Bienvenidos 😊😊😊 a...

HU3292: Level II-B/Spanish Language, Culture and Literature

Invierno '10/Primavera '10 2011 (Walker 109)
Profesora: Dr. Sandra Boschetto-Sandoval
Teléfono: 487-3241
Oficina: Walker 321 Horas: Lunes, miércoles, viernes 2:00 hasta 4:00 de la tarde
(otras horas por arreglo previo/other hours by appointment)
Correo electrónico: sandoval@min.edu

Before We Begin, You Should Know:

Students who PLACE directly into HU3292 (II-B) after completing the placement test will receive SIX placement credits for first year (HU2291 and HU2292) after successfully completing the course (with BC or better). Students who also complete UN1003 (1 credit) this semester will satisfy the World Culture (WC) requirement for graduation with the completion of a second language course in fall 2011 or spring 2012. If you go on to complete HU3294 in spring 2011 or HU2295 in the Spring 2012 semester you can EITHER count these two courses toward the general education distribution requirement, OR use one language course AND UN1003 to substitute for the four-credit-hour World Cultures lecture (UN1002). [We highly encourage students to complete their World Cultures/Language option requirement in the spring semester of their freshman year!]. Students may continue with third- and fourth-year language courses of this language and count this course work toward the general education distribution requirement (up to 15 credits with their departmental approval).

Students who already completed HU2293 or HU3291 and are continuing with HU3292 to satisfy the WC requirement are not eligible for placement credits after completing HU3292.

Required Texts and Materials**:

Pre-packaged “bundle” ISBN 0538459530 includes
• Long, Donna Reseigh, and Janice Lynn Macián. De Paseo: Diario de Actividades, 4th edition
• Premium Access Code to the Premium Website (Access Code good for 2 semesters)
• Audio CD Program (3 CDs) for De Paseo

**If you buy the textbook and workbook separately, you may find it difficult to access the Premium Website for additional help with grammar and video viewing. **Make sure your edition is #4**

• Black ink pens (pencil not accepted on written assignments or quizzes)

Recommended but not required:
A good bilingual dictionary! By "good" I mean one that includes: modern word usage, entries that give parts of speech, gender of nouns, and idiomatic expressions, extensive equivalents for words and phrases, verb charts and other grammatical information, list of abbreviations, and a pronunciation guide. If your current dictionary does not include the above, it will be useless for this class. If you cannot buy your own Spanish-English dictionary right now, the Language Lab (Humanities Digital Media Center in Walker) and the reference section of the Library have several on hand for you to use.

Course Objectives

De Paseo helps learners develop the skills they will need for advanced study in grammar, composition, and literature. The course textbook is designed to focus on key language structures with guided approaches to writing and reading. HU3292 continues the general Spanish grammar review begun in HU3291, with continued focus on functional vocabulary reinforcement and usage in and outside the classroom, and the refinement and expansion of strategies for acquiring intermediate level listening, reading, and writing acquisition. The course focuses on development of all five skills: listening comprehension, oral communication, reading, writing, and cultural and intercultural understanding. The resources for accomplishing these goals include the basic textbook, the workbook, access to the De Paseo premium website (for interactive grammar, audio and video practice), and additional materials available in the Modern Language Lab (Humanities Digital Media Center, Walker first floor, 113).

By the end of HU3292 you should have improved your skills in order to:

• Feel comfortable in a Spanish-speaking social or limited working environment
• Participate in discussions in Spanish with intermediate level comprehension and fluency
• Read Spanish at an intermediate level of complexity, including authentic texts (literary, essayistic, technical)
• Present your view on subjects of interest to you individually and to the class as a group.
• Write Spanish texts with intermediate fluency, including topic compositions and intermediate length descriptive narratives
• Be more familiar with and accepting of cultural difference
• Learn more about yourself and others as interconnected intercultural speakers**

**HU3292 incorporates more extensive readings of varied cultural and literary texts, followed by written analysis. The reason for this is to help you prepare to undertake more complex reading and writing assignments in HU3294 and/or HU3295.

**Another important goal of the course is to skill you in the practice of becoming an intercultural speaker. By engaging with the many variants of the Spanish language, and the lives of the people who live them and use them, you become part of a network of relations—through interaction and exchange of your experiences of life, your imagination, your ideas, the things you can do, your likes and dislikes. Being
intercultural' is not about being safe in your knowledges and ways of doing things; it is about border crossing, making the links, filling in the gaps, and then taking time to be quiet, to listen, and to reflect. This is one way to describe critical intercultural understanding.

¿Qué tiene que hacer Ud.? ☺

Language learning is a challenging and rewarding experience! The keys to success are curiosity, open-mindedness, humor, a 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.
- Familiarize yourself with the ancillary materials (i.e. Premium Website) attached to the De Paseo textbook and workbook, and take advantage of the interactive exercises and materials. Access important information at the website: http://www.cengage.com/login.
- Follow up on all files/documents/assignments posted on BLACKBOARD (La Pizarra).
- Come prepared to class. Outside preparation is absolutely crucial to your participation and success in this class.
- Bring required textbook and workbook (Diario de actividades) to class every day!
- Keep up with all oral and/or written assignments which are designed to reinforce the work we are doing in class.
- Be sure to hand in all TE (Tarea Escrita) assignments as posted on the ITINERARIO, and do so in a timely fashion.
- Follow the tentative class schedule or ITINERARIO de CLASE [separate handout] for assignments.
- Utilize the Premium Website (packaged as a bundle with your text) for additional practice with listening, vocabulary, and grammatical points. If you complete exercises or quizzes online, you can forward them to me via email, and earn additional preparation/participation points.
- Clarify any "issues" with the instructor before week two (!)
- Do not cram assignments in the last weeks of class, as you will not receive credit for these if you do.
- Complete assignments when assignments are due.
- REVISE all assignments, quizzes, compositions, and tests in a timely manner outside of class, never in class please! This not only earns you EXTRA CREDIT, it better prepares you for the next quiz or test. (Unrevised work is opportunity lost!)
- Double space all written assignments.
- Use only 14 pt. font on all typed assignments; you may use ink, but make sure it is BLACK and BOLD. Penciled assignments or those written in red, blue, or green ink will not be accepted.
- Be prepared to work in small groups, to role-play, and to give small presentations in class (all in Spanish).
• TURN OFF all cellular phones before entering class. If cell phones ring in class, minus points equivalent to ONE UNEXCUSED ABSENCE will be deducted from the participation portion of your grade. A second offense entitles you to a “D” in the participation portion of your grade (25%). Please inform family members or significant others that you are in class and unavailable by cell phone.

• NO LAPTOPS are allowed in class without prior (first week) written permission from the Dean of Students Office.

• If you need extra help with assignments Email (sbnobsch@mtu.edu) or visit me in my office (Walker 321). My office hrs. are posted above. I can arrange other meeting times, as well.

• 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. Please take responsibility for your learning and that of your peers as well!

• Follow proper behavior and classroom etiquette as per MTU student handbook i.e. No food or drink allowed in class, please, unless you have medical authorization from the Dean of Students Office.

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). The study of language is not only about learning how our neighbors speak and act in their cultural surroundings. We also gain important insight into our own language and cultural way of being. Through language and culture study we learn to live in a diverse community complexly woven of similarities, differences, and connections.

On a more mundane level, the 2nd year sequence of Spanish courses fulfills a substantial part of the requirements for the Spanish Language and Area Studies Certificate, the Spanish Minor and/or the Spanish International Minor (approved January 2002), all of which are great additions to any professional portfolio. More information on the Minor and International follows on page 8.

Class Requirements

Your final grade will be based on the following class requirements. All requirements must be completed to pass the course

I. Attendance, Preparation, and Class Participation: 25%

   Attendance

   I do not expect attendance to be a problem in this course, knowing that you are a highly motivated group of students. However, Spring session classes present particular problems that make a strict attendance policy necessary. Each day, I will circulate a sign-up sheet during the first minutes of class. Make sure that you are in class ON TIME to sign the sheet. If you consistently arrive late for class, you will lose participation credit.
Please NOTE 1: A simple email note or a verbal communication does NOT qualify as an officially excused absence. What is an officially excused absence?:

One that is authorized in writing by a doctor, another instructor, a coach, a program director, a supervisor, or the Dean of Students. Students who miss MORE THAN TWO classes without university-approved excuses will lower their final grade by half a grade; those who miss MORE THAN THREE will lower their grade by a full grade. There will be no passing grade for students who miss MORE THAN 30% of classes without university-approved excuses. Excessive tardiness will also result in a grade reduction.

NOTE 2: If you have flu-like symptoms with fever, stay home! Consult with a physician before returning to class with your note in writing.

Please NOTE 3: there are no make-ups for quizzes missed because of unexcused absences. If you know in advance that you will not be able to attend class or complete a quiz, it is your responsibility to make prior arrangements with me and to complete the required assignments in a timely manner.

Preparation:
Follow the ITINERARIO de CLASE (or tentative class schedule) [separate handout] for assignments carefully and complete work diligently; it is your responsibility to make sure you complete all assignments and revise when needed; come to class prepared to DO Spanish in class. We will not be spending too much time talking ABOUT Spanish. USE of Spanish in the classroom is the most efficient way to learn, given the logistical constraints. Prepare to be involved and engaged during each class session. If called upon, be prepared to engage en español, even minimally! English, remember, does not earn you participation credits!

A great way to prepare, especially if you are more visually inclined is to complete Review & Practice Exercises online. Complete interactive Crossword or Concentration vocabulary exercises or Grammar Practice Activities. Flash cards are also available for practice online! Interactive practice quizzes are also available online. These can be saved, printed out, or emailed to me! 

Quizzes in class may occasionally “pop” up to check preparation. The first quiz will most likely be on the material covered in Chapter 5, in third week!

Participation:
Volunteer responses in class whenever possible; regular participation implies that you are not afraid to take the plunge, make errors in speaking and volunteer responses frequently. If called upon for a response, do not be afraid to make mistakes. We learn from our mistakes, by reflecting on them, and moving on! Be prepared to demonstrate verbally that you have prepared assigned oral work. Remember, one of the emphases of this class is SPEAKING. Any attempt to do this in Spanish is considered participation. Use of English is not! This applies for small group work as well. ¡OJO! This is a large class: more volunteer participation effort is required from you!

II. Oral and Written Assignments: 30%
Most assignments are to be prepared orally. Written assignments are to be handed in! These written assignments are designated as TE (tareas escritas) and are to be handed in for a grade. These are appropriately labeled in your ITINERARIO de CLASE. Graded assignments are averaged by grade in the final calculation.

**NOTA: All TE (tarea escrita) assignments are to be completed individually and handed in individually, preferably at the end of class.

Some TE assignments will be composition-length (150—300 words).

NOTE: These longer composition assignments may be tallied with tests/exams (see below).

TE assignments may be revised for additional credit! Revision is an essential component of all writing assignments in this class. REVISION is both voluntary and/or required! 😊 You are urged to revise if you receive anything lower than an A on TE assignments! 😊 Follow proper procedure for revising these assignments (see below). I will use various qualifiers to inform you as to whether the assignment exceeds, meets or falls short of expectations. If your paper is not qualified in some way (bien, muy bien, excelente, vole (OK), or by a grade), your work may not be acceptable. If you see N.R on your paper, the assignment has not been recorded (N.R) and must therefore be revised (NR=Needs revision!)

**PROCEDIMIENTO PARA REVISAR: MUY IMPORTANTE: All assignments should be double spaced; this is especially true of TE assignments. They should be written out in large lettering in bold black ink or typed. If typed, please use 14pt font. All written assignments and completed revisions should be clearly labeled (Chapter?) referenced (Assignment #) and dated. Revisions should be written on a separate sheet of paper, clipped or stapled on top of the original copy. Corrections are never to be made on the original (assignment, quiz, or exam) unless told to do so.

NOTE: assignments that are 4 days past the due date stipulated on the PLAN de CLASE will not be accepted for credit without official excuse.
NOTE: DO NOT ask me “if (you) have any missing assignments.” It is your responsibility to keep on target with assignments by following the ITINERARIO de CLASE schedule—marking assignments turned in and returned/graded, being attentive in class, or following up on our list-serv communication by email.

III. TESTS/EXAMS
25%

There are no mid-term or final exams in this class! Short chapter tests may take as little as 25-30 minutes to complete. Longer exams may also be given as take-home work. TEST dates are noted on the tentative PLAN de CLASE (Note: this is a tentative schedule!). ALL EXAMS ARE REVISABLE, following the procedure noted above. No make ups for exams are allowed for unexcused absences, unless pre-arranged with me.

III. SKIT: FINAL GROUP PRESENTATION
20%

El último miércoles y el último jueves de clase (miércoles, 20 de abril y jueves, 21 de abril), we will meet in the MUB for final group skit presentations. PLEASE MARK YOUR CALENDARS NOW! Spontaneous verbal and nonverbal performance in a foreign language is the goal of all language study. The purpose of these skits is to present linguistic, cultural, literary information acquired throughout the course (year), as well as to educate and entertain. Members of the Spanish faculty as well as outside visitors will be on hand to evaluate these skits. Prizes are awarded to the best presenters. You will receive further instructions in the 9th week.

GRADES:

Grades will be assigned according to the following scale:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>AB</td>
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<td>D</td>
<td>60-64</td>
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<td>E</td>
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Final Grades are finally calculated on a 7 pt. scale (A=7 - F=0)

Language Lab

The Language Lab is part of the Humanities Digital Media Zone (or HDMZ) located on the first floor of the Walker Bldg (Walker 113): (to the left and down the hall as you enter the building through the front door). There are various procedures that need to be followed when using equipment or material in the lab. The lab is an important component of language learning. FOLLOW POSTED SIGNS CAREFULLY FOR ACCESS TO THE LAB. While I will NOT REQUIRE attendance, the lab serves as an important resource for aural/ listening comprehension practice. In addition, several assignments from the Diario de Actividades manual will require those of you who do not have internet access at home to make full use of the lab on a regular basis. Lab hours are
usually posted outside the door of the HDMZ. Monitors and "Coaches" will be available to help you. I will update you as the semester progresses. More information to follow. **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 special dictionaries, audio tapes, videos, vocabulary and grammar exercises available there and purchased with your money!

**Please do not ask about "extra credit" for this course! There is none!**

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

There are now as many Spanish speakers in the world as English speakers! Spanish is spoken on four major continents. ¿Sabes cuáles? 😊 In 2003 the U.S. Census Bureau declared Latinos to be the largest minority group in the U.S. surpassing African-Americans and reaching 40 million, which constitutes more than 19 percent of the whole Spanish-speaking world. By the end of the 21st century, their cultural, political, and economic influence will be enormous. Every time we celebrate our Spanish heritage we remember the important role that Spanish language, culture, and history have played and continue to play in almost every facet of U.S. culture, including language. Spanish is the unofficial second language of the United States. Indeed, to describe Spanish as a "foreign" language in the United States is increasingly problematic. As Ilan Stavans asks: "Is a form of communication so intimately related to the fabric of our nation’s life, spoken by millions, really alien to our collective identity?" (The Chronicle Review, July 2005, B6).

Find out more about Spanish language and culture, as well as other languages of the world by visiting [http://www2.ignatius.edu/faculty/urner2/languages.htm](http://www2.ignatius.edu/faculty/urner2/languages.htm) en la red (online)

© HU3292 and the World Cultures Requirement

If you pass this course with BC or higher, you will receive six (6) placement credits: for HU2291 and HU2292. If you also complete UN1003 (1 credit) this semester and go on to complete HU3294 in FALL 2011 OR HU3295 in SPRING 2012 you will also satisfy the World Cultures requirement for graduation. **With the satisfactory completion of either third-year level class you will also receive placement credit for HU3291, if you have not yet completed this course.** If you have already completed 2293 or 3291, you will not receive any additional placement credits. Students may continue with third and fourth-year level language courses in Spanish and count these courses toward the general education distribution requirement (at least nine credits) and also earn credits toward a Minor or International Minor in Spanish. **NOTE:** As a second option, all 15 credits of the distribution requirement may be filled with modern language credits providing they are not the student’s native language, meet the upper division requirement (3000-4000 level) of nine credits, and any distribution course specified by the major is also taken.

© 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 3000-4000-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.

**Certificate in Spanish and Area Study (21 credits):**

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. **The difference between the International Minor and the Certificate is that the Certificate does not mandate either study abroad or advanced study in Spanish language and culture. Instead students may satisfy requirements for the Certificate by completing requirements in English.**

For additional information on Certificates, Minors and International Minors, please see your instructor or view our website at:

http://www.hu.mtu.edu/mod_iang/

**MTU Study Abroad (Mexico, Latin 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 with the Office/Director of International Programs (Administration Bldg.). 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 BC average in this class!! **PLEASE NOTE: If you are working toward an international minor in Spanish, either study or an internship in a Spanish-speaking country is required.

**MORE IMPORTANT NOTES:**
• **Academic integrity:** Students who cheat, plagiarize, or fabricate information as well as students who help others cheat, plagiarize, or fabricate can receive sanctions ranging from warning to special failing grade to expulsion from the University, depending on the severity of the offense. See the MTU Student Handbook or the Academic Integrity Policy: [www.admin.mtu.edu/useaate/propose/02/18-02.htm](http://www.admin.mtu.edu/useaate/propose/02/18-02.htm)

• 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 (American Disabilities Act). 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.
HU3292 (invierno¿?primavera¿? 2011)
ITINERARIO de CLASE I
(siempre tentativo)
(Fechas de exámenes/composiciones en negrita: Dates in bold indicate tentative exam or extended composition dates)

FECHA
enero 10, 12, 14, 19, 21, 24, 26, 28, 31, febrero 2
febrero 4, 7, 9, 14, 16, 18, 21, 23
febrero 25, 28, marzo 2, 4, 14, 16, 18, 21
marzo 23, 25, 28, 30, primero de abril, 4, 6, 8
abril 11, 13, 15, 18, 20
miércoles, 20 de abril y jueves, 21 de abril
CAPÍTULO
#5: El medio ambiente (cont)
#6: Mente sana, cuerpo sano
#7: Los latinos en los EEUU
#8: Muy interesante
#9. Fiestas y tradiciones
SKITS

Tarea para entregar en la FECHA indicada

Prepare para FECHA: lunes, 10 de enero [primera semana]

Presentaciones: ☺
Introducción a la clase/requisitos
HOJAS de REPASO en clase

Martes, 11 de enero: Required meeting for UN1003 students (check UN1003 website)
Miércoles, 12 de enero: Required meeting for UN1003 students (check UN1003 website)

Prepare para FECHA: miércoles, 12 de enero

Familiarízense con el sitio interactivo de De Paseo: http://www.cengage.com/login
Familiarízense con el BLACKBOARD (La Pizarra ☺)
REPASO de los tiempos INDICATIVOS, incluyendo el CONDICIONAL
Introducción a los tiempos SUBJUNTIVOS con REPASO del subjuntivo
¿Cuál es la diferencia entre el imperfecto y el condicional? ☺
¿Cuál es la diferencia entre el presente subjuntivo y el imperfecto subjuntivo?
REPASO (con letras visuales)
DP: Cap. 5, Los homónimos (pp. 126). Estructura 5-2 (pp. 128) [Especial concentración]

Prepare para FECHA: viernes, 14 de enero

**Visita del Profesor Steve Buttes (University of Illinois at Chicago) [11:00 am section only]**
Cap. 5: De Paseo, Estructura gramatical: pp. 146-151
Especial concentración para trabajo en clase: formas regulares e irregulares del CONDICIONAL
Especial concentración para trabajo en clase: 5-35 (pág. 151)
Especial concentración para trabajo en clase: el POEMA “Mesa” (HOJA: handout)
[please read and prepare questions]

Attendance and participation during Dr. Battes visit will be taken very seriously.

NO HAY CLASE el LUNES, 17 de enero [Celebramos la vida y el espíritu de Dr. Martin Luther King!]

Prepare para FECHA: miércoles, 19 de enero [segunda semana]

**Visita del Profesor Alejandro Quin (University of Michigan) [11:00 am section only]**
REPASO: condicional
TE (tarea escrita para entregar): pg. 152 (5-37) [first graded written assignment to be handed in at the end of class]
REPASO: imperfecto subjetivo (pags. 152-155) Prepare todos los ejercicios
Especial concentración para trabajo en clase: 5-38, 5-39, 5-40, 5-41, 5-42 (págs. 153-54)
Attendance and participation during Profesor Quin’s visit will be taken very seriously!

Prepare para FECHA: viernes, 21 de enero

DF, Cap. 5: REPASO (contrary to fact statements with condicional and imperfecto subjetivo)
Cap. 5: DP, Estructura 5-3 S’ clauses (pág. 155-156)
TE: 5-44 (pag. 155) [Escriba oraciones completas] y 5-45 [Tarea escrita para entregar]
Cap. 5: DP, Función 5-2 (pág. 131-132)
DP: 5-8, 5-9, y 5-10 (pág. 131-2) [Prepare oralmente y Prepárese a compartir su tarea con otro/a compañero/a en clase]

Prepare para FECHA: lunes, 24 de enero [tercera semana]

Cap. 5: DP, Función 5-3 Como hablar de lo hipotético en el pasado (pág. 132-33)
TE: 5-13 (pág. 133) [Escriba oraciones completas]
Prepare 5-11 y 5-12 oralmente para traducir en clase (repase uso del condicional)
Lectura cultural: pág. 134-137 [Antes de leer, repase el pequeño diccionario y las preguntas] Prepárese a contar: lluvia de ideas (brainstorm): ¿Cuáles serían otros productos verdes que Uds. podían comprar? ¿Qué harían Uds. con su viejo par de vaqueros (jeans)?
Prepare para FECHA: miércoles, 26 de enero

DP, Cap. 5: *Lectura Literaria*, págs. 138-142. Repase el vocabulario del pequeño diccionario y las preguntas antes de leer.

TE: Después de leer: complete 5-22. Escriba un resumen del cuento (150 palabras) desde el punto de vista del alcalde del pueblo (¡OJO!)

Especial concentración: 5-23 hasta 5-25.

Prepare para FECHA: viernes, 28 de enero

DA (Diario de Actividades): pp. 92-95 (prepare oralmente) ¡OJO! You will be called on to respond to questions!

Prepare oralmente para trabajo en clase: Audio 5-1 (págs. 96-99)

Prepare oralmente para trabajo en clase: VIDEO: Los ecosistemas, energías renovables y esfuerzos personales [Lea en DP 143-45 y el guión del video (HOJA), antes de ver el video y contestar las preguntas del segmento] Traiga el guión a la clase para comentario.

Prepare para FECHA: lunes, 31 de enero [cuarta semana]

*Lectura literaria*: “Una carta a Dios” (Gregorio López y Fuentes) Lea con cuidado el PDF en Blackboard, haga una copia dura y llévala a clase. Complete la HOJA (prepare oralmente). Prepárese: a comparar. ¿Cuál cuento del autor mexicano prefiere: “Una carta a Dios” o “Noble campaña”? ¿Por qué? ¿Hay semejanzas? ¿Cuáles son las diferencias más destacadas?

Prepare para FECHA: miércoles, 2 de febrero

TE: Composición I (indicaciones por separado) [equivalent to EXAMEN I]