

Do not copy without the express written consent of the instructor.

## SPN 2201 INTERMEDIATE SPANISH II FOR NON-HERITAGE LEARNERS



Department of Modern Languages  
SPRING 2018

**Course: SPN 2201, 3 Credits**  
**Course Website Login: <http://ecampus.fiu.edu>**  
**Time: Tuesday, Thursday, 2:00 - 3:15 PM**  
**Prerequisite: SPN 2200 or equivalent**

<p><b>Instructor: Dr. Marie Guiribitey</b> <b>E-mail address: <a href="mailto:mguiribi@fiu.edu">mguiribi@fiu.edu</a></b> <b>Department of Modern Languages: MMC (305)348-2851</b> <b>Language Labs: MMC, SIPA 240, (305)348-5744</b> BBC, AC II 214 (305)919-5872</p>
---

**NOTE: THIS COURSE COUNTS TOWARDS THE MINOR IN SPANISH. This is a discipline-specific GL course that counts toward your global learning graduation requirement.**

### Course Description:

After Chinese, Spanish is considered the world's second-most spoken native language with hundreds of millions native speakers. It is the official language in twenty one countries and is the first non official in the U.S. with around 41 million native speakers and 11 million who are bilingual. By 2050 the U.S. will have more native speakers than Spain, becoming the second largest- speaking country after Mexico. No doubt that Spanish language and culture are integrated to daily life not only in South but also in North America as well as in the Spanish-language diaspora around the world. Historically, the Hispanic presence has been in North America for longer than the English's. It is then not surprised the Hispanic culture can be sensed everywhere from the names of the cities to the food we eat. The primary goal of this course is to ensure a smooth travel from the hands-on knowledge of the Spanish language needed for everyday tasks to a better awareness of the cultures of the Hispanic world through the use of readings, films, songs, and other ways of expression. The course will also reinforce the oral and written proficiencies by accomplishing meaningful and communicative tasks, which will enhance the learner's interpersonal, interpretive, and presentational skills. Since this is the fourth course of a four semester sequence, the communicative and linguistic competence in the target language should be high intermediate.

### Course Learning Outcomes:

This course exposes students to the five goals of language learning (communication, culture, connections, comparisons, and communities) following the ACTFL's standards for Foreign Language Learning. Upon completion of this course, the student will be able to:

Do not copy without the express written consent of the instructor.

- Accomplish meaningful communication in L2 by presenting information, exchanging ideas, discussing films and readings, expressing opinions, etc.
- Study the varieties of the Hispanic cultures through their history, politics, gastronomy, festivities, dialectal regions, etc.
- Make connections to other disciplines such as history, music, religion, geography, politics and literature.
- Make comparisons between Hispanic cultures and their own.
- Explore Spanish-speaking communities in real-life situations and become actual or virtual members of those communities.
- Address some issues that affect Hispanic communities in a collaborative manner.
- Enhance the listening, speaking, reading, and writing abilities.

### **Global Learning Course Outcomes:**

Upon completion of this course, the student will:

- Be able to analyze how Hispanic communities interrelate among themselves, and their connection with the global community in terms of economics, politics, socio-environmental issues, and religious values in a historical and geographical context. (Global Awareness)
- Be able to develop a multi-perspective analysis of the diversity of the Hispanic cultures by using an interdisciplinary and transcultural approach. (Global Perspective)
- Be able to collaborate with others to devise solutions to problems concerning Hispanic societies in a global setting by applying their cultural knowledge and practical skills. (Global Engagement)

### **Active Learning Strategies:**

The instructor will engage learners with discussion topics regarding Hispanic traditions and society, case study analysis through class discussion, as well as out-of-class assignments linked to the course weekly topics. Students will participate in different activities including:

- Class discussions
- Group video project
- Presentations
- Discussion boards
- Group and pair in-class work
- PowerPoint Presentations
- Films, readings, songs

\*Applicable to students enrolled at FIU. If you are a dual-enrollment student and enter FIU, this course will count toward your two-course global-learning requirement.

### **Required textbook:**

Olga Gallego Smith et al, *Más allá de las palabras*, third edition, 2014. Registration code to have access to the online homework.

### **Policy on Heritage Learners:**

SPN 2201 is not designed for heritage learners: Students who have learned Spanish at home or in informal settings but their formal education has been in English. Heritage speakers should sign up for either SPN 2340 or SPN 3343 depending on their Spanish proficiency levels. Please contact your instructor if you have any questions regarding your Spanish skills.

Do not copy without the express written consent of the instructor.

### Grading Policy:

- Attendance and participation 15 %
- Video Project 10%
- Online WileyPlus homework 15 %
- Discussion boards (5) 10%
- Compositions (2) 15%
- Group Presentation 10%
- Quizzes 10%
- Final Exam 15%

**Attendance and participation are mandatory:** Each week, your instructor will evaluate your attendance and participation levels. A student will have the opportunity to earn 5 points for every class if he/she attend class regularly, arrives on time, comes to class prepared after reading the material at home, and participates actively in the class discussion and tasks.

**Important:** Tardiness is disruptive to the class; therefore, students should be on time for class. Attendance will be taken at the beginning of each class period. At least 2 points may be deducted if the student is not present when his/her name is called. The instructor has the prerogative to deny admission to those who arrive more than 5 minutes late. Two late arrivals will be counted as one unexcused absence.

**Students are allowed up to three unexcused (3) absences this semester. A student will receive one lower grade (i.e. from B to B-) for the course if he/she has four (4) unexcused absences. One full-letter grade will be deducted (i.e. from B to C) if a student has five (5) unexcused absences. A student with more than five (5) unexcused absences will automatically get an F in the course. Absences will only be excused by showing a documented and valid proof.**

If the student is absent, it is his/her responsibility to find out if an assignment is due for the following class by emailing the instructor, or contacting another student. Exchange numbers with a couple of classmates ASAP.

**Smart devices:** In order to maintain an environment conducive to learning, students are asked to turn off or silence all electronic devices before entering the classroom. Instructors reserve the right to ask the student to leave the classroom if they disturb the class with any of these devices. **Students will receive zero points if they are texting or browsing the Internet during the class period.**

**Video Project:** Each group will deliver a video project to tackle an issue that affects the Hispanic community. Students will engage in the community not only to address the problem but also to propose a solution. No more than a 10- min video. First, each group needs to contact the instructor to discuss the project.

**Online WileyPlus Homework:** WileyPlus is an online teaching and learning environment that provides learners with a variety of grammar, vocabulary, listening, writing, and cultural activities. Students gain

Do not copy without the express written consent of the instructor.

immediate feedback on their strengths and weaknesses so that they can spend their study time effectively as well as enhancing their language skills.

**Discussion boards:** Students will have to post comments on Bb to respond to the topic/questions given by their instructor. You will get full credit if you first post your comment, and then, reply to at least two classmates' comments.

**Compositions:** You will write two compositions, no less than 150 words each. Late compositions will receive a 20% deduction. Please note that if your instructor suspects that you have used the aid of a translator or of another person to write your composition, you will receive a zero.

**Group Presentation:** In small groups students will present a PPT about an aspect of any of the Hispanic cultures they are interested about. The second option would be to present a Hispanic country highlighting significant characteristics such as: population, the main historical facts, traditions, gastronomy, languages, etc. Include Youtube videos to support your presentation. Make it fun and interactive. No more than a 10- min presentation.

**Quizzes:** There will be some quizzes based on readings and films on Bb.

**Final Exam:** The final will be administered during the final exam week. No makeups will be allowed unless there is a valid- documented reason.

**Grade Scale:**

<b>A</b>	93.0 - 100	<b>C +</b>	77.0 - 79.9
<b>A -</b>	90.0 - 92.9	<b>C</b>	70.0 - 76.9
<b>B +</b>	87.0 - 89.9	<b>D</b>	60.0 - 69.9
<b>B</b>	83.0 - 86.9	<b>F</b>	59.9 - BELOW
<b>B -</b>	80.0 - 82.9		

**Important Information:**

**Incomplete Grade:** A grade of "IN" is only given when there is a **valid, documented** reason, which prevents the student from completing the course. A student should have completed at least 60% of the course work in order to get an Incomplete grade. If such reason arises, please advise your instructor immediately, and make arrangements for removing the Incomplete as soon as possible.

**Academic dishonesty:** All course work must be the work of the student; otherwise, it is considered cheating. Plagiarism, cheating, and forgery are serious offenses and will not be tolerated as stated in the [Academic Misconduct](#) section of FIU's *Academic Affairs Policies, Manuals, and Handbooks*.

**Students with disability:** It is the responsibility of any student with a disability who requests a reasonable accommodation to contact the [Disability Resource Center \(DRC\)](#). DRC will then contact the instructor so that a reasonable accommodation can be made.

Do not copy without the express written consent of the instructor.

**Early Alert:** In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students' academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

**Important dates:**

January 16: Last day to drop/withdraw courses without incurring a financial liability.

February 2: Last day to drop/withdraw courses with a 25% refund of tuition.

March 19: Last day to drop/withdraw courses with a DR/WI grade.

May 3: Grades available to students by web.

**Course Calendar:**

<b>Week 1</b>	<b>Course Introduction. Capítulo 6: Tradición y modernidad</b>
Tuesday	Review the syllabus
Jan 9	<u>Engaging question:</u> ¿Qué sabes de las culturas precolombinas? <u>Reading:</u> <i>Malinche, la indígena que ayudó a Cortés</i> . p. 200 <u>Class discussion:</u> ¿La relación entre Malinche y Cortés se considera un símbolo de la identidad mexicana? Different interpretations. Group work. <u>Learning activity:</u> Comprehension questions and vocabulary activity. Pair work. <u>Assignment:</u> Review the uses of preterit and imperfect. pp. 204-205, complete 6-10, 6-11. Study the vocabulary: Recordar viejos tiempos, complete 6-14.
Thursday	<b>La gastronomía de México y España</b>
Jan 11	<u>Engaging question:</u> ¿Recuerdas un día memorable de tu vida? <u>Learning activity:</u> Role-play activity <u>Engaging question:</u> ¿Qué sabes de la gastronomía de México y España? <u>Learning activities:</u> 6-22, El chocolate de México. <u>Class discussion:</u> Comprehension questions (pair work), open discussion about the reading. <u>Assignment:</u> Review the uses of the present perfect pp. 214-15, complete 6-28. Study the vocabulary p. 217-218, complete 6-35. Read the brief information about Spain p. 220, complete 6-36. Look up information about <i>la Guerra Civil Española</i> .
<b>Week 2</b>	<b>La Guerra Civil Española</b>
Tuesday	<u>Engaging question:</u> ¿Qué sabes de la Guerra Civil Española?
Jan 16	<u>Learning activities:</u> PowerPoint, videos, activities based on the presentations. <u>Assignment:</u> 6-39 p. 221. Reading <i>Cine mexicano sobre España</i> pp. 222-223, complete 6-40, 6-41
Thursday	<b>Cine mexicano de hoy sobre la España de ayer</b>
Jan 18	<u>Engaging question:</u> ¿Qué sabes de la historia de España? <u>Class discussion:</u> Open discussion about the reading.

Do not copy without the express written consent of the instructor.

Learning activities: 6-42 (pair work), 6-43 (group work)

Assignment: Vocabulary 6-41, review the prepositions and complete 6-45, 6-46.

Watch the movie *El laberinto del fauno* en Bb.

### **Week 3**

Tuesday

Jan 23

#### **Movie discussion**

Engaging question: ¿Les ha gustado o no la película? ¿Por qué?

Learning activity: Each group will have a set of questions for discussion.

Class discussion: Each group reporter will deliver a summary to the class to be discussed.

Assignment: Redacción 1.

Escribe un resumen que incluya en el primer párrafo una introducción con el nombre del director, año de producción y género. En el segundo párrafo narra brevemente la trama en orden cronológico. Usa el presente histórico. En el tercer párrafo describe los escenarios y los personajes principales. En el cuarto y último, explica por qué te gustó o no la película y si la recomendarías a tus amigos.

#### **WILEYPLUS OF THE CHAPTER 6 IS DUE ON JANUARY 24.**

**Discussion Board # 1 on Bb:** *El laberinto del fauno*: ¿Por qué crees que Del Toro escogió este título para su película? ¿Qué importancia tienen la mitología y los elementos fantásticos en la película? ¿La dictadura franquista se asemeja a alguna dictadura que conoces? ¿Cuáles rasgos tienen en común?

Thursday

Jan 25

#### **Capítulo 7: Ideologías de nuestra sociedad (países del Caribe)**

Engaging question: ¿Qué sabes de la República Dominicana y de su ritmo musical más popular?

Learning activities: 7-21 p. 253 (pair work), listening “Política y merengue”, 7-24 (group work)

Learning activity: Escuchar el merengue “El costo de la vida” por Juan Luis Guerra.

<https://www.youtube.com/watch?v=8GTI06GG-8Q>. Actividad 7-34 p. 262 (group work)

Assignment: Review the present and imperfect subjunctive pp. 244-245. Complete 7-9, 7-11 p. 247. Read the brief information about P.R. p. 263, complete 7-35.

### **Week 4**

Tuesday

Jan 30

#### **La política de Puerto Rico**

Engaging question: ¿Qué sabes sobre el estatus político de Puerto Rico?

Learning activities: 7-36 p. 264. Reading: “Foro sobre Puerto Rico”, 7-39 (pair work)

Class discussion: 7-41 p. 268 (group work), open discussion about the reading

Assignment: Review the subjunctive in adjective clauses. Complete 7-26, 7-27 p. 257-258. Read the brief information about Cuba p. 240, complete 7-1.

Thursday

Feb 1

#### **Cuba y su política**

Engaging question: ¿Qué sabes sobre Cuba, su política y su música?

Learning activities: Reading “Cuba: dos visiones, una isla”, 7-6 (pair work)

Class discussion: 7-7 p. 243 (group work), open discussion about the reading.

Assignment: Review the indicative and subjunctive moods pp. 269-270. Complete 7-43. Watch the movie: *Chico&Rita* on Bb.

### **Week 5**

Tuesday

Feb 6

#### **Cuba y su música. Movie discussion**

Engaging question: ¿Te ha gustado o no la película? ¿Por qué?

Learning activity: Each group will have a set of questions for discussion.

Do not copy without the express written consent of the instructor.

Class discussion: Each group reporter will deliver a summary to the class to be discussed.  
Assignment: Reading: "Ponte a la moda al estilo maya del periodo clásico" p. 285-286.  
Complete 8-4, 8-5. Review the future tense p. 288-289. Complete 8-12 p. 289

**WILEYPLUS OF THE CHAPTER 7 IS DUE ON FEBRUARY 7**

**Discussion board # 2 on Bb:** ¿Cómo imaginas la vida en los EE.UU. en los años 40?  
¿Cómo hubiera sido la vida diaria en este país para alguien como Rita? ¿Crees que  
todavía la discriminación racial es un tema vigente en los EE.UU.? Explica tu respuesta.

Thursday  
Feb 8

**Capítulo 8: Explorar nuestro mundo (Centroamérica)**

Engaging question: ¿Qué sabes de la civilización de los mayas después de la lectura  
en casa?

Learning activities: Pair work 8-9, 8-10 p.287, 8-13 p. 290

Assignment: Review the conditional tense pp. 298-299. Complete 8-29, 8-30 p. 300.  
Read the brief information about Honduras, El Salvador, and Nicaragua p. 295, complete  
8-21, 8-22.

**Week 6**  
Tuesday  
Feb 13

**Centroamérica: Viajar y respetar el medio ambiente**

Engaging question: ¿Qué opinas del ecoturismo? ¿Por qué crees que es popular en  
Centroamérica?

Learning activities: 8-23 (pair work), listening "Una alternativa al turismo convencional:  
El ecoturismo", 8-25 (pair work).

Class discussion: 8-27 p. 298 (group work), open discussion about the listening.

Assignment: Review the *if clauses* p. 308, complete 8-45, 8-46 pp. 309-310. Read the  
brief information about Costa Rica p. 304, complete 8-37. Reading "Dos voluntarios en  
Costa Rica: Diario de un viaje" p. 306.

Thursday  
Feb 15

**Centroamérica: Costa Rica**

Engaging question: ¿Cuándo un tico usa la expresión "pura vida"?

Class discussion: ¿Qué servicio a la comunidad harías en Costa Rica?

Learning activities: 8-42, 8-47, 8-49 (pair work)

Assignment: Complete 8-48 p. 311. Look up information about *las molas* and Panamá.

**Week 7**  
Tuesday  
Feb 20

Engaging question: ¿Qué sabes sobre Panamá?

Learning activities: PPT (el arte de las molas). Reading "Panamá: Lugares de interés  
histórico y recreativo" p. 315, 8-56 (pair work), 8-57 (group work)

Assignment: Read the brief information about Colombia p. 322, complete 9-1.

**WILEYPLUS OF THE CHAPTER 8 IS DUE ON FEBRUARY 21.**

**Discussion board # 3 on Bb:** ¿Puedes describir tres características del ecoturismo? ¿Por  
qué crees que es importante preservar y cuidar el medio ambiente? ¿Haces algo para  
cuidarlo? Da ejemplos personales. ¿Alguna vez has hecho algún servicio a la comunidad  
de manera voluntaria? Da ejemplos personales ¿Te parece importante para ti haberlo  
hecho?

Thursday  
Feb 22

**Capítulo 9: Nuestra herencia precolombina. Países andinos**

Engaging question: ¿Qué sabes de Colombia?

Do not copy without the express written consent of the instructor.

Learning activities: 9-4 (pair work), reading “Oro, El Dorado y el Museo del Oro de Bogotá” p. 324, 9-5 (pair work)

Class discussion: 9-8 (pair and group work) p. 325

Assignment: Review the adverbial clauses with the present tense pp. 326-327, complete 9-10, 9-12. Read the brief info about Ecuador p. 333, complete 9-19, 9-25. Look up information about *el Inti Raymi*.

### **Week 8**

#### **Ecuador y su música**

Tuesday

Engaging question: ¿Qué sabes de Ecuador? ¿Qué es el *Inti Raymi*?

Feb 27

Learning activities: Listening “La música popular de Ecuador”, 9-23, 9-24 (pair work)

Class discussion: 9-25 (group work). Open discussion about the young people’s attitude towards the traditional festivities.

Assignment: Review the adverbial clauses with past tenses pp. 337-339, complete 9-26, 9-27. Read the brief information about Perú p. 343, complete 9-34, 9-35.

Thursday

#### **Costumbres de los incas**

Mar 1

Engaging question: ¿Qué sabes de Perú?

Learning activities: Reading “El matrimonio inca”, 9-37, 9-38, 9-39 (pair work)

Class discussion: Open discussion about the reading.

Assignment: Review the passive voice pp 347-348, complete 9-41, 9-42. Read a fragment of the novel *Elogio de la madrastra* by Mario Vargas Llosa on Bb. After reading it, think about the question: ¿Qué actitudes son consideradas tabúes en la cultura occidental?

### **Week 9**

#### **Reading discussion**

Tuesday

Engaging question: ¿Qué les ha parecido el fragmento que han leído? ¿Qué actitudes son consideradas tabúes en la cultura occidental?

Mar 6

Learning activity: Each group will have a set of questions for discussion.

Class discussion: Each group reporter will deliver a summary to the class to be discussed.

Assignment: Review the past perfect p. 368, complete 10-8, 10-9 p. 369. Read the brief information about Chile p. 364, complete 10-1. Look up information about Augusto Pinochet’s coup d’etat and the dictatorship that came afterwards.

#### **WILEYPLUS OF THE CHAPTER 9 IS DUE ON MARCH 7.**

**Discussion board # 4 on Bb:** ¿Qué actitudes son consideradas tabúes en la cultura occidental? ¿Qué tabúes conoces que hayan cambiado con el tiempo? ¿Crees que existen valores absolutos que todos debemos respetar? ¿Cuáles?

Thursday

#### **Capítulo 10: Nuestra presencia en el mundo (países del cono sur)**

Mar 8

Engaging question: ¿Qué circunstancias pueden obligar a una persona a dejar su país?

Class discussion: ¿Qué sabes de la dictadura militar de Pinochet y el exilio político de muchos chilenos? Open discussion.

Learning activities: Reading “Testimonio de Francisco Ruiz, un exiliado chileno” p. 366, 10-6, 10-7, 10-14 (pair work)

Assignment: Review prepositional pronouns and verbs pp. 377-378, complete 10-24, 10-25. Read the brief information about Argentina p. 374, complete 10-16, 10-18. Look up information about *el lunfardo* and *el tango*.



Do not copy without the express written consent of the instructor.

**Week 10            SPRING BREAK**

Mar 13-15

**Week 11**

Tuesday  
Mar 20

Engaging question: ¿Qué sabes de Argentina, del tango y del lunfardo?

Learning activities: Listening “Lunfardo y tango: Dos creaciones de los inmigrantes”, 10-19, 10-20 (pair work).

Historia del tango: <https://www.youtube.com/watch?v=GYJ1TfEY6z8>

El lunfardo <https://www.youtube.com/watch?v=j6Uvrhj844I>

10-22 (pair work)

Assignment: Watch the tango Volver <https://www.youtube.com/watch?v=0TPtsf8nSpQ>

Complete 10-30 p. 382. ¿Puedes buscar otros tangos famosos para compartir con la clase? ¿Cuáles son los temas cantados en los tangos?

Thursday  
Mar 22

Engaging question: ¿Qué encontraron acerca del tango? ¿El amor es un tema recurrente en el tango?

Class discussion: Review 10-30 p. 382.

Learning activities: Share the *tangos* brought by the students. 10-26 (pair work)

Assignment: Watch the movie *El secreto de sus ojos* on Bb. Think about the judicial corruption in 1974 in Argentina. Do you agree or not with the end of the movie? Is the revenge justified in this movie? Why?

**Week 12**

Tuesday  
Mar 27

**Movie discussion**

Engaging question: ¿Cuál es en tu opinión el tema principal de la película?

Learning activity: Each group will have a set of questions for discussion.

Class discussion: Each group reporter will deliver a summary to the class to be discussed.

Assignment: Read the brief information about Uruguay p. 383, complete 10-31.

Redacción 2: (Entregar el 3 de abril)

Escribe sobre el final de la película, sigue las siguientes pautas para hacerlo:

Párrafo 1: ¿Cómo justifica Morales sus acciones al final de la película?

Párrafo 2: ¿Crees que es una buena razón para hacer lo que hizo? Explica.

Párrafo 3: ¿Qué hubieras hecho tú en su lugar?

Párrafo 4: ¿Por qué sí o no recomendarías esta película a alguien?

Thursday  
Mar 29

Engaging question: ¿Por qué emigran los jóvenes uruguayos?

Learning activities: Reading “Los jóvenes uruguayos se van del país” p. 385, 10-35, 10-36 (pair work)

Class discussion: La migración interna en los EE.UU. ¿Cuáles son las principales causas? 10-37 (group work).

Assignment: Review the progressive tenses pp. 387-388, complete 10-39, 10-41.

**Week 13**

Tuesday  
Apr 3

Engaging question: ¿Cuáles son los principales retos que enfrenta un inmigrante cuando llega a los EE.UU?

Learning activity: 10-27 p. 379 (Divide the class into groups, each group will work on a different immigrant community). Each group will report to the class. Open discussion.

Assignment: Analyze the painting *Being with* by Roberto Matta-Echaurren, complete 10-45 p. 391-392.

Thursday

Review 10-45. Class discussion about the painting.

Do not copy without the express written consent of the instructor.

Apr 5            Engaging question: ¿Qué frases usas para expresar estar de acuerdo o no en español?  
Learning activities: Review the vocabulary p. 390, 10-43 (pair work), 10-44 (group work)  
Assignment: Look up information about Paraguay to share with the class.

**Week 14**            Engaging question: ¿Quieres compartir lo que has buscado acerca de Paraguay?  
Tuesday            Learning activities: 10-49 p. 396. Reading the short story “La muerte” by Enrique  
Apr 10            Anderson, 10-50 (pair work), 10-51 (group work) p. 397

**WILEYPLUS OF THE CHAPTER 10 IS DUE ON APRIL 11**

**Discussion board # 5 on Bb:** Has visto que el lunfardo y el tango han sido dos creaciones de los inmigrantes que traspasaron las barreras sociales y se transformaron en productos autóctonos y de orgullo nacional. ¿Les viene a la mente alguna aportación cultural que se haya estigmatizado en su momento pero que ahora sea parte de la cultura nacional de un país hispano? ¿Puedes mencionar algunos aportes de los hispanos a la cultura estadounidense?

Thursday  
Apr 12            Video projects

**Week 15**            Group presentations  
Tuesday  
Apr 17

Thursday  
Apr 19            Review for the final

**Week 16**            FINAL EXAM WEEK