Welcome to the first course in the Spanish Minor for the Professions! Spanish 265 is an all skills course (meaning that students will participate in a variety of activities both in-class and at home in order to improve their Spanish-language skills in four areas: reading, writing, speaking, and listening).

The primary goal of this minor is to prepare students to speak spontaneously (in Spanish) about a wide variety of subjects. Students will also read and write on topics appropriate to their professions of choice, thereby preparing them for their next, more specific, course in the minor program. The overall goal of this minor is to prepare students in the language of the various professions and the cultural knowledge that would enhance a professional’s work in an intercultural context.

COURSE OBJECTIVES

1. to review and expand on functions and notions of the Spanish language and to apply their usage within the context of professional fields.

2. to develop communicative competence within the professional context of the various regions of the Spanish-speaking world and within our own community.

3. to promote a better understanding of Hispanic culture, making connections with those living within your community now.

4. to foster critical thinking skills, such as problem-identification and solving, decision making, anticipation and planning, comparisons of cultural expectations, and achieving communication in a professional context.

ATTENDANCE POLICY
There is no attendance grade in this course, but students are expected to attend all classes and participate in order to develop language skills as well as fulfill the course goals. There will be frequent quizzes and homework assignments and their dates will not be changed for personal reasons (personal trip, family visits, …). Some of the in-class work may count towards the final grade. If a make-up quiz is needed, it must be rescheduled before the quiz date. No work will be accepted late. You can turn things in early (on paper or in electronic format) or have someone else turn them in for you if you have to be absent. Make sure you have the phone numbers and emails of at least 2 of your classmates in case you miss class. In case of emergency, contact your professor as soon as it is reasonably possible.

Students have the obligation to do everything which is established in the program (pruebas, exámenes, trabajos, presentaciones, etc.). Any student missing class without justification (medical note) will automatically receive a “0” as a grade for the day.

ESCALA DE NOTAS
90-100: A 80-89: B
70-79: C 60-69: D
0-59: F

COURSE GRADES

<table>
<thead>
<tr>
<th>Homework and participation 5%</th>
<th>Research assignments 2, 3, 4 (5%, 5%, 10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 15%</td>
<td>Research portfolio 5%</td>
</tr>
<tr>
<td>Reading Journal 5%</td>
<td>Poster presentation 10%</td>
</tr>
<tr>
<td>Minipresentation 10%</td>
<td>Final exam 15%</td>
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<tr>
<td>Midterm 15%</td>
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</table>

ACTIVE PARTICIPATION & HOMEWORK (5%)

As with any language class, students are encouraged to attend and participate actively in order to develop language skills as well as fulfill the course goals. Coming to class is NOT participation. Volunteer to answer questions, bring/discuss topics pertinent to the class, show a positive attitude, asking questions…. IS active participation. Homework includes daily readings and activities from the textbook.

Texting and the use of cellphones during class is prohibited. It is disrespectful to others and to your professor. Students who do not comply with this will be asked to leave the classroom and will earn an unexcused absence + negative participation grade. There is no use for cellphones in class, so please, turn them off completely during class. Any device that rings, buzzes or makes any kind of music during class will be confiscated and returned and the end of the day (not end of class).

The same applies to the use of laptops to check email, chat or any other activities unrelated to class.
QUIZZES (15%)  
Quizzes will be based on the vocabulary and grammar of each chapter. See syllabus for dates (Programa p. 16-20). There will be no make-up quizzes.

READING JOURNAL (5%)  
Once a week students read or listen for at least 10 minutes from an article or story of interest to him/her. The article must be from authentic (credible sources) Spanish-language newspapers, magazines, websites, etc. Students will make an entry in their journal following the format provided below (see p. 5).

MINIPRESENTATION (10%)  
Each student will make two oral presentations in Spanish to the class about one of the readings from his/her reading journal (see p. 6).

RESEARCH PROJECT: Assignments 2, 3, and 4 (5%, 5%, and 10%)  
The purpose of the final project is to improve language and communication skills, add a deeper dimension to selected content from the course, provide an opportunity to present an issue that you studied in greater detail than anyone else and synthesize all the elements of the course and present what you have learned. See research project description (p. 7-15) for more details.

RESEARCH PORTFOLIO (5%)  
This assignment is an edited compilation of Research Assignments 2, 3 and 4. See description for details and format (see p. 13).

POSTER PRESENTATION (10%)  
You will sign up to present your research project findings at a poster session near the end of the semester. Each student will present a largely visual analysis of her/his research project on a single 11x17 poster (3-4 simultaneous poster “booths” with the audience mingling and asking questions—you need to know your material inside-and-out and be prepared to interact with the audience but you must let your audience lead by asking you questions. Remember: NO reading, no reciting memorized scripts. This will give students the opportunity to present their own work in a public forum and demonstrate the application of course concepts to real-world contexts. All posters must be professional and therefore must be electronically processed—no tape, construction paper, poster board, scissor cuts, etc. (think ‘board room,’ not ‘school classroom’!) See research project description for a detailed description of the project (p. 7-15), the poster presentation (p. 14) and how it will be graded (p. 15).

EXAMS (15% + 15%)  
There will be one midterm (15%) and one final exam (215%). Both exams will test listening comprehension, grammar, reading and writing skills as covered in the course. Check your final exam schedule to make sure that you don’t have three exams within twenty-four hours, or an exam scheduled at the same time as the final exam of this course. If you do, you must present evidence of this conflict to the Dean of your College and get an excuse slip well in advance of the day of the Final Exam. Your instructor will have to have this excuse slip with plenty of time in order to prepare a make-up for you.
READING JOURNAL

Once a week students read or listen for at least 10 minutes from an article or story of interest to him/her. The article must be from authentic (credible sources) Spanish-language newspapers, magazines, websites, TV or radio stations, podcasts, etc. Every week students will turn in their reading journal following the format provided below.

Find sources from the Spanish-speaking world that are of interest to you professionally: medicine, sports, fashion, news, politics, etc. Try to make it related to your career goals, but don’t get bored—vary the media so it’s not always just reading or just watching. You might want to develop a specialty area and do a lot with a certain topic or follow a single story or you might prefer to jump around and cover a broad range of topics. Local sources include the TV channels, free newspapers, radio programs, etc. Internet sources include elmundo.es, elpais.com, rtve.es/noticias, etc. Almost any newspaper has a health, business or sports section online—explore the world through online newspapers: www.prensaescrita.com

Explore & find the topics that are most interesting to you, but don’t spend 30 minutes finding something to read or watch for 10 minutes!

Please note, authentic means information originating in Spanish from a Spanish-speaking source & cultural perspective. There is plenty of authentic material generated within the US, but translations of content originating in English from an English-speaking cultural perspective do not count.

Every week, students will make an entry in their journal in Spanish where they will outline the information and extract details of what they just read or listened to (see form below). Students will paraphrase the article’s content in their own words and write their opinion, the pros and cons, etc. (5 minutes writing each weekly entry). No translating! All work must be done in Spanish—it is important to both think & write in Spanish, starting at a basic level but improving quickly with practice. Every week students will turn in their reading journal. See syllabus for due dates (Programa p. 16-17). Use quotation marks to avoid plagiarism, if quoting short phrases or sentences from your reading.

Reading Journal form:

Fecha: ___________________              Lectura número: ___

El título del artículo:

La fuente (nombre del periódico, revista, página web...) y su país:

EL RESUMEN DEL ARTICULO (en unas cinco frases):

TUS REACCIONES:

“¿Qué significa?” Apunta 1-3 términos nuevos que aprendiste:
MINI PRESENTATION

Students will make two mini presentations about one of the articles from their Reading Journals.

On the day of your mini-presentation you have to briefly explain a topic that you have explored through the Reading Journal. You must demonstrate that you have thoroughly understood the topic and can informally talk about it in your own words (and in words that your classmates will understand). NO READING OR RECITING (if you write something down, memorize it and then recite it that is the same as reading. You need to just talk about the topic to your peers.) After a brief presentation of information, your job is to lead a conversation that interests & includes all members of the group. See grading rubric for what is expected. **You have to print/photocopy the grading rubric and bring it to class on the day of your mini presentation.**

Minipresentation. PROFESSOR’S EVALUATION CRITERIA:

Name: ________________________ Topic: _____________ Date: _____________

1. Content / good information.
2. Well-prepared, knew information (no reading, no long pauses to recall).
3. Delivered well, natural presentation style (not read nor does it sound memorized).
4. Good pace/fluency, not too slow (or fast), no long pauses.
5. Clear and comprehensible.
6. Explained/clarified in Spanish things when needed (i.e.: vocabulary, terms).
7. Interactive – asked questions, listened, engaged with classmates.
8. Type of question/analysis: asked thought-provoking questions beyond the very general
9. Correct pronunciation (vowels, stress on correct syllable) / errors do not impede comprehension
10. Few errors in grammar/structure / errors do not impede comprehension
RESEARCH PROJECT

Follow the instructions:

Throughout the course you will work on a research project, the results of which you will present in a poster session on the last days of class. You will identify a niche in your profession, effectively answering this question: **“What are the Spanish language and Hispanic cultures skills you can bring to bear in the profession of your choice in the geographical region where you hope to live & work?”**

Each student will:

1) Choose a professional field and a region of the United States where s/he hopes to live & work in that field

2) Research the Latino demographics of that region

3) Identify specific linguistic and cultural resources in that region that are currently being used by professionals in that field as they interact with Hispanic clients

4) Write up a research report analyzing the research done throughout the course and identifying an unmet niche. Propose a service or solution that will fill the need.

The project is broken down into 5 assignments that will walk you through the process of doing the research that will allow you to write a detailed analysis.

These are formal assignments—all assignments must be well researched and processed electronically (not handwritten). For the first assignment, you identify your topic; it will become your title page. For the second, you research demographics; it will become an appendix. For the third, you research & ID available resources; it will become an appendix. The fourth assignment is the write up of the research (using Research Assignments two and three as support). The final assignment (The Research Portfolio) is the whole project edited and put together (this is the opportunity to do a “re-write” of all the previous documents).

**Read this entire document before you start the first assignment** so that you understand the context for which you are choosing a topic (note that part of your grade on these assignments comes from “evidence of having read & followed written instructions”). **For example, it is important that you choose a region for which you can do all the research in assignments 2 and 3.** (If you name 10 different cities or “the east coast,” you will have TOO MUCH WORK for the rest of the project; If you just say “in a large hospital in a large city,” you won’t be able to do assignments 2 and 3 at all.)
PROYECTO DE INVESTIGACIÓN:

El conocimiento lingüístico y cultural en mi campo profesional

Identificar el tema del proyecto (=Research Assignment 1): El primer paso es escoger un tema e identificar los parámetros del estudio:

<table>
<thead>
<tr>
<th>Mi campo profesional (esperado):</th>
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<th>Mi especialización dentro del campo profesional:</th>
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<tr>
<th>¿Dónde quiero vivir y trabajar? (por ejemplo, el pueblo, la ciudad, la región)</th>
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</thead>
</table>
La información demográfica [Apéndice 1] (=Research Assignment 2): ¿Cómo es la demografía latina de la región donde quiero trabajar?

Información demográfica sobre los latinos en _______ (lugar del Documento 1).
El documento 2 debe presentar la siguiente información de manera visual (usando tablas, cuadros, gráficos...) y en español.

La población latina:

Cambio en la población latina en los últimos 10 años:

Países de origen de la población latina:

Industrias en que trabajan los latinos:

Fuentes de información:

*Busca información en la página web del Censo, etc. pero luego tienes que interpretar la información—preparando tus propias imágenes con la información específica que tu proyecto requiere. Tienes que calcular para que presentes números y sus porcentajes correspondientes (un cambio de 10.000 a 15.000 es un aumento de 50%). Por ejemplo, ve a http://www.migrationpolicy.org, y haz clic en “MPI Data Hub” y busca información sobre tu estado y/o condado. www.pewhispanic.org también tiene información.

** As this will ultimately be an appendix to your final essay (Apéndice 1), the information is requested in graphic format, not too much text. You will have to decide how to organize the information into your graphs or tables or whatever graphic format you choose. Make your own tables / graphics, don't just copy and paste.

You will need 2-3 sentences summarizing the information in words (the bottom line, a general description of the latino population, how it has grown in the last ten years, if any one nationality dominates, etc - anything you deem important and that stands out). Later, when you put the whole project together, you incorporate this into your essay.

MLA guidelines should be used to list sources used.
The grading rubric should be printed and stapled to the document.

Evaluation criteria for Research Assignment 2

1. Content (information and relevance) 0-10
2. Organization and clarity (following instructions, clear presentation, organization, visual appeal) 0-10
3. Language (vocabulary, spelling, grammar) 0-5
Los recursos ya existentes [Apéndice 2] (=Research Assignment 3): ¿Cuáles son los recursos lingüísticos y culturales ya existentes que usan los profesionales y sus clientes latinos en tu campo profesional en la región escogida?

Límite: entre 5 y 10 recursos distintos—por ejemplo, sitios web en español, documentos en español, volantes en español, personas como intérpretes, discos compactos, dvds, apps...

<table>
<thead>
<tr>
<th>El recurso y la fuente</th>
<th>Tu reseña del recurso: ¿Qué tipo de recurso es? (información impresa, sitio web, una persona, etc.), ¿Para quién(es) es útil la información? ¿Cómo ayuda la existencia del recurso? ¿Qué falta? ¿Hay errores?</th>
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Evaluation criteria for Research Assignment 3

1. Content (information, relevance, evidence of research) 0-10
2. Organization and clarity (clear, concise and comprehensible explanations) 0-10
3. Language (vocabulary, spelling, grammar) 0-5
El trabajo escrito (=Research Assignment 4):

Eres especialista en los recursos lingüísticos y culturales disponibles en tu campo profesional en la región donde quieres trabajar en el futuro. Escribe un ensayo de 4 párrafos para analizar la situación:

- Párrafo 1:

   Una introducción interesante y llamativa que deja saber al lector qué esperar en el resto del ensayo.

- Párrafo 2:

   Un párrafo con una tesis (no debe ser información obvia como “hay muchos latinos en los Estados Unidos”—tiene que ser algo que propones tú basándote en la información que recogiste en los documentos anteriores). Apoya la tesis con ejemplos específicos, gráficas, datos, hechos, cifras, etc. Usa las siguientes preguntas como guía para el segundo párrafo: Basándote en el documento 2 ¿crees que hay una gran necesidad de recursos lingüísticos o culturales? ¿Cómo han cambiado las necesidades durante los últimos 10-20 años?

- Párrafo 3:

   Otro párrafo que mencione con detalle ejemplos específicos, datos, hechos, cifras, etc. de los recursos disponibles. Usa las siguientes preguntas como guía para el tercer párrafo: Basándote en el documento 3, ¿hay suficientes recursos lingüísticos y culturales disponibles? ¿Por qué o por qué no?

- Párrafo 4:

   Según tu análisis, ¿Cuáles son los recursos necesarios que no existen?, ¿qué harás tú sobre este problema?, ¿cuáles son las oportunidades para futuros profesionales en este campo profesional en la región que escogiste?

   Propose a service or solution that will fill the need and be part of it!!!
Grading rubric: Research Assignment 4, Professor’s evaluation criteria.

<table>
<thead>
<tr>
<th>Content</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Does Not Meet Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well do I focus and expand on my topic?</td>
<td>My text has a <strong>strong focus</strong> (and may even demonstrate creativity), and I use numerous vivid details from my sources to support my main point.</td>
<td>My text has a clear sense of focus (it’s easy to see where I’m headed), and I use some details from my sources that supports my main point.</td>
<td>My text has a <strong>limited or even unclear focus</strong>. I may repeat details or include random thoughts that do not support my main point. I don’t make good use of my sources.</td>
</tr>
</tbody>
</table>

| Organization                                                            | My text flows **logically and smoothly from beginning to end and has thoughtful, obvious transitions throughout. | My text flows reasonably well from beginning to end and the sequence is logical. I usually include transitions, though there may a few places where transitions are choppy / not included. | My text is confusing or difficult to follow because there are **no transitions** (i.e., I jump around from idea to idea) or the logic does not flow. |

| Linguistic Expression – Vocabulary                                      | I use a **wide range of vocabulary** (both studied vocabulary as required and additional vocabulary that is appropriate to the topic). I use any studied vocabulary impeccably. | I use basic and topic-specific vocabulary as required that accomplishes the task. However, occasionally I may use the wrong word or expression. | I use **basic vocabulary** and make errors that make understanding my text difficult for the reader. |

| Linguistic Expression – Grammar Usage                                   | I use a wide range of grammar (both grammar required by the task and additional grammar) to express meaning. There are **few grammar errors** in my writing (and errors are generally related to advanced constructions). | I use the grammar required to complete the task. There may be some mistakes (and maybe even patterns of mistakes) but not enough to impede comprehension. | I don’t use the grammar required to complete the task and/or make numerous errors – even **basic errors** - that detract from the content. |

Nota Final (*): __________ / 12

* GRADING SCALE: A: 12 = 100% (A); 11 = 95 (A); 10 = 90% (A-) El texto es excelente.
  B: 9 = 85% (B); 8 = 80% (B-) Buen trabajo.
  C: 7 = 75% (C) Bien, pero se sugiere ir a ver al profesor.
  D: 6 = 69% (D+); 5 = 63% (D) Necesita mejorar. Se sugiere ir a ver al profesor.
  (Below 5 = F) Hay muchas carencias. Se sugiere ir a ver al profesor.
RESEARCH PORTFOLIO. FINAL, ASSEMBLED PROJECT

Assemble your entire research project:

- a title page including name, title of project and some visual element. This is based on Research Assignment 1, but is a visually appealing title page to a research project instead of a table.

- the entire written, edited, polished essay (based on research assignment 4) with references to the appropriate appendices, and including specific data and graphs.

- the demographic appendix, appropriately labeled as “Apéndice 1” (based on research assignment 2).

- the existing resources appendix, appropriate labeled as “Apéndice 2” (based on research assignment 3).

- Bibliography (works cited, references, etc.).

Make sure the project is free of all jargon; remove headings that look like a school paper or that reference “Documentos” instead of “Apéndice 1”

If you choose to add an optional table of contents, label it “Índice”
**POSTER PRESENTACIÓN**

Presentarás un póster (de tamaño 11 x 17) de los recursos necesarios que no existen y las oportunidades para futuros profesionales (¡tú!) en el campo profesional en la región que escogiste. Será una presentación visual de lo que identificaste en el último párrafo del documento 4. *

*Ideally the poster presentation should include a prototype of the unmet need you have identified. If the scope & scale of the unmet need is too great for you to be able to develop a prototype of something that would meet that need, then the poster must provide creative, compelling visual description of the unmet need (using only limited textual support). On the other extreme, you cannot simply say “the unmet need is a bilingual professional in my field & I will be that person”.

Caution: Make it as real as possible—can you present something that you have actually done or will actually do in the near future? That way you will be able to give good answers to questions about it (if it’s an imaginary innovation, your audience’s questions will most likely reveal holes in your plan). For example, rather than starting an entire enterprise, choose one aspect that you could really develop and complete yourself and then use in an internship, job interview, etc. to answer the question “what would you add to our organization?” You have to be THE specialist in whatever you present—you should know more about it than anyone and be able to answer any questions about it. If you propose new businesses, courses, programs, websites, then you have to think through how it would work and be ready to describe the process. For example, if you say “my innovation is Spanish classes in hospitals” or “hire more bilingual medical professionals” you have to have a detailed plan for that: describe the logistics of Spanish classes in a hospital that don’t interfere with the work day nor require employees’ time outside the work day, describe how hospitals systematically hire more bilingual medical professionals and what standards they will use to know that their employees truly are bilingual etc.—you have to prove that it is feasible.

If your idea is to start an entire enterprise, you will have to justify the expense—where will you get the money to launch and sustain such an enterprise? How much money would that be? How will you turn a profit in the face of all those expenses?

*Print the grading rubric for the Poster presentation and bring it to class the day you present (see below).*
Poster session evaluation criteria

Nombre: ___________________________

El Poster:
1-4 El texto tiene demasiados errores y eso dificulta la comprensión. Hay demasiado texto.
5-8 Hay bastantes errores en el texto. Hay texto innecesario. Imágenes no relevantes.
9-10 El texto tiene 1-2 errores simples como máximo. No hay demasiado texto. Excelente aspecto visual.

Fluidez:
1-4 Se habla demasiado lento, con pausas largas, ritmo dudoso.
5-7 Se comunica la idea pero falta naturalidad.
8-10 Se habla con naturalidad y a paso continuado.

Pronunciación:
1-4 No se pronuncian correctamente muchas palabras.
5-7 Hay errores frecuentes.
8-10 Se pronuncia bien y sin acento.

Comunicación y alcance:
1-4 No hay interacción con el público. Se han entendido los puntos a desarrollar con cierta dificultad.
5-7 Se han entendido los puntos a desarrollar. Hay cierta interacción con el público.
8-10 Hay comunicación con el público. Se han respondido cualquier tipo de dudas en relación las ideas a desarrollar.

Gramática:
1-4 Los errores gramaticales impiden la comprensión. 5-6 Se cometen errores básicos e importantes.
7-8 Se cometen pocos errores gramaticales.
9-10 Apenas se cometen errores gramaticales.
<table>
<thead>
<tr>
<th>Día</th>
<th>EN CLASE</th>
<th>TAREA</th>
</tr>
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</table>
| Día 1 | Introducción. **Capítulo 1.** Concordancia, ser/estar                      | Lee documento y pregunta si tienes dudas sobre *Readings, Journal, Research, etc.*.  
|       |                                                                           | Prepara Libro:  
|       |                                                                           | p. 20-33 (no 1-19, 1-24, 1-25, 1-30 paso 2, 1-31)                      |
| Día 2 | Dudas o preguntas sobre documento. Competencia cultural (quedar bien) y   | Lee para *Reading Journal+ entry1*  
|       | video. El ámbito profesional: los espacios Por/para                      | Prepara Libro:  
|       | Comparativo y superlativo                                                | p. 38-39 y  
|       |                                                                           | p. 43-48 (no 1-45, 1-46, 1-47, 1-51, 1-52)                           |
| Día 3 | Competencia cultural: no nativos. Escribir para informar: reseña negativa  | Lee para *Reading Journal+ entry1*  
|       | Hablar para informar: intercambios y discurso informativo                | *Entrega Lectura #1 mañana*  
|       |                                                                           | Prepara Libro:  
|       |                                                                           | p. 50-62 (no 2-4 paso 2, 2-6, 2-10, 2-14 paso 2) y  
|       |                                                                           | p. 66-68  
|       |                                                                           | Estudia para **QUIZ 1**                                              |
| Día 4 | **QUIZ 1**  
|       | **ENTREGA LECTURA #1**                                                    | Lee para *Reading Journal+ entry2*  
|       | **Capítulo 2.** Pron. OI, gustar y otros verbos similares                | Prepara Libro:  
|       | Pron. Reflexivos y recíprocos                                            | p. 69-80 (no 2-30, 2-31 paso 2-3, 2-32 paso 3,  
|       | Comp. Cultural: el contexto económico + video sobre “tarjeta verde”      | 2-34, 2-35, 2-37 paso 2, 2-38 paso 3)                           |
| Día 5 | El ámbito profesional: medicina                                          | Lee para *Reading Journal+ entry2*  
|       | Pretérito (regular e irregular)                                           | Prepara Libro:  
|       | Imperfecto vs. pretérito                                                 | p. 84-85 (no 2-46)  
|       |                                                                           | p. 86-87 (no 2-47) y  
|       |                                                                           | p.89-92 (no 2-55 a 2-58)                                           |
| Día 6 | Comp. Cultural: traducción y salud                                        | Lee para *Reading Journal+ entry2*  
|       | Podcast: “El luto por mi hermano Gonzalo”                                 | *Entrega Lectura #2 mañana*  
|       | Escribir para expresarse: personal e indiv.                             | Estudia para **QUIZ 2**  
|       | Hablar para expresarse: personal y brindis                               | Imprime “Minipresent: Professor’s evaluat. Criteria”                 |
| Día 7 | **QUIZ 2**  <br> **ENTREGA LECTURA #2**  <br> **MINIPRESENTACIONES de Lecturas 1 y 2** | **Prepara Research Assignment 1 para entregar mañana**  <br> *No Reading Journal*  <br> Prepara Libro  <br> p. 96-111 (no 3-2 paso 2, 3-4, 3-5, 3-9 paso 2, 3-10, 3-11, 3-12 paso 2, 3-14 paso 2, 3-15, 3-16, 3-17 paso 2) y  <br> p. 114-116 (no 3-23) |
| Día 8 | **ENTREGA RESEARCH ASSIGNMENT 1**  <br> **Capítulo 3.**  <br> Saber vs. Conocer  <br> Pron. OD y pronombre doble  <br> Lectura: carta profesional  <br> Comp. Cultural: espacios públicos + video sobre “espacio de trabajo innovador” | **No Reading Journal**  <br> Prepara Libro  <br> p. 117-126 (no 3-29, 3-30, 3-41) y  <br> p. 130-131 |
| Día 9 | **Ámbito profesional: negocios**  <br> Se pasivo-Se impersonal-Se accidental  <br> Lectura: Jornada primera del duque de Rivas  <br> Competencia cultural: el mundo multicultural y los negocios | **No Reading Journal**  <br> Prepara Libro  <br> p. 132-135 (no 3-49, 3-50 paso 1, 3-53 a 3-55) y  <br> p. 137-131 [Act. 3-57 = voluntaria] (no 3-58, ) |
| Día 10 | **Podcast: "Los adolescentes y el biculturalismo"**  <br> Investigación por Internet: el sentido de comunidad en Internet  <br> Expresión escrita: escribir para crear conexiones  <br> Expresión oral: hablar para crear conexiones  <br> Presentación de negocios [voluntario]  <br> Servicio comunitario: un mapa de los bienes de la comunidad  <br> Repaso MIDTERM | **ESTUDIA**  <br> PARA EL **MIDTERM** |
| Día 11 | **M I D T E R M** | **Lee para Reading Journal+ entry3**  <br> Prepara Libro  <br> p. 142 Lee y resume (preguntas del profe)  <br> p. 143-156 (no 4-2 paso 3, 4-7 paso 2 y 3, 4-10 paso2, 4-13, ) y  <br> p. 160-162 (no 4-21 , 4-24) |
| Día 12 | **Capítulo 4**  
Compromiso cívico  
Gramática: subjuntivo, mandatos  
Lectura: artículo periodístico: "La fotografía puede ayudar a cambiar el mundo"  
Competencia cultural: Reconocer lo positivo en todas las culturas  
Video: "Un luchador en todos los sentidos" | Lee para *Reading Journal+ entry3*  
Prepara Libro  
p. 163-172 (no 4-27, 4-28,) |
|---|---|
| Día 13 | Ámbito profesional: conciencia social  
Gramática: mandatos de usted/ustedes (formales)  
Gram.: subjuntivo con lo desconocido y lo interdependiente | Lee para *Reading Journal+ entry3*  
Prepara Libro  
p. 178-181 (no 4-42, 4-46 ) y  
p. 183-188 (no 4-49 paso 3, 4-50 a 4-52)  
[Act. 4-57 = voluntaria, no necesitas hacer la act. 4-56, solo pensar en ello] |
| Día 14 | Competencia cultural: los profesionales bilingües  
Podcast: "El proyecto 333"  
Expresión escrita: escribir para persuadir  
Expresión oral: hablar para persuadir  
Servicio comunitario: educación y bilingüismo  
Repaso de vocabulario (188) | Lee para *Reading Journal+ entry3*  
**Entrega Lectura #3 mañana**  
Prepara Libro:  
p. 189-204 (no5-5, 5-6,  5-7 paso 2, 5-10, 5-15, 5-16) y  
p. 208-210 (no 2-24)  
Estudia para **QUIZ 3** |
| Día 15 | **QUIZ 3**  
**ENTREGA LECTURA #3**  
**Capítulo 5**  
Ámbito personal: ¿Qué te inspira?  
Gramática: mandatos de tú  
Gram.: futuro y condicional  
Competencia cultural: analizar diferencias de género.  
Video: "El arte callejero convierte la ciudad en galería (Costa Rica)" | Lee para *Reading Journal+ entry4*  
Prepara Libro:  
p. 211-221 (no 5-29, 5-32 paso 2, )  
p. 224-225 |
| Día 16 | Ámbito profesional: innovación  
Gramática: imperfecto de subjuntivo, frases con si  
Lectura: personajes literarios y caracterización  
Competencia cultural: el arte indígena | Lee para *Reading Journal+ entry4*  
Prepara Libro:  
p. 226-227  
p. 229-234 (no 5-50 a 5-52, 5-56, 5-57) |
| Día 17 | Podcast: "Los skateparks y el patinaje"  
Expresión escrita: escribir para crear e imagina [poema colectivo  
Habla interpersonal: intercambios  
Habla de presentación: un relato oral  
Repaso de vocabulario (234) | Lee para *Reading Journal+ entry4*  
Entrega Lectura #4 el próximo lunes  
Imprime “*Minipresent: Professor’s evaluat. Criteria*”  
Estudia para **QUIZ 4** [martes 14] |
|---|---|---|
| Día 18 | **ENTREGA LECTURA #4**  
**MINIPRESENTACIONES de Lecturas 3 y 4**  
Hablar de *Skit profesiones* del viernes  
**Día de trabajo para las presentaciones.** | Prepara Libro:  
p. 236-248 (no 6-3, 6-5 a 6-7, 6-8 paso 2, 6-9 paso 2, 6-10) y  
p. 252-254 (no 6-23)  
Prepara Research Portfolio para entregar el viernes  
Estudia para **QUIZ 4** mañana |
| Día 19 | **QUIZ 4**  
**Capítulo 6**  
Ámbito personal: el aprendizaje de por vida  
Gramática: participios con ser y estar, presente perfecto de indicativo y subjuntivo  
Competencia cultural: competencia global  
Video: "Ser bilingüe abre muchas puertas (Estados Unidos)" | Prepara Libro:  
p. 255-265 (no 6-26, 6-34)  
Prepara Research Portfolio para entregar el viernes  
Prepara Skit Profesiones (con compañero@) |
| Día 20 | **Ámbito profesional: ambiente escolar**  
Gramática: pasado perfecto (pluscuamperfecto) de indicativo y subjuntivo, futuro y condicional perf. | Prepara Libro:  
p. 268-271 y  
p. 275- (no 6-49, 6-50)  
Prepara Research Portfolio para entregar el viernes  
Prepara Skit Profesiones (con compañero@) |
| Día 21 | **Competencia cultural: Abogar por las familias hispanohablantes**  
Podcast: "El sistema educativo"  
Expresión oral: hablar para analizar y evaluar  
Servicio comunitario: voluntariado en las escuelas  
Repaso de vocabulario (278) | Prepara Research Portfolio para entregar mañana  
Prepara Skit Profesiones (con compañero@) para mañana  
Prepara POSTER y Presentación Final e imprime “Poster session evaluation criteria” |
<table>
<thead>
<tr>
<th>Día 22</th>
<th><strong>SKIT PROFESIONES</strong>&lt;br&gt;ENTREGAR RESEARCH PORTFOLIO</th>
<th>Prepara POSTER y Presentación Final e imprime “Poster session evaluation criteria”&lt;br&gt;Estudia para el Examen Final</th>
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<tr>
<td>Día 23</td>
<td><strong>PRESENTACIONES FINALES</strong></td>
<td>Prepara POSTER y Presentación Final e imprime “Poster session evaluation criteria”&lt;br&gt;Estudia para el Examen Final</td>
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<tr>
<td>Día 24</td>
<td><strong>PRESENTACIONES FINALES</strong></td>
<td>Prepara POSTER y Presentación Final e imprime “Poster session evaluation criteria”&lt;br&gt;Estudia para el Examen Final</td>
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<td>Día 25</td>
<td><strong>REPASO Final</strong></td>
<td><strong>ESTUDIA PARA EL EXAMEN FINAL</strong></td>
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<td>Día 26</td>
<td><strong>EXAMEN FINAL</strong></td>
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*Este programa puede estar sujeto a cambios*