assignments (2)	15%
Peer Evaluations of Written Assignments	5%
Supersite Assignments	10%
Book Club Assignments	5%
Midterm Exam	15%
Syllabus Quiz	1%
Final Exam	15%
Book Club Final Project	13%

VIDEO COMMENTS (21%)

As often as twice a week, you will post video comments to Canvas in response to a prompt. Deadlines for specific video comments will be posted on Canvas and will also be found in the syllabus. See below for the late policy.

WRITTEN ASSIGNMENTS (15%)

Students will turn in two (2) written assignments, with two drafts per assignment. First drafts will not be graded by the professor but instead will be evaluated by a classmate. Video-recorded instructions for each written assignment are available on Canvas, and you are encouraged to ask your professor for assistance if you have trouble with the instructions. However, help from

friends, more proficient speakers, or former instructors for writing your written assignment may be obtained outside of class. You can receive feedback on your writing assignments either from the University Center for Excellence in Writing (UCEW) or from your instructor. Accent marks and Spanish special characters must be typed, and the Spanish spell-checker should be used. Compositions that do not meet these requirements will not be graded. Writing pieces must be submitted on Canvas by 11:59 pm on the due date. Each assignment will be graded according to the corresponding rubrics that students may view on Canvas. See below for late policy.

PEER EVALUATIONS OF WRITTEN ASSIGNMENTS (5%)

Your first draft of each written assignment will be peer-reviewed. Instructions for conducting peer reviews are available on Canvas and must be followed for your review to receive credit. Peer review performances will be graded according to the rubric that students may view on Canvas.

SUPERSITE ASSIGNMENTS (10%)

These assignments are designed to accompany the textbook readings. They track your acquisition of vocabulary and grammar proficiency as well as cultural awareness. Be sure to check *Supersite* regularly to avoid missing assignment deadlines. Late work on *Supersite* will receive half credit (50%).

BOOK CLUB ASSIGNMENTS (5%)

At the start of the semester, you will acquire one of two books: *Antes de ser libres* (Julia Álvarez) or *Como agua para chocolate* (Laura Esquivel). During the semester, you will complete short assignments on Canvas created based on the book you are reading.

MIDTERM EXAM (15%) AND FINAL EXAM (15%)

Students will take a midterm exam (cumulative for textbook content covered in the first half of the course) and a final exam (cumulative for all textbook content covered in class). All exam dates are included in the syllabus. There are NO makeup exams except under extraordinary circumstances that must be approved by the course instructor. Work schedules, travel plans, and personal events such as weddings, graduations, interviews, etc. do not constitute exceptions.

SYLLABUS QUIZ (1%)

This quiz will test your familiarity with the syllabus and is worth 1% of your overall grade.

BOOK CLUB PROJECT (13%)

At the start of the semester, students will choose to purchase one of two books in Spanish. Throughout the semester, students will read the book. As a final project, students who read the same book will be assigned to work in a group with 3-4 other students. Together, students will design and record a book club meeting in which students discuss the topics, characters, themes, and questions of their collective choosing. Video-recorded instructions for the final project will be available on Canvas. Submission deadline is available in the course calendar and on Canvas. Group projects will be graded according to the rubric that students may view on Canvas. All members of the group will receive the same grade.

GRADING SCALE

It is important to remember that no grade is “given.” Instead, the student earns points, which will be objectively calculated on a 100-point scale. There is no extra credit. The following are the cutoff points for each grade:

A (93-100); A- (90-92); B+ (88-89); B (83-87); B- (80-82); C+ (78-80); C (73-77); C- (70- 72); D+ (68-70); D (63-67); F (63 and below)

MAKE-UP AND LATE-ASSIGNMENT POLICY

Late assignments will be accepted with a penalty of -5% deducted for each day past the due date (with the exception of Supersite Assignments, which have a separate penalty policy).

Students are solely responsible for arranging to make up work missed because of legitimate class absence, such as illness,¹ family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include:

- participating on an athletic or scholastic team
- musical and theatrical performances
- debate activities

VIRTUAL CLASSROOM ETIQUETTE

Electronics Etiquette:

¹ If a student begins experiencing a fever, chills, or cough, it is asked that the student remain at home until they have been symptom-free for at least 24 hours. In the event of personal or family illness, additional absences will not penalize the student.

Devices with cameras and microphones will often be used to engage in online class activities. When students are meeting with one another or with the instructor, they are expected to have cameras and microphones turned on, and they are also expected to find a sufficiently quiet and private place from which to attend all virtual meetings and office hours or to record videos.

E-mailing Your Instructor:

Don't forget to use your FAU account when e-mailing your instructor. Personal emails (e.g., hotmail, yahoo, g-mail, etc.) often go to spam. When writing to your instructor, be sure to use sufficiently formal language (e.g.: not Hey, or What's UP).

OTHER IMPORTANT INFORMATION

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER:

Life as a university student can be challenging physically, mentally and emotionally. Consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

AMERICANS WITH DISABILITIES AMENDMENTS ACT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses: in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585). However, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

PLAGIARISM AND ACADEMIC INTEGRITY:

The following practices, among others, are considered instances of plagiarism:

- copying and pasting from outside references or electronic sources
- paraphrasing or translating without acknowledging the source
- using online translators in any capacity (e.g. Google Translate)
- getting revising/rewriting help from more advanced speakers other than your instructor

Your instructor is a professional trained in language teaching and linguistic competence. They can easily recognize work that is not your own. Know what plagiarism is; ignorance will not excuse the offense. If you have any questions about plagiarism, please ask your instructor. You are allowed to use an online dictionary (not online translators) such as wordreference.com.

In the event that a student is suspected to have committed plagiarism or other forms of academic dishonesty, he/she will receive a zero on the assignment and the incident will be reported to the pertinent administrative office.

The instructor will determine the penalty to be administered to the student in the course. Penalty grades cannot be removed by drop, withdrawal, or forgiveness policy. Students should be aware that, in some Colleges/programs, failure in a course or a finding of dishonesty may result in other penalties, including expulsion or suspension from the College/program. For details, see the FAU Code of Academic Integrity.

OTHER USEFUL WEBSITES:

University Center for Excellence in Writing

FAU Education Abroad

IMPORTANT DATES:

Go to the following link to the FAU academic calendar to find important dates (i.e., drop add period, withdraw deadlines, etc.) <http://www.fau.edu/registrar/acadcal.php>

CALENDARIO DEL CURSO

Note: The instructor reserves the right to modify the schedule as needed.
SPN 3400 Fall 2024 (08/17/2024-11/26/2024)

Semana y Fecha		Tema	All homework (on Canvas, or Supersite) is due by 8:00 a.m. on the day of the week signaled below.
Semana 1 (agosto 17-25)	miércoles	Repasar sílabo Familiarizarse con Canvas y <i>Supersite</i> .	<ul style="list-style-type: none"> Buy <i>Taller de escritores</i>, 4th Edition and access to <i>Supersite</i>. Buy Book Club book of your choice. Register with VHL <i>Supersite</i> (information on how to register found on Canvas)
	viernes	<i>Lección 1. Lectura.</i> “El recado” (pp. 4-5)	<ul style="list-style-type: none"> Video de auto-presentación en Canvas. Completar Syllabus Quiz en Canvas. Tarea en <i>Supersite</i>
¡OJO! Prior to Wednesday and Friday at 8:00 am, you have online work that is due both on <i>Supersite</i> and Canvas. Late assignments will incur a penalty.			

Semana 2 (agosto 26-septiembre 1)	miércoles	Lección 1. Léxico. “Vocabulario para describir” (pp. 7-8) y “Expresiones de percepción sensorial” (pp. 9-10)	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Video-Comentario #1 (Canvas)
	viernes	Book Club Lectura 1 Lección 1. Estructuras. “The Present Tense; ser y estar” (pp. 11-12) y “Prepositions” (pp. 14-15)	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Book Club Lectura 1: <ul style="list-style-type: none"> ◦ <i>Antes de ser libres (ADSL)</i>: Capítulo 1 (pp. 1-13) ◦ <i>Como agua para chocolate (CAPC)</i>: Capítulo 1 (pp. 1-19)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			
Semana 3 (septiembre 2-8)	miércoles	Lección 1. Estructuras. “Adjectives” (pp. 16-17)	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Tarea de Book Club # 1 (Canvas)
	viernes	Book Club Lectura 2 Lección 1. Ortografía y puntuación. “Acentuación 1” (pp. 19) y “Puntuación 1” (pp. 20-21)	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Book Club Lectura 2: <ul style="list-style-type: none"> ◦ <i>ADSL</i>: Capítulo 2 (pp. 14-28) ◦ <i>CAPC</i>: Capítulo 2 (pp. 45-59)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			
Semana 4 (septiembre 9-15)	miércoles	Lección 2. Lectura. “La siesta del martes” (pp. 34-39) y Léxico. “Ampliar el vocabulario” (pp. 42-43).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Video-Comentario # 2 (Canvas)
	viernes	Book Club Lectura 3 Lección 2. Léxico. “Expresiones de tiempo” (p. 44) y Estructuras. “Narrating in the Past” (pp. 46-48).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Book Club Lectura 3: <ul style="list-style-type: none"> ◦ <i>ADSL</i>: Capítulos 3 (pp. 29-46) ◦ <i>CAPC</i>: Capítulo 3 y 4 (pp. 45-60)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> .			
Semana 5 (septiembre 16-22)	miércoles	Instrucciones para Trabajo Escrito 1 Lección 2. Estructuras. “Adjectival Relative Clauses” (pp. 50-51).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Tarea de Book Club # 2 (Canvas)
	viernes	Book Club Lectura 4 Lección 2. Ortografía y Puntuación. “Acentuación II: Casos especiales” (pp. 53-54).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Book Club Lectura 4: <ul style="list-style-type: none"> ◦ <i>ADSL</i>: Capítulos 4 y 5 (pp. 47-72) ◦ <i>CAPC</i>: Capítulos 5 y 6 (pp. 65-119)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			

Semana 6 (septiembre 23-29)	miércoles	Lección 3. Lectura. “Puerto Rico en Veracruz” (pp. 72-74).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Trabajo Escrito 1, Versión 1 (Canvas) • Video-Comentario # 3 (Canvas)
	viernes	Book Club Lectura 5 Lección 3. Léxico. “Las conjunciones” (pp. 77-78).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Book Club Lectura 5: <ul style="list-style-type: none"> ◦ <i>ADSL</i>: Capítulos 6 y 7 (pp. 73-99) ◦ <i>CAPC</i>: Capítulos 7 y 8 (pp. 123-160)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			
Semana 7 (septiembre 30- octubre 6)	miércoles	Lección 3. Ortografía y Puntuación. “Las citas” (pp. 90-91).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Reseña por pares 1 (Canvas) • Tarea de Book Club # 3 (Canvas)
	viernes	Book Club Lectura 6 Lección 3. Estructuras. “Passive constructions” (pp. 81-83).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Book Club Lectura 6: <ul style="list-style-type: none"> ◦ <i>ADSL</i>: Capítulo 8 (pp. 100-112) ◦ <i>CAPC</i>: Capítulo 9 (pp. 164-182)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> , en Canvas.			
Semana 8 (octubre 7-13)	miércoles	Lección 3. Estructuras. “The future and the conditional” (pp. 85-86).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Trabajo Escrito 1, Versión Final (Canvas)
	viernes	Repaso para Examen Midterm	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i>
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			
Semana 9 (octubre 14-20)	miércoles	EXAMEN MIDTERM	<ul style="list-style-type: none"> • EXAMEN MIDTERM (Canvas)
	viernes	Book Club Lectura 7	<ul style="list-style-type: none"> • Book Club Lectura 7: <ul style="list-style-type: none"> ◦ <i>ADSL</i>: Capítulo 9 (pp. 112-120) ◦ <i>CAPC</i>: Capítulo 10 (pp. 186-204)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			
Semana 10 (octubre 21-27)	miércoles	Instrucciones para Trabajo Escrito 2 Lección 4. Léxico. “Expresiones de transición” (pp. 109-110).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i> • Tarea de Book Club # 4 (Canvas)
	viernes	Lección 4. Estructuras. “Infinitives and participles” (pp. 114-116).	<ul style="list-style-type: none"> • Tarea en <i>Supersite</i>

¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			
Semana 11 (octubre 28-noviembre 3)	miércoles	Lección 4. Estructuras. “The subjunctive I” (pp. 118-119).	<ul style="list-style-type: none"> Tarea en <i>Supersite</i> Trabajo Escrito 2, Versión 1 (Canvas)
	viernes	Book Club Lectura 8 Lección 4. Estructuras. “The subjunctive I” (pp. 119-121).	<ul style="list-style-type: none"> Tarea en <i>Supersite</i> Book Club Lectura 8: <ul style="list-style-type: none"> ADSL: Capítulo 10 (pp. 153-168) CAPC: Capítulo 11 (pp. 209-225)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas..			
Semana 12 (noviembre 4-10)	miércoles	Lección 5. Lectura. “De inmigrantes a emigrantes” (pp. 140-141) y Léxico. “Cognados falsos” (pp. 145-146).	<ul style="list-style-type: none"> Tarea en <i>Supersite</i> Reseña por pares 2 (Canvas) Video-Comentario # 4 (Canvas)
	viernes	Book Club Lectura 9 Lección 5. Léxico. “Verbos seguidos de preposición” (pp. 149-150).	<ul style="list-style-type: none"> Tarea en <i>Supersite</i> Book Club Lectura 9: <ul style="list-style-type: none"> ADSL: Capítulo 11 (pp. 169-final!) CAPC: Capítulo 12 (pp. 239-final!)
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			
Semana 13 (noviembre 11-17)	miércoles	Lección 5. Estructuras. “El subjuntivo II” (pp. 152-153) y “Si clauses” (pp. 159-160).	<ul style="list-style-type: none"> Tarea en <i>Supersite</i> Tarea de Book Club # 5 Trabajo Escrito 2, Versión Final (Canvas)
	viernes	Lección 6. Lectura. “Sujetos en el margen” (pp. 176-179).	<ul style="list-style-type: none"> Tarea en <i>Supersite</i>
¡OJO! : Antes del miércoles y del viernes a las 8:00 am, habrá tarea que entregar en <i>Supersite</i> y en Canvas.			
Semana 14 (noviembre 18-24)	miércoles	Lección 6. Léxico. “Verbos y expresiones para indicar cambios” (pp. 182-183).	<ul style="list-style-type: none"> Tarea en <i>Supersite</i>
	viernes	Lección 6. Estructuras. “Verbal periphrases and modal verbs” (pp. 190-192).	<ul style="list-style-type: none"> Tarea en <i>Supersite</i> Estudiar para examen final Preparar proyecto final (en grupos)
Semana 15 (noviembre 25-26)	miércoles	Repaso para examen final Planear reunión de Book Club con tu grupo	<ul style="list-style-type: none"> Repaso para examen final (<i>Supersite</i>) Preparar proyecto final (en grupos)

Semana 16 Reading days and finals week (diciembre 2-11)	10 de diciembre	EXAMEN FINAL	<ul style="list-style-type: none"> ● Book Club Proyecto final (Canvas) ● EXAMEN FINAL (cumulativo) en Canvas (open from Monday, December 2 until it is due)
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