Course: SPN 2340, 3 Credits
Course Website Login: http://ecampus.fiu.edu
Time: Tuesday, Thursday, 9:30-10:45am

Instructor: Marisa Filgueras Gómez, Ph.D.
Classroom:
E-mail: mfilguer@fiu.edu
Office Hours: DM 496

NOTE: THIS COURSE COUNTS TOWARD THE MINOR IN SPANISH. This is a GL foundations course that counts toward your global learning graduation requirement.

Course description
SPN 2340 is a course designed for students who are heritage speakers of Spanish, that is, students who have learned Spanish at home or in informal settings, typically during childhood, and have completed at least high school or formal education in English. This class at the intermediate level is the first of the Spanish as Heritage Language (SHL) Program offered in the Modern Languages department.

Spanish is the official language in twenty-one countries and is the first non official language in the U.S. The multi-national and multi-cultural setting of South Florida offers the ideal environment to promote awareness of the diversity of the Spanish-speaking world. This course contributes to an understanding of cultural diversity in contemporary U.S. society by making sure learners become better aware of and deepen their knowledge of their cultural heritage, and develop an appreciation for the cultural and linguistic variation present in the Spanish-speaking world. There is a special emphasis on learning about cultural topics relevant to different Latin American countries and Latinos in the US. Linguistically, the focus of SPN 2340 is to expand students’ bilingual abilities by working on their speaking, writing, listening, and reading in Spanish in a confidence-building environment.

The different activities and components of the class (e.g., reading and listening activities, written assignments, class discussions, group work, community projects, oral presentations) will help students to achieve greater flexibility in their abilities in the language. Grammar and/or spelling issues are also reviewed to support students’ language development.
Course Learning outcomes
In this class, students will:

- Study the varieties of the Hispanic communities through their history, politics, gastronomy, dialectal regions, traditions, festivities, etc.
- Make connections to other disciplines such as art, history, music, politics, geography and literature.
- Make connections between their own Hispanic culture and other Hispanic cultures.
- Explore Spanish-speaking communities in real-life situations and enhance their membership of those communities.
- Address some issues that affect Hispanic communities in a collaborative manner.
- Strengthen their communicative competence in all language modes.
- Develop fluency in both speaking and writing.
- Be able to write a well-structured paragraph and essay in Spanish.
- Improve command of spelling and use of written accents in Spanish.
- Strengthen and expand their use of grammatical structures.
- Expand their lexical repertoire in Spanish.

Global Learning Course Outcomes
Upon completion of this course students will:

- Demonstrate knowledge of their own cultural heritage and the nature and extent of language and culture variation in the Spanish-speaking world. (Global Awareness)
- Be able to analyze from multiple perspectives the many local, international, and intercultural differences among Spanish speakers in Spain, Latin America, and in the United States. (Global Perspective)
- Be able to collaborate and engage in local, global, international, and/or intercultural problem solving involving Hispanic societies by applying their cultural knowledge and practical skills (Global Engagement).

Active Learning Strategies
The instructor will engage learners with exposure to discussion topics regarding U.S. Latino communities and Spanish-speaking communities and countries, as well as out-of-class assignments linked to the course weekly topics and related to the local Latino communities. Students will participate in different activities including:

- Class discussions
- Oral Power Point Presentations
- Group Community Project
  - Video-recorded interviews
  - Website creation
- Group and pair in-class work
• Readings, songs, videos

**Required materials**

**Textbook website:** [http://www.mhhe.com/nuestroidiomaij](http://www.mhhe.com/nuestroidiomaij)
**Student site:** [http://highered.mheducation.com/sites/0073385263/student_view0/index.html](http://highered.mheducation.com/sites/0073385263/student_view0/index.html) (for culture and grammar tutorials)
**Reading materials on Bb**

**Recommended materials**
Diccionario de la Real Academia: [www.rae.es](http://www.rae.es)
App for the Smart Phones: DEL (Diccionario de la lengua española)

**Course Components**

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<th>Component</th>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Homework and written work</td>
<td>10%</td>
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<tr>
<td>Activity Manual exercises</td>
<td>10%</td>
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<tr>
<td>Oral Presentation</td>
<td>5%</td>
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<tr>
<td>Community Project</td>
<td>15%</td>
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<tr>
<td>Compositions (3)</td>
<td>15%</td>
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<tr>
<td>Reflection on compositions</td>
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<td>Partial Exams (2)</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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**Attendance and participation**

- Each week, your instructor will evaluate your attendance and participation levels.
- It is expected that each student:
  - Attends class regularly.
  - Arrives on time.
  - Comes to class prepared.
  - Participates actively and enthusiastically.
  - Has a positive and respectful attitude towards the instructor and their peers.
  - DOES NOT USE electronic devices (no texting or browsing.)

**IMPORTANT:**
We recognize that circumstances may arise that prevent you from attending some classes. Therefore, you are allowed three (3) absences about which no questions will be asked nor excuses solicited. These 3 absences are not “free” but should be used to account for events like colds, sore throats, court appearances, doctor’s appointments, funerals, away-games for athletes, religious observances.
Beginning with the third (4th) absence, two (2) percentage points will be deducted from your final grade calculation. For example, if you were to miss a total of four (4) classes during the course (3 allowed absences and 1 absence beyond that), your final grade would be reduced four (4) points, which is more than an entire letter grade. To have your absence(s) excused, you must provide me with documentation that supports your reason for missing class (e.g. extended hospitalization, medical emergency, religious functions, or family crisis). Finally, students must arrive to class on time. Two late arrivals will count as an absence. A late arrival is considered more than 5 minutes late.

If the student is absent, it is his/her responsibility to find out if an assignment is due for the following class by contacting another student (what a great opportunity to make friends!) or emailing the instructor. Exchange numbers with a couple of classmates ASAP if you know in advance that you are going to miss class, please email your instructor ASAP to let him/her know. Communication is everything.

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.

Homework and written work
There will be homework assignments and in-class work for every class, and some of them will be submitted to your instructor. You are expected to submit the assigned homework on the due dates. If you are absent when the assignment is due you are still responsible for the assignment and can submit it through email. If you have restricted web access, please discuss your situation with your instructor and arrange for a friend to drop off the homework for you. In any case, you should always let your instructor know about the situation.

Activity Manual
The Manual de Actividades is for you to do it out of class, as a preparation for what we will cover and discuss in class. There are two types of questions: closed-ended questions and open-ended questions. Most of the exercises are closed-ended exercises and have the answers at the back of the Manual. You are required to correct your homework with a different color pen after consulting the answer keys at the back of the Manual. Failure to follow this procedure will result in a lower grade assigned to your work.

Oral Presentation
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, music, gastronomy, languages, etc. Include Youtube videos to support your presentation. Make it fun and interactive. No more than a 6- min presentation. Talk to your instructor first about your ideas.
Community Project
Students in small groups will do a project to be carried out in their community. This project will have the form of a website and/or a video. More details about this project will be provided. The last day of classes each group will briefly present their project. Some of the topics that can be explored are:

- Identity tags: Latinx, Latino, Hispano, Americano, Cubano-americano, etc.
- Being multicultural
- Traditions in a Latin American country.
- Cultural event
- Use of Spanglish
- Community services
- Interviews in the community
- Etc.

Some past projects:
- La educación bilingüe: https://laeeducacionbilingue.weebly.com/ 
- Latinos en América: https://acham040.wixsite.com/latinos-en-america
- Manteniendo los lazos de nuestra herencia: https://veonz206.wixsite.com/fiu-spanish
- Multiculturalismo: https://multiculturalism.weebly.com/

Compositions
There will be three compositions and two re-writes along the semester. The topics will be based on the topics discussed in class and will be given by the instructor ahead of time. In the first draft of each composition (called “version 1”), the students will receive feedback but not a grade. The second version (“versión 2”) will be graded by your instructor, following the rubrics that can be found on Blackboard. More details about the compositions will be provided.

Reflections on compositions
You will submit a one-page reflection about your learning and amount of progress after the last two compositions. (A total of 3 reflections).

Language use log
Three times during the semester students will be required to record how much Spanish and English they use during one entire day. They will write down the topic, the context, the language, the time, and the interlocutors. Students will hand in the log together with a reflection on the use of these two languages and how to achieve a good balance of use between the two. This project is key in understanding how to maintain Spanish and continue developing your bilingual skills.

Partial Exams
There will be two partial exams along the semester based on the contents covered in class. To be successful in the exams, it is essential that you complete the daily homework and assignments of the class. The exams will assess linguistic knowledge, cultural content covered in
class, and reading and writing abilities. Students should contact the instructor before the date of the exam in case of a time conflict. The exam, however, takes top priority so you will need to cancel any appointment scheduled for the days of the exams. If an emergency happens the day of the exam, you need to contact the instructor or, if unavailable, the department immediately to make the necessary arrangements before the next class period. **No makeups will be allowed unless there is a documented and valid excuse.**

**Final Exam**
The final exam will take place during the final exam week. **No makeups will be given unless there is a documented and valid excuse.**

**Grade Scale**

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<td>90.0 - 92.9</td>
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<td>F</td>
<td>59.9 - BELOW</td>
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**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 disabilities:** Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course. Please visit Blackboard's Commitment Accessibility webpage for more information. 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. For additional assistance please contact FIU’s Disability Resource Center.

**Early Alert:** 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:**
August 27, 2018: Last day to drop/withdraw courses without incurring a financial liability.
October 29, 2018: Last day to drop/withdraw courses with a DR/WI grade.
## COURSE CALENDAR

<table>
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<tr>
<th>Fechas</th>
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<tr>
<td>Semana 1</td>
<td>Martes, 21 de agosto</td>
<td>• Introducción al curso</td>
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<td>• Placement test</td>
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<td>• ¡A conocerse!</td>
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<td>Jueves, 23 de agosto</td>
<td>• Lectura “Cuba: modelo de sincretismo cultural”</td>
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<td>• Actividad 1-7 de comprensión (p. 6).</td>
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<td>&gt;Leer y practicar:</td>
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<td></td>
<td></td>
<td>• División en sílabas, p. 14</td>
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<td>o Actv. A, p. 15</td>
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<td>• Reglas de acentuación, p. 15-16</td>
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<td>o Actv. A (agudas) p. 15</td>
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<td>• División en sílabas, p. 14</td>
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<td>• Reglas de acentuación, p. 15-16</td>
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<td>Semana 2</td>
<td>Martes, 28 de agosto</td>
<td>Comentar lectura “El año que viene estamos en Cuba”</td>
<td>• Descripción de ti mismo (mecanografiado)</td>
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<td>(en Bb)</td>
<td>[De dónde eres tú y tu familia, descripción de tu familia, qué estudias, qué quieres hacer cuando termines los estudios, para qué usaráis español en tu vida]</td>
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<td>o Actividades (1-6) de Paso primero.</td>
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<td>• Paso 2º de estudio de la lectura, la vida y tú, el año que viene estamos en Cuba (en Bb).</td>
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<td>&gt;Leer y responder:</td>
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<td>Jueves, 30 de agosto</td>
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<td></td>
<td>• Díptongos/tríptongos/hiatoms, pp. 17-18</td>
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<td>• Actv. A p. 18-9</td>
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<td>• Monosílabos, pp. 19-20</td>
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<td>• Díptongos/tríptongos/hiatos, pp. 17-18</td>
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<td>• Monosílabos, pp. 19-20</td>
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| Semana 3 | Martes, 4 de septiembre | • Lectura “El cine mexicano del nuevo milenio” (pp. 37-38).  
  o Actv. A Comprensión, p. 38  
  • Leer “Los usos de la letra h”, pp. 42-43  
  o Práctica A, p. 43. | • Comentar lectura “El cine mexicano del nuevo milenio” y actividades (pp. 37-39).  
  • Práctica de los usos de la h | • Manual de Actividades (Capt. 1).  
  • Composición 1, versión 1 |
|---------|----------------------|-------------------------------------------------|---------------------------------|--------------------------------|
|       | Jueves, 6 de septiembre | • Leer “El pretérito”, pp. 44-46  
  Práctica A y B, p. 46-47.  
  Leer “El imperfecto”, pp. 47-48  
  Práctica A y B, p. 48-49. | • Práctica de “El pretérito”,  
  • Práctica de “El imperfecto” | |• Language Log |
| Semana 4 | Martes, 11 de septiembre | • Lectura “Participación hispana en la industria del cine” (pp. 54-55).  
  o Actv. A Comprensión, 2-4, p. 55 | • Biografías—Práctica de “El pretérito” y “El imperfecto”.  
  • Comentar lectura “Participación hispana en la industria del cine” (pp. 54-55).  
  • Presentación-grupo 1 | |• Biografía de un familiar, un amigo o propia.  
(min 250 palabras)  
mecanografiado  
doble espacio  
12 pts. Times New Roman.  
1 pulgada de márgenes |
|        | Jueves, 13 de septiembre | • Lectura “Semana Santa en Guatemala” (pp. 60-61).  
  o Actv. A Comprensión, 1-4, p. 65  
  • Usos de g/j (pp. 68-68)  
  • Práctica A, pp. 69-70, (g/j) | • Comentar “Semana Santa en Guatemala” (pp. 60-61).  
  • g/j, p. 70 | |• Manual de Actividades (Capt. 2).  
• Propuesta del proyecto cultural |
| Semana 5 | Martes, 18 de septiembre | • Participio pasado (pp. 78-79)  
  Práctica A, D (participio), p. 73.  
  • Lectura “Carecen” (de Bb)  
  • Comprensión Paso 1 de “Carecen” (lectura de Bb, p. 147). | • Comentar lectura “Carecen”.  
  • Participio B, C. p. 73 | |• Composición 1, v. 2 |
| Jueves, 20 de septiembre | • Lectura “Las tiendas especializadas en productos hispanos”, pp. 78-80.  
• Comprensión (lectura “las tiendas especializadas”), 1-6, p. 80.  
• Comentar “Las tiendas especializadas en productos hispanos” | • Manual (Capt. 3) |
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<td><strong>CAP. 3</strong></td>
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| **Semana 6**            | • Lecturas sobre el Turismo de Venezuela y Colombia, pp. 85-88  
  • Comprensión, 1-4 p. 86  
  • Comprensión, 1-6 p. 88  
  • Usos de c, s y z (pp. 92-95)  
    ○ Práctica B y D, p. 96-97.  
• Comentar Turismo de Venezuela y Colombia, pp. 85-88.  
• Usos de c, s y z  
• Presentación-grupo 2 | **EXAMEN PARCIAL 1** |
| **Martes, 25 de septiembre** | **CAP. 4** |                  |
| **Semana 6**            | • Tiempos perfectos en indicativo (pp. 97-98)  
  • Práctica A, p. 99  
• Comentar: “Turismo como sector económico del país” | • Composición 2, v. 1  
• Reflexión 1 |
| **Martes, 2 de octubre** | **CAP. 4** |                  |
| **Jueves, 4 de octubre** | • Lectura: “Turismo como sector económico del país” (pp. 106-108)  
  • Comprensión (Turismo como sector económico)  
• Comentar: “Turismo como sector económico del país” (pp. 106-108)  
• Guion y plan de acción del proyecto cultural |                  |
| **Semana 7**            | • Lectura “Mitos y leyendas de la zona andina” (pp. 116-118)  
  • Comprensión (lectura “Mitos y leyendas de la zona andina”), 1-5, p. 116-118.  
  • B/V (pp. 121-123)  
  • Práctica A (b/v), p. 123.  
• Comentar lectura “Mitos y leyendas de la zona andina”.  
• Práctica b/v | • Manual 4 |
| **Martes, 9 de octubre** | **CAP. 5** |                  |
| **Semana 8**            | • Comentar lectura “Mitos y leyendas de la zona andina”. |                  |
| Jueves, 11 de octubre | CAP. 5 | • Lectura “Mitos y leyendas de Ecuador y Bolivia” pp. 119-120.  
• A. Compresión de lectura (3-4)  
• La voz activa y la voz pasiva (pp. 124-125)  
• Práctica A, p. 125 | • Comentar “Mitos y leyendas de Ecuador y Bolivia” pp. 119-120.  
• Voz activa y pasiva  
• Presentación-grupo 3 | • Language Log 2 |
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<td>Semana 9</td>
<td>Martes, 16 de octubre</td>
<td>CAP. 5</td>
<td>• Mito de la Pacha Mama</td>
<td>• Composición v. 2</td>
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| Jueves, 18 de octubre | CAP. 6 | • Lectura (será anunciada)  
• Usos de y/ll (pp. 143-144)  
• Práctica A de y/ll (p. 144) | • Práctica de los usos de y/ll  
• Manual 5 |
| Semana 10 | Martes, 23 de octubre | CAP. 6 | • Futuro de indicativo (pp. 145-146)  
• Práctica B y C (futuro). p.147  
• Condicional de indicativo (pp. 147-148)  
• Práctica C y D (condicional), p. 149. | • Práctica con futuro y condicional  
• Manual 6 |
| Jueves, 25 de octubre | CAP. 6 | • Será anunciado | • Será anunciado  
• Presentación- grupo 4 | • Reflexión 2 |
| Semana 11 | Martes, 30 de octubre | | | EXAMEN PARCIAL 2 |
| Jueves, 1 de noviembre | CAP. 7 | • Lectura: “Sevilla: Ciudad de exposiciones en 1992” (pp. 165-166).  
• Comprensión (1, 5, 6) (p. 166).  
• Usos de c, k, q (pp. 170-171)  
• Práctica A, p. 171 | • Comentar “Sevilla: Ciudad de exposiciones en 1992” (pp. 165-166).  
• Composición 3, v. 1 |
| Semana 12 | Martes, 6 de noviembre | • “Barcelona: sede de las olimpiadas de 1992” (pp. 167-169)  
• Comprensión (1, 3, 5, 6) (p. 169).  
• “El presente de subjuntivo” (pp. 172-173) | • Comentar “Barcelona: sede de las olimpiadas de 1992” (pp. 167-169)  
• Práctica con los usos de subjuntivo | • Primera entrega (revisión) del proyecto cultural. (Me dan acceso a su página web para que pueda verla antes de que terminen el proyecto) |
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| Jueves, 8 de noviembre | • Modo indicativo y subjuntivo (174-176)  
• Práctica B, p. 176  
• Práctica B, p. 178. | • Práctica con Indicativo y subjuntivo  
• Presentación- grupo 5 | | |
| | CAP. 7 | | | |
| Semana 13 | Martes, 13 de noviembre | • Lectura: “Historia general de los hispanos en EE.UU.” (PP. 192-194)  
• Comprensión (1-7), p. 194  
• Errores de uso común, pp. 199-200.  
• Práctica A y B., pp. 200-201. | • Comentar “Historia general de los hispanos en EE.UU.” (PP. 192-194)  
• Ortografía | • Manual 7  
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• Imperfecto de subjuntivo, pp. 201-203.  
• Práctica B y C, p. 204 | | • Language log 3 |
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| Semana 15 | Martes, 27 de noviembre | • PRESENTACIONES DE LOS PROYECTOS CULTURALES (5 grupos, 10 min/grupo) | • Reflexión 3  
• Entrega final del Proyecto cultural. Envío del enlace de página web. |
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