Bienvenidos ☺☺☺ a...

HU2232: Level II B (Spanish Language, Culture and Literature)
Invierono/Primavera 2002

Profesora: Dr. Sandra Boschetto-Sandoval
Teléfono: 487-3241
Oficina: Walker 321
Lunes, martes, miércoles 12:00-1:00; martes 12:30-1:30
(other hrs. by appointment)
Correo electrónico: smbosche@mtu.edu
[Please feel free to contact me by Email; I check my Email at least twice a day]

Antes de darles UNA DESCRIPCIÓN DEL CURSO, You Should Know:

Students who PLACE into the second year of Spanish will receive SIX placement credits (HU1231/2) after successfully completing (with C or better) one semester of second-year. (Depending on the degree requirements of your major, such placement credit may count as free electives). Students who complete HU2232 (Spring 2002) AND HU3231 (Fall 2002) may EITHER count these two courses toward the general education distribution requirement, OR take UN1003 (Spring 2002) INSTEAD of the four-credit-hour World Cultures lecture (UN1002). Students may continue with third- and fourth-year language courses of this language and count this course work toward the general education distribution requirement (i.e. at least nine, and up to twelve credit hours).

Required Texts and Dictionary:

• Long, Donna Reseigh, and Janice Lynn Macián. De Paseo: Diario de Actividades. 2nd ed. + two student audio tapes
• Usigli, Rodolfo, El gesticulador: Pieza para demagogos en tres actos (Prentice Hall)
• Mullen, Garganigo, El cuento hispánico (A Graded Literary Anthology, 5th ed.)
• Vox Compact Spanish and English Dictionary, 2nd ed. (National Textbook Co.)

Optional Text (not required)

Dozier, Iguina, Manual de gramática (Grammar Reference for Students of Spanish)

Course Objectives

HU2232 (Level IIB: Spanish Language, Culture and Literature) continues the communicative work begun in HU2231 with emphasis on speaking, reading and writing. The study and acquisition of vocabulary through short cultural and literary texts is important to overall communication in Spanish at the intermediate level. In HU2232 students continue to develop their knowledge of Hispanic cultures and literatures through short reading and writing exercises, as well as with a general review of grammatical concepts. The resources for HU2232 include the basic textbook, the workbook, your
The topics we will cover during the spring semester may include (among others), ecology and environment, technology, Hispanics in the United States, festivals and celebrations, and the arts. In addition, reading assignments may include excerpts from the literary work of Jorge Luis Borges (Argentina), Gregorio López y Fuentes (México), Pablo Neruda (Chile), Nicolás Guillén (Cuba) and Gabriel García Márquez (Colombia). Beginning in the 8th week, we will also read the contemporary three-act play, *El gesticulador* by Mexican playwright Rodolfo Usigli.

By the end of the entire academic year (two semesters) you should have improved your skills in order to:
- Feel comfortable in a Spanish-speaking environment
- Read Spanish at an intermediate level of complexity, including a complete literary work (play or short novel).
- Present your views on subjects of interest to you individually and to the class as a group.
- Be more familiar with cultural similarities and differences.
- Write Spanish texts, including short compositions and literary analyses.

¿Qué tiene que hacer Ud.? 🎉

Language learning is a challenging and rewarding experience! The keys to success are discipline, curiosity, open-mindedness, humor, the willingness to take risks, and above all, continuous practice. Be prepared to set aside at least 9 hours per week for study outside of class. Additionally, you are expected to:
- Attend regularly and participate actively in class.
- Come prepared to class. Preparation is absolutely crucial; otherwise, you will waste our time!
- Bring textbook, workbook (*Diario de actividades*) and dictionary to class every day!
- Keep up with your *Diario de Actividades* assignments, which are designed to reinforce the work we are doing in class.
- REVISE all assignments, quizzes and tests in a timely manner [outside of class, never in class please!] This could not only earn you EXTRA CREDIT; it better prepares you for the next quiz or test.
- Complete the video assignments in the language lab (Walker 114).
- Be prepared to do work in groups, role-play, and give brief presentations in class.
- If you need extra help with assignments Email or visit the instructor, and/or visit the Language Lab and make an appointment with one of our helpful Spanish coaches!
- Be respectful and supportive of each other while learning to laugh at your own verbal bloopers! Fluency in a language takes YEARS of hard work and patience.
- Ask for clarification whenever you feel lost. I am not a mind-reader... Please take responsibility for your learning and that of your peers as well!
- Follow proper behavior and classroom etiquette as per MTU student handbook [No food or drink allowed in class, unless you have a medical warrant]
Premio y recompensa! (Your reward!)
The payoff for all the work you will do in this class is one of the most exhilarating and
important that can happen to a human being: the expansion and broadening of mind (and
spirit), as you encounter “others,” and deepen your understanding of both them and
yourself. Also keep in mind that the 2nd year sequence of Spanish courses fulfills a
substantial part of the requirements for the Minor in Spanish, the International Minor in
Spanish, as well as the Spanish Language and Area Studies Certificate, all great additions
to any professional portfolio.

Class Requirements

Your final grade will be calculated as follows. All requirements must be completed to
pass the course:

I. Attendance, Preparation, and Class Participation
   Includes a) regular attendance and participation in ALL
   (individual and group) communication exercises (oral and
   written); and b) class preparation as evaluated on “pop quiz”
   grades (in-class or take home). All work in the course will
stress the use of Spanish as means of communication.
   There are no make-ups for quizzes. QUizzes MAY BE
   REVISED FOR ADDITIONAL CREDI! THE FIRST
   QUIZ WILL BE ON THIS COURSE DESCRIPTION AND
   SYLLABUS, SO PLEASE READ THROUGH IT
   CAREFULLY! © 25%

II. Assignments
   Includes a) ALL ESCRITO assignments listed on the “ITINERARIO”
   (see separate handout); b) bi-weekly verb drill assignments (see
   separate handout); c) other written work and/or oral presentations
   assigned in advance. ALL WRITTEN ASSIGNMENTS,
   INCLUDING VERB DRILLS MAY BE REVISED FOR
   ADDITIONAL CREDIT! 30%

III. Compositions/Exams
   Undetermined number of compositions and exams. Compositions
   are usually 1-2 pages in length. You will receive separate instructions
   for each composition. Exams are one hour in duration. Some exams
   may also be assigned as take-home! THERE ARE NO MAKE UPS
   FOR EXAMS. If you plan on being absent the day an exam is
   scheduled, you will need to make arrangements with me to take the
   exam in advance. THERE IS NO MID-TERM EXAM! THERE
   IS NO FINAL EXAM IN THIS CLASS! BOTH
   COMPOSITIONS AND EXAMS MAY BE REVISED FOR
   ADDITIONAL CREDIT! 30%
IV. Final Group Skit

You will receive separate instructions in the 9th week of the semester. Skits are scheduled for Friday, May 3rd, the last class day of the semester. Mark your calendars! 15%

Grades will be assigned according to the following scale:

| 93-100 | A      | 76-70 | C       |
| 92-89  | AB     | 69-65 | CD      |
| 88-82  | B      | 64-60 | D       |
| 81-77  | BC     | <60   | F       |

A [long] Note on Attendance, Preparation and Participation!

I do not expect attendance to be a problem in this course, knowing that you are a highly motivated group of students. However, spring semester presents particular problems that make a strict attendance policy absolutely necessary. Each day, I will circulate a sign-up sheet during the first minutes of class. Make sure you are in class ON TIME to sign the sheet. If you consistently arrive late for class, you will lose participation credit. Because I consider preparation BEFORE and OUTSIDE of class so important to participation IN class, I will occasionally surprise the class with a “Prueba.” These short quizzes (at most lasting 20 minutes), based on vocabulary or grammar or reading exercises assigned for that day, will be used in estimating the class participation portion of the grading criteria. ADVERTENCIA: PREPÁRENSE!

**Most important** Interaction and communication are absolutely crucial for successful language learning. If you are not in class, you cannot participate at any level, even minimally. Therefore, your grade will be seriously affected if you miss class without an official excuse (a doctor’s note, an instructor’s note, or a note from the dean of students). THERE ARE NO MAKE-UPS FOR MISSED QUIZZES OR EXAMS. If you know that you will be away or will miss class, it is your responsibility to inform me IN ADVANCE and to complete the required assignments with the help of peers or lab coaches. **Any absence without a written notice will be considered “unexcused.” Unexcused absences are grounds for failure in class participation.**

Spanish is spoken in the classroom. This also applies to group discussions. My expectation is that when called upon for a response in class, you will have prepared the assignments and readings for that day, and can make a reasonably good attempt at response in Spanish. Do not be afraid to make mistakes; taking the “risk” in language is all important. Any attempt to communicate in Spanish is considered participation. English is not!

Tareas (Assignments)

The purpose for assigning “tareas” is to insure that you receive feedback on your progress towards oral and written proficiency in language. Assignments completed in a timely fashion can also better prepare you to complete composition assignments as well as exams. Due to our unfortunate time constraint, there is simply not enough time allotted in a day (or week) for communicative interaction in Spanish. Hence the need for work outside of class. This work may take the form of either written exercises, oral comprehension exercises, readings, and/or oral presentations. Written assignments are...
useful practice in the development of general language “literacy,” particularly grammar and vocabulary knowledge as well as general writing skills. REVISION is an essential component of all writing assignments in this class.

As many of you already know, I take REVISION very seriously. While I do not assign a grade to a particular “ESCRITO” (writing) assignment, I will use various qualifiers to inform you as to whether the assignment exceeds, meets or falls short of a particular standard. *Excelente, muy bien,* and *vale* (OK) are self-explanatory. If your paper is marked with NC (unsatisfactory/no credit), the assignment must be revised. Submit your assignments and/or revisions at the end of class. Written assignments should be double-spaced in clear ink or type. [If typed, please use 12 pt. font; always leave space in between lines]. Complete revisions (clearly labeled) should be made on a separate sheet of paper attached or stapled to the original. Corrections are never to be made on the original sheet/text/exam unless told to do so. If the assignment is sloppily written (*chapuceria*) or otherwise unreadable, you will not receive credit. Also, please do not ask me “if you have any missing assignments?” It is your responsibility to keep on target with assignments (either by following the bi-weekly or tri-weekly syllabus, being attentive in class, or following up on our list-serv communication by Email. DO contact me if you need help with any assignment or if you need to re-negotiate a deadline. Otherwise, late assignments (beyond three days due) will NOT be accepted. The best way to insure success on exams is by completing assignments and revisions in a timely and consistent fashion.***Please remember that only satisfactory assignments are recorded, and that ALL written assignments may be revised. ©

Oral Presentations: Each of you is expected to “volunteer” © for at least one (10 minute) oral presentation on a cultural or literary topic during the course of the semester. The purpose of this assignment is to practice speaking/oral presentation skills in Spanish language. It is also designed to foster broader cultural understanding, as well as independent research and creativity. Keep in mind: **You will NOT be allowed to READ a lengthy text**. If absolutely necessary, a topic outline may be used. Hence advance preparation is absolutely necessary! Select a preferred topic early and commence your research! Visuals will be required to enhance the presentation. Oral presentations may commence as early as Week 3.

Bi-weekly Verb Drills and Sentences

Every two weeks I will ask you to SELECT TWO VERBS and CHART THEM in various tenses (as per separate handout). In addition to the tense forms, you will complete five full sentences for each verb using any construction requiring the subjunctive mood (present, imperfect, present perfect or past perfect). These sentences should also attempt to incorporate vocabulary learned during the previous two weeks (from textbooks, reading or discussion in class). By the end of the semester you should have completed a total of seven sets (14 verb drill sheets) [see separate handout].

Compositions and Exams

There will be approximately three (3) 1-2 page lengthier writing assignments. These are intended to develop general writing skills, including organization of ideas, attention to audience (tone and point of view), narrative and descriptive skills, as well as
general grammar. There will also be approximately three (3) one-hour exams during the course of the semester. These will generally test oral comprehension, reading knowledge, cultural and literary knowledge, as well as vocabulary. **NO EXAM MAKE-UPS ARE ALLOWED.** It is your responsibility to inform me in advance if you are unable to take the exam at the regularly scheduled class time.

**As with other written assignments (see Written Work), Compositions and Exams MAY be revised. Revisions **MAY** earn you up to 10% credit. No more than two revision attempts are allowed.** 😊 THERE IS NO MID-TERM OR FINAL EXAM IN THIS CLASS.

**Skits (Final Group Presentations)**

On the last day of class (15th week), we will meet in the MUB for final group skit presentations. As most of you already know (those who successfully completed HU2231! 😊), spontaneous performance in a foreign language (including verbal and nonverbal knowledge) is the goal of all language study. The purpose of these skits is to present aspects of cultural and linguistic knowledge gained throughout the course (year), as well as to educate and entertain the audience. At least three members of the Spanish faculty will be on hand to evaluate these skits. You will receive further instructions in the 9th week of the semester.

**Language Lab**

The Language Lab is located in Walker 114. There are various procedures that need to be followed when using equipment or material in the lab. You should consult with the monitors and/or coaches on duty there to acquaint you with these procedures. The lab is an important component of language learning. While I will NOT require attendance, the lab serves as an important resource for aural and listening comprehension practice. In addition, several assignments from the Diario de Actividades Manual will require those of you do who not have the two practice tapes (purchased with your textbook) to make full use of the lab on a regular basis. Lab hours are usually posted outside the door of Walker 114. Monitors and "Couches" (tutors) will be available to help you. I will update you as the semester progresses. **Please note: You are automatically charged a lab fee upon registration for a language class! Put this money to good use by taking full advantage of the equipment and varied materials, including audio tapes, videos, vocabulary and grammar computer software available there and purchased with your money!**

😊😊😊 ¿SABIA UD. QUE....? [Did you know that...?]😊😊😊

There are now as many Spanish speakers in the world as English speakers! The United States is the FOURTH largest Spanish-speaking country in the world! More Spanish-speakers enter the United States LEGALLY every year than any other language group. Spanish is spoken on at least FOUR major continents (North America, Central America, South America, and Europe).
© Minors and International Minors in Spanish Language and Culture!

Competing successfully in the world market requires language skills, cultural awareness and international experience. The study of a modern language will help students address that challenge. In addition to gaining proficiency in the language and intercultural communication skills, students will also study literature and acquire knowledge of contemporary issues. A minor in a modern language can give students the competitive edge in their career and help them develop skills to cope effectively with the complex challenges of a rapidly changing global environment.

Students who want to earn a MINOR in Spanish (18 credits) must complete two years of the language (12 credits) and two courses (6 credits) chosen from Spanish-language-specific courses at the 3000 or 4000 level (see your instructor for the list) which can be taken either at MTU or completed through study abroad. Three of the six credits may be earned through participation in an approved internship in a country of the target language.

Students who want to earn an INTERNATIONAL MINOR in Spanish (21 credits) must complete two years of the language (12 credits) and three courses (9 credits) chosen from 3000-or 4000-level courses which can be taken either at MTU or completed through study abroad. In addition, students must spend at least six (6) weeks for work or study in a Spanish-speaking country.

For a list of Required Courses and Elective Courses for both minors see your instructor or Dr. Sigrid Weinmann (Walker 325).

© MTU Study Abroad (Mexico, Central/South America, or Spain):

If you are interested in obtaining information on study abroad, internship, or coop opportunities [with or without financial aid], please consult with one of the Spanish instructors (Department of Humanities) or Dr. Jim Cross (Office of International Programs). Most of these programs allow for the transfer of credits to MTU. I am happy to support your application for study abroad if you maintain at least a C average in the appropriate language class! ©PLEASE NOTE: If you are working toward an international minor in Spanish, study abroad or an internship in a Spanish-speaking country is required.

© Certificate and Advanced Certificate in Spanish and Area Study:

In order to encourage students to become internationally informed, the Department of Humanities and Social Sciences, in cooperation with the School of Business and Engineering Administration, will award a certificate in Spanish Language and Area Study to students who complete the program requirements. Certificates are awarded immediately upon completion of all certificate requirements. Students planning to receive the Advanced Certificate should first complete requirements for the Certificate. Sample copies of the Certificate and Advanced Certificate are on display in the display case on the first floor of the Walker Building. You may also obtain a copy from any of the secretaries in the Main Office (Walker 319) or from your instructor. Please review new general education distribution requirements carefully.
NOTES:

- If you face circumstances that could affect your performance in this class, please see me ASAP so that we can make appropriate re-arrangements.
- MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students at 487-2212. For all other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office at 487-3310.
- Your instructor is visually impaired, and has filed under ADA. Please follow guidelines for written assignments carefully. You may be asked to revise or rewrite an assignment if not perceived as legible or clear by your instructor.
- The syllabus and course schedule may be revised during the semester to accommodate the needs either of students or the instructor.
**Reminder: All ESCRITO assignments listed under “Preparación/Tarea” are to be written out and handed in on the date indicated. For office hours, electronic email address and other important information, please refer to Descripción del Curso 📂**

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<th>FECHA</th>
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<th>PREPARACIÓN/TAREA**</th>
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| Primera| L, 14 de enero | Presentaciones:  
Introducción al Curso  
¿Qué sabe Ud. de gramática?  
[¿Se acuerda? 🤔 Practiquemos] |                     |
|        | M, 16 de enero | *De Paseo (DP), Cap. 4*  
Diario de Actividades (DA), 129-132  
Repaso del Subjuntivo!  
[Hojas sueltas en clase] | Repaso: DP, 82-86; 155-160  
ESCRITO #1: DA, pp. 129-132 |
|        | V, 18 de enero | *De Paseo (DP), Cap. 4*  
pp. 136-139  
DA, Cap. 4/Cuarta Etapa  
Cortazar/lectura | REPASO: hojas sueltas  
DP, pp. 136-139  
ESCRITO #2: DP, pg. 138-139 A y B (prepare todos los otros ejercicios oralmente)  
PRUEBA I (Descripción del Curso HU2232) [First Quiz on Course Syllabus! 📂] |
|        | L, 21 de enero | DA, Cap. 4/Cuarta Etapa  
Cortazar/lectura | “Continuidad de los Parques” por Julio Cortázar.  
DA, pp. 133-136. Preparen vocabulario y las preguntas oralmente para discusión!  
Lean también en El cuento hispánico, pp. 86-92 (para mayor comprensión e información). ESCRITO #3:  
Escriba un párrafo largo y describa: El protagonista, los otros personajes, el escenario, la acción principal, el tema/intención del texto según Ud. [Use questions in both texts to guide your response] |
|        | M, 23 de enero | DP, Cap. 4  
Preparen el vocabulario y las preguntas para trabajo en grupos y discusión en clase! 📂 |
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<tr>
<th>Fecha</th>
<th>Actividad</th>
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<tr>
<td>V, 25 de enero</td>
<td>El cuento hispánico, pp. 114-137 “El Sur” (Jorge Luis Borges)</td>
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<td>Tercera</td>
<td>Preparen el vocabulario y las Preguntas para trabajo en grupos y discusión en clase!</td>
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<td>L, 28 de enero</td>
<td>PARA ENTREGAR (DUE): VERB DRILL SET #1</td>
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<td>M, 30 de enero</td>
<td>Tercera L, 28 de enero REPASO De Paseo/Cap. 5</td>
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<td>PARA ENTREGAR (DUE): TAKE HOME EXAM 1 (Cap. 4 y la literatura: Cortazar y Borges)</td>
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<td>DA, pp. 142-144 (prepare oralmente); DP, pp. 164-169 preparar oralmente para discusión en clase!</td>
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<td>Jueves, 31 de enero</td>
<td>JUEVES, 31 DE ENERO CULTURAL EVENT</td>
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<td>[Viajando por Europa, Perú y Centroamérica]</td>
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<td></td>
<td>Dr. Ciro Sandoval presenta sus diapositivas</td>
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<td>for UN1003 concurrently enrolled students [required]</td>
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<td>All regular students encouraged to attend.</td>
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<td>M&amp; M Building/ U113 and U115</td>
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<td>6-9 p.m.</td>
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<td>Primera</td>
<td>L, 14 de enero</td>
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<td>(Siempre acuerda? © Practiquemos)</td>
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<td>M, 16 de enero</td>
<td><em>De Paseo (DP), Cap. 4</em></td>
<td>Repaso: DP, 82-86; 155-160</td>
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<td><em>Diario de Actividades</em></td>
<td>ESCRITO #1: DA, pp. 129-132</td>
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<td>(DA), 129-132</td>
<td>Repaso del Subjuntivo!</td>
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<td>[Hojas sueltas en clase]</td>
<td>ESCRITO #2: DA, pp. 136-139</td>
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<td>V, 18 de enero</td>
<td><em>De Paseo (DP), Cap. 4</em></td>
<td>REPASO: hojas sueltas</td>
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<td>DP, pp. 136-139</td>
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<td><em>Repaso: hojas sueltas</em></td>
<td>ESCRITO #3: DP, pg. 138-139 A y B</td>
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<td>(prepare todos los otros ejercicios oralmente)</td>
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<td>PRUEBA I (Descripción del Curso HU2232)</td>
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<td>[First Quiz on Course Syllabus]</td>
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<td>ESCRITO #1: El cuento hispánico, pp.86-92 (para mayor comprensión e información).</td>
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<td>ESCRITO #2: DP, Cap. 4/Cuarta Etapa</td>
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<td>Segunda</td>
<td>“Continuidad de los Parques” por Julio Cortázar.</td>
<td>“La Espera”</td>
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<td>L, 21 de enero</td>
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<td>DP, Cap. 4/Borges/lectura</td>
<td>ESCRITO #3: Escriba un párrafo largo y describa: El protagonista, los otros personajes, el escenario, la acción principal, el tema/intención del texto según Ud. [Use questions in both texts to guide your response]</td>
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<td>DP, pp. 140-145: “La Espera”</td>
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<td>Preparen el vocabulario y las preguntas para trabajo en grupos y discusión en clase! ©</td>
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El cuento hispánico, pp. 114; 130-137 “El Sur” (Jorge Luis Borges)

Preparen el vocabulario y las Preguntas para trabajo en grupos Y discusión en clase!

PARA ENTREGAR (DUE):
VERB DRILL SET #1

V, 25 de enero

Tercera
L, 28 de enero

REPASO
De Paseo/ Cap. 5

PARA ENTREGAR (DUE):
TAKE HOME EXAM I (Cap. 4 y la literatura: Cortazar y Borges)
DA, pp. 142-144 (prepare oralmente); DP, pp. 164-169

M, 30 de enero

De Paseo/ Cap. 5

Segunda Etapa
(Listening Comprehension)

PREPARE ORALMENTE PARA DISCUSIÓN EN CLASE!

Jueves, 31 de enero

CULTURAL EVENT
[Viajando por Europa, Perú y Centroamérica]
Dr. Ciro Sandoval presenta sus diapositivas
for UN1003 concurrently enrolled students [required]! All regular students encouraged to attend.
M& M Building/ U113 and U115
6-9 p.m.