

**UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF SPANISH
REVIEW OF ELEMENTARY SPANISH
SPAN 1030 MWF ~ FALL 2016**

REQUIRED MATERIALS

Blitt and Casas. *Exploraciones* custom 2nd edition with iLrn printed access card.
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COURSE OBJECTIVES TOWARD 21ST CENTURY SKILLS

A number of national organizations came together to identify the skills that are needed for us to live and work in a global environment. Listed below are some of those skills and how your coursework will help you develop them (information on skills is drawn from the American Council on the Teaching of Foreign Languages [ACTFL] World Languages 21st Century Skills Map).

- **Communication**

The main skill that you will learn in this course is communication. You will learn how to communicate in Spanish in three ways, or modes: the interpersonal mode is a two-way communication with another person; this is a conversation that takes place by speaking or in writing. The interpretive mode focuses on the ability to understand one-way communication, for example, understanding a written article, a video, or a speech. The presentational mode involves the skill of presenting information in different ways, such as in a live oral presentation, a video, or written report.

- **Collaboration and Social Skills**

Collaboration is an important skill in most careers. It involves communicating your ideas effectively, working with diverse team members, and assuming responsibility for your part of the work. You will be collaborating with classmates to complete activities during class and also online.

- **Critical Thinking**

Critical thinking skills are essential in nearly every career choice. You are using critical thinking skills when you analyze, synthesize, and evaluate information that you have observed or gathered. You'll use your critical thinking skills in a number of ways in this course. For example, when you begin studying a new grammar point in the section called **A analizar**, you will use the skill of inductive reasoning. First you'll study examples of how the structure is used; then, you'll figure out how the structure is used.

- **Creativity**

Many careers require you to be creative or to develop innovations. In this class, you will have the chance to showcase your inventiveness and your imagination when you prepare and upload original short videos and similar materials to the *Share it!* section online.

- **Information Literacy**

One aspect of information literacy is the ability to access and use culturally authentic sources of information. You'll be doing this when you research information for short reports in the virtual study abroad activities.

- **Technology Literacy**

Technology literacy includes the ability to use different digital tools to access information and to communicate with others. You will be using a variety of digital tools in this course, including Google Earth.

- **Initiative and Self Direction; Productivity and Accountability**

A key to success in nearly every career is the ability to prioritize and complete tasks even when there is no direct oversight. This includes being able to manage your time and monitor your progress. These skills call on you to take responsibility for your learning. To help you do that, the assignments you will need to complete in preparation for each class are clearly listed in the syllabus and online.

THE FLIPPED CLASSROOM

This class is organized in what is often called a flipped classroom. In the traditional classroom, instructors explain and present new material, and students follow up with practice at home. In the flipped classroom, students first interact with new material online, and then extend their language learning in class the next day. The flipped classroom benefits the student in many ways: at home, you can interact with the new material by listening to Spanish, repeating the words aloud, looking at photos and drawings, watching videos, reading and analyzing examples, and typing responses to questions. In class, we won't have to spend a lot of time repeating words or studying grammar points. Instead, you'll be putting your Spanish to use, to apply what you've learned and to create with it. This class will be conducted mostly in Spanish.

ASSESSMENT

Evaluation Procedure	Weight
Participation	20%
Online Activities	15%
Virtual Study Abroad	10%
Unit Exams (3)	30%
Integrated Performance Assessment	10%
Final Exam	15%

PARTICIPATION

To achieve the highest possible personal level of proficiency in Spanish and to be successful in this course, it is necessary to come to each class focused on that goal. Students who perform the five basic tasks listed in the rubric below will be well on their way to being successful in communicating in Spanish. Additionally, students will see these efforts recognized and rewarded; class participation is a substantial portion of the course grade. Please note students must perform all five tasks listed in the rubric below to receive participation points each day. Students not meeting or exceeding expectations for all five tasks listed in the rubric below will

receive a zero (verbal/written warnings and reduced points may also be assigned according to the policy of the instructor).

All boxes must be checked in the “Exceeds/Meets Expectations” category in the rubric to receive participation points.

Classroom Tasks	Exceeds / Meets Expectations	Does Not Meet Expectations
1. Speaks in Spanish as directed the entire class period.		
2. Works well with a partner/classmates (e.g. is an active listener, is respectful, helpful, and supportive of classmates, etc.)		
3. Stays on task during class.		
4. Comes prepared to class (e.g. completed assigned homework, brings required materials, etc.)		
5. Arrives on time to class.		

ONLINE ACTIVITIES

You will complete activities online using iLrn at <http://hlc.quia.com>. This portion of the course consists of projects, activities, and assessments offering practice of all vocabulary, grammar, and cultural topics introduced. Due dates are listed on the assignment calendar, and late submissions will not be accepted except in the case of excused absence. **All online activities must be completed ONE HOUR PRIOR to class time the day on which they are assigned in the syllabus.** In case of any technical difficulties, students should contact Heinle Learning Center technical support at <http://hlc.quia.com/support>.

VIRTUAL STUDY ABROAD

Virtual study abroad is set in Madrid, Spain, and consists of a series of interrelated projects corresponding to the objectives and thematic units of the course. Using authentic materials, the Internet, and various digital tools, you will complete real work tasks which simulate experiences and challenges encountered when studying abroad.

UNIT EXAMS

This course is organized in four units: *A preparar*; *A Madrid*; *En Madrid*; *A viajar*. At the end of each unit you will take an exam to demonstrate your mastery of the material covered for that unit. Each exam begins with a listening comprehension section. Students arriving late will not have the opportunity to make up the listening section. No make-up work will be allowed for unit exams in the case of unexcused absence (see attendance policy).

FINAL EXAM

The final exam consists of the unit four exam and a comprehensive section covering the first three units. Check the UNT Final Exam Schedule at <http://registrar.unt.edu/exams/final-exam-schedule/fall> for the day and time of your final exam. All students must take the final exam at the day and time listed for their class in the schedule.

INTEGRATED PERFORMANCE ASSESSMENT

An Integrated Performance Assessment (IPA) is a tool used to evaluate a learner's level of language through real-life tasks. As developed by the American Council on the Teaching of Foreign Languages, an IPA consists of three tasks that correspond to the three modes of communication:

1. **Interpretive:** First, students individually read and demonstrate their understanding of a short authentic written text (a webpage, an article, etc.) or an unscripted video related to the course material. The students use English to demonstrate their understanding.
2. **Interpersonal:** Then, in pairs, students speak or write in Spanish about a topic related to the written text or video that they have already worked with.
3. **Presentational:** Finally, students individually make brief presentations in Spanish related to the topic that they have discussed. The presentations may take many forms: a written message, an article, a poster, a short video, a speech, etc.

Each task is evaluated separately with a rubric that is correlated to the ACTFL proficiency guidelines. Unlike chapter exams, which focus on measuring a student's mastery of the specific content of a particular chapter, IPAs evaluate the proficiency level of the student (Novice-mid, Novice-high, Intermediate-low, etc.)

In unit four you will complete one IPA for this course. The interpretive and interpersonal mode tasks will be completed during class time, and the presentational task will be completed as homework and turned in via iLrn. Your instructor will distribute information in class and explain how to complete each IPA task.

COURSE POLICIES

Disability accommodation statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Student behavior in the classroom:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Attendance:

No make-up work will be allowed for unexcused absences. Only those individuals whose absences are authorized by the instructor will be eligible to make up any assessment or assignment missed. Excused absences include the following: illness with a written excuse from a medical professional, death in the family, religious holidays, military training, transportation incidents, and university-sponsored activities. Documentation must be provided (physician's statement, obituary, accident report, etc.) the first day upon returning to class in order for the absence to be excused. Absences in observance of religious holidays are authorized only if students have notified the instructor in writing within the first 15 days of the semester. For absences due to military training students must present their paperwork to the instructor prior to absence. For absences due to transportation incidents students must provide documentation of an occurrence preventing class attendance, and should contact the instructor as soon as possible. If it is not possible to document a transportation incident (such as being in a traffic jam due to an accident on the freeway), students should contact the instructor as soon as possible following the incident, and absences will be excused on a case-by-case basis. For absences due to university-sponsored activities students must obtain authorized absence cards from the Dean of Students and present them to the instructor in order for absences to be excused. **Students with 10 unexcused absences will be administratively dropped from the class by the instructor.**

Food and beverages in the classroom:

Food is not allowed in the classroom. Students are allowed to consume appropriate beverages during class periods only if their instructor gives his or her approval for doing so.

Outside help/academic integrity:

All assignments should be the student's work only, and should reflect the student's level of proficiency. The use of translation technology (any digital translation tool or app) is prohibited for all assignments and assessments, and will be considered academic misconduct. Information "cut and pasted" from other sources and used as answers in assignments and assessments will be considered plagiarism. Cheating, plagiarism, and other examples of academic misconduct will result in a zero on the assignment or assessment in question, and may be reported to the Dean of Students.

Use of electronic devices:

Cell phones must be off and put away at all times during class meetings unless otherwise directed by the instructor. Laptops and tablets may be used to access the electronic text during class time, but inappropriate use will affect the participation grade.

Use of email:

Instructors of Spanish at the 1000 – 2000 level require students to use official UNT Eagle Connect for all communication. Instructors will only respond to email sent by students from a UNT Eagle Connect address. Likewise, instructors will only send email to UNT Eagle Connect addresses. Information about Eagle Connect can be found at <http://eagleconnect.unt.edu/>.

A note on protocol:

If a student has a problem with any issue related to the course (textbook, instructor, testing, etc.), it is his or her responsibility to discuss the problem first with their instructor before contacting the first year Spanish coordinator.

Syllabus is subject to change. Class may be video recorded for pedagogical purposes. All online activities and readings in the textbook must be completed ONE HOUR PRIOR to class time the day on which they are assigned in the syllabus. All activities must be written in Spanish unless otherwise noted in the course calendar or activity instructions.

Day	Objectives	Online Activities
WEEK ONE		
8-29	Introductions Administrative Requirements Unit 1: <i>A preparar</i> <ul style="list-style-type: none"> Greetings, introductions, and good-byes, classroom (p. 4) 	
8-31	<ul style="list-style-type: none"> El alfabeto (p. 5) Gender and number of nouns; los números 0-20 (p. 8-10) Definite and indefinite articles and hay (p. 11-14) 	T: 1.EG1 A analizar T: 1.6 De singular a plural T: 1.7 Género T: 1.8 En la clase T: 1.EG2 A analizar T: 1.11 ¿Lógico o no? T: 1.12 Los artículos S: 1.P1 Pronunciación 1 (Note: this is a voice-recorded activity. Click the red “Record” button before beginning the voice-recorded section of the activity, which may require scrolling down the page.)
9-2	<ul style="list-style-type: none"> Descriptive adjectives (p. 18-19) Subject pronouns and the verb ser (p. 22-23) Adjective agreement (p. 25-27) 	T: 1.17 Escucha y responde T: 1.EG3 A analizar T: 1.23 ¿Tú o usted? T: 1.24 Sustituciones T: 1.26 El verbo <i>ser</i> T: 1.EG4 A analizar S: 2.P1 Pronunciación 1 MP 35 Nouns

WEEK TWO		
9-5	LABOR DAY – NO CLASS	
9-7	<ul style="list-style-type: none"> Family members and pets (p. 40-41) Possessive adjectives (p. 44-46) 	T: 2.2 ¿Cómo se llama? T: 2.EG1 A analizar T: 2.6 Mi familia T: 2.7 Su familia T: 2.9 Andrés y Ana T: 1.R Redacción S: 1.28 ¿Quién es? S: 2.P2 Pronunciación 2
9-9	<ul style="list-style-type: none"> Regular –ar verbs (p. 47-50) The verb tener (p. 58-60) 	T: 2.EG2 A analizar T: 2.12 Mi familia y yo T: 2.13 La familia de Gabriela T: 2.EG3 A analizar T: 2.24 ¿Qué tienen? T: 2.25 ¿Tienes ganas? T: 2.26 ¿Cuántos años tienes? S: 3.P1 Pronunciación 1
WEEK THREE		
9-12	<ul style="list-style-type: none"> Adjective placement (p. 61-63) Seasons, weather, clothing, and colors (p. 78-79) 	T: 2.EG4 A analizar T: 2.31 ¿Cómo son? T: 3.1 Escucha y responde T: 3.2 ¿Qué tiempo hace? S: 2.5 La opción correcta S: 2.10 ¿Qué coincidencia! S: 2.25 Mis clases S: 3.P2 Pronunciación 2
9-14	<ul style="list-style-type: none"> The verb gustar (p. 82-84) Regular –er and –ir verbs (p. 85-88) 	T: 3.EG1 A analizar T: 3.6 Me gusta el verano T: 3.7 Combinaciones lógicas T: 3.8 ¿Qué te gusta? T: 3.EG2 A analizar T: 3.13 ¿Qué tienen? T: 3.14 Mis amigos y yo T: 3.R Redacción (Note: each paragraph must be a minimum of six sentences.)
9-16	<ul style="list-style-type: none"> Time, days, months, and saying the date (p. 92-93) The verb ir (p. 96-98) Ir + a + infinitive (p. 99-101) 	T: 3.21 Escucha y responde T: 3.22 En orden T: 3.23 ¿Qué hora es? T: 3.EG3 A analizar T: 3.27 Después de las clases T: 3.EG4 A analizar T: 3.31 Un poco de lógica S: 4.P1 Pronunciación 1

WEEK FOUR		
9-19	Exam: Unit 1 A preparar	
9-21	Unit 2: A Madrid <ul style="list-style-type: none"> Places in a city (p. 114-115) Stem-changing verbs (o -> ue) (p. 118-120) 	T: 4.1 Escucha y responde T: 4.2 ¿Cierto o falso? T: 4.EG1 A analizar T: 4.6 Un poco de lógica T: 4.7 Nuestros sueños
9-23	<ul style="list-style-type: none"> The verb estar with prepositions of place (p. 121-124) Furniture and appliances (p. 128-129) 	T: 4.EG2 A analizar T: 4.19 Escucha y responde T: 4.20 ¿Dónde están? S: 4.5 Mis actividades S: 4.12 En Madrid
WEEK FIVE		
9-26	<ul style="list-style-type: none"> Review of topics 	S: 4.3 ¿Qué hay en el barrio? MP 180 Stem-changing Verbs S: 4.11 ¿Dónde están? S: 4.18 Explicaciones S: 4.28 Respuestas lógicas Virtual Study Abroad #1
9-28	<ul style="list-style-type: none"> Interrogatives (p. 132-134) Stem-changing verbs e -> ie and e -> i (p. 135-137) 	T: 4.EG3 A analizar T: 4.24 La respuesta lógica T: 4.25 ¿Qué o cuál? T: 4.EG4 A analizar T: 4.29 En la tienda de muebles T: 4.L2.2 Comprensión S: 4.P2 Pronunciación 2
9-30	<ul style="list-style-type: none"> Adjectives of emotion and physical states (p. 152-153) Ser and estar (p. 159-162) 	T: 5.1 Escucha y responde T: 5.2 ¿Lógica o ilógica? T: 5.EG2 A analizar T: 5.12 ¿Es posible? T: 5.13 ¿Cómo son o cómo están?
WEEK SIX		
10-3	<ul style="list-style-type: none"> Review of topics 	MP 16 Interrogatives S: 4.6 El verbo lógico S: 4.25 Mis actividades S: 4.27 En la casa S: 5.2 Una telenovela Virtual Study Abroad #2

10-5	<ul style="list-style-type: none"> Verbs with changes in the first person (p. 170-172) 	T: 5.EG3 A analizar T: 5.25 Un día ocupado T: 4.L1.2 Comprensión S: 5.P1 Pronunciación 1 S: 5.13 ¿Cómo están? S: 5.14 Preguntas MP 179 Stem-changing verbs
10-7	<ul style="list-style-type: none"> Parts of the body (p. 188-89) Reflexive verbs (p. 192) 	S: 5.P2 Pronunciación 2 S: 5.22 Una entrevista con el consejero T: 6.1 Escucha y responde T: 6.3 ¿Qué parte del cuerpo es? T: 6.EG1 A analizar T: 6.7 Conclusiones lógicas MP248 The verbs ser and estar
WEEK SEVEN		
10-10	<ul style="list-style-type: none"> Saber and conocer (p. 173) 	T: 5.EG4 A analizar T: 5.29 ¿Lógica o ilógica? T: 5.30 Oraciones incompletas S: 5.10 ¿ <i>Ser o estar</i> ? Esa es la pregunta S: 5.23 ¿Qué hacen? S: 6.4 ¿Cuál es el verbo?
10-12	<ul style="list-style-type: none"> Review of topics 	MP151 Interrogatives MP182 Stem-changing verbs MP207 Reflexive Verbs and Pronouns S: 4.26 Daniela y yo S: 5.26 La entrevista de trabajo Virtual Study Abroad #3
10-14	Unit 2 Exam A Madrid	
WEEK EIGHT		
10-17	Unit 3: En Madrid <ul style="list-style-type: none"> Sports, Sporting equipment (p. 202) The preterite (p. 206) 	T: 6.20 Escucha y responde T: 6.21 ¿Qué actividad es? T: 6.EG3 A analizar T: 6.26 El orden lógico S: 6.P1 Pronunciación 1
10-19	<ul style="list-style-type: none"> Stem-changing verbs in the preterite (p. 209) 	T: 6.EG4 A analizar T: 6.31 La semana pasada T: 6.32 En los juegos Panamericanos S: 6.24 De vacaciones S: 6.25 ¡Qué desastre! S: 6.27 ¿Quién lo hizo?

10-21	<ul style="list-style-type: none"> Review of topics 	S: 6.P2 Pronunciación 2 S: 6.28 En la playa S: 6.29 ¿Qué pasó? S: 6.31 El fin de semana S: 6.34 El fin de semana Virtual Study Abroad #4
WEEK NINE		
10-24	<ul style="list-style-type: none"> Fruits, vegetables, and condiments (p. 226) Irregular verbs in the preterite (p. 230) 	T: 7.1 Escucha y responde T: 7.2 Relaciona las columnas T: 7.EG1 A analizar T: 7.7 En el restaurante S: 6.26 El fin de semana
10-26	<ul style="list-style-type: none"> Por and para and prepositional pronouns (p. 233) Meals and utensils (p. 240) 	T: 7.EG2 A analizar T: 7.12 Una fiesta de cumpleaños T: 7.13 En el supermercado T: 7.14 Planes para el día T: 7.19 Escucha y responde T: 7.20 ¿Cuál es? S: 7.16 ¿De quién es esta bolsa?
10-28	<ul style="list-style-type: none"> Review of topics 	S: 7.6 La cena S: 7.9 En la granja S: 7.10 ¿Qué restaurante más raro! S: 7.11 La cosecha S: 7.12 Frutas y verduras Virtual Study Abroad #5
WEEK TEN		
10-31	<ul style="list-style-type: none"> Direct object pronouns 1 (p. 244) Direct object pronouns 2 (p. 247) 	T: 7.EG3 A analizar T: 7.25 En el restaurante T: 7.EG4 A analizar T: 7.30 ¿Qué significa? T: 7.31 Algunas preguntas T: 7.33 ¡Ayuda! T: 7.L2.2 Comprensión
11-2	<ul style="list-style-type: none"> The imperfect (p. 266) 	T: 8.EG1 A analizar T: 8.7 En tu adolescencia MP223 Preterite Tense S: 7.29 tu mejor amigo S: 7.30 Una evaluación S: 7.31 ¿Quién?
11-4	<ul style="list-style-type: none"> Indefinite and negative words (p. 269) Adverbs of time and frequency (p. 195) 	T: 8.EG.2 A analizar T: 8.12 ¿Cierto o falso? T: 8.14 Ayuda por favor T: 6.EG2 A analizar MP134 Imperfect Tense S: 8.6 Mi compañera de casa

WEEK ELEVEN		
11-7	<ul style="list-style-type: none"> Review of topics 	S: 8.8 La palabra lógica S: 8.9 ¡Que negativo! S: 8.13 Respuestas negativas S: 6.12 La rutina S: 6.13 Dos rutinas Virtual Study Abroad #6
11-9	Exam: Unit 3 <i>En Madrid</i>	
11-11	Unit 4: A viajar <ul style="list-style-type: none"> Taking a trip (p. 336-337) A comparison of the preterite and the imperfect (p. 304) 	T: 10.1 Escucha y responde T: 10.2 A viajar T: 9.EG1 A analizar T: 9.7 La fiesta sorpresa MP 224 Preterite Tense MP 135 Imperfect Tense
WEEK TWELVE		
11-14	<ul style="list-style-type: none"> Hotel (p. 350-351) Uses of the preterite and the imperfect (p. 307) 	T: 10.20 Escucha y responde T: 10.21 En el hotel T: 10.L1.2 Comprensión T: 9.EG2 A analizar T: 9.12 Fotos y descripciones S: 9.4 La Navidad
11-16	IPA Interpretive Task	
11-18	<ul style="list-style-type: none"> Formal and nosotros commands (p. 343-346) 	S: 9.5 ¿Qué pasaba? S: 9.6 ¿Qué pasó? S: 9.8 La fiesta T: 10.EG2 A analizar T: 10.13 ¿Qué hago? T: 10.L2.2 Comprensión
WEEK THIRTEEN		
11-21	<ul style="list-style-type: none"> Preterite and imperfect with emotions and mental states (p. 318) 	T: 9.EG3 A analizar T: 9.23 Reacciones lógicas S: 10.8 El asistente de vuelo S: 10.14 En la estación Virtual Study Abroad #7
11-23	<ul style="list-style-type: none"> Indirect object pronouns (p. 280-282) 	T: 8.EG3 A analizar T: 8.26 ¿Es lógico? S: 9.19 ¿Cómo se sintieron? S: 10.9 Un viaje internacional S: 10.12 De viaje MP231 Preterite vs. Imperfect
11-25	NO CLASS – THANKSGIVING BREAK	

WEEK FOURTEEN		
11-28	IPA Interpersonal Task	
11-30	IPA Interpersonal Task	
12-2	<ul style="list-style-type: none">• Exploraciones de repaso: estructuras (p. 144, 182)• Exploraciones de repaso: comunicación (p. 145, 183)	MP141 Indirect Object Pronouns MP181 Stem-changing Verbs MP233 Preterite vs. Imperfect MP246 The verbs ser and estar S: 4.2 Los planes secretos de Mariana S: 4.24 En el nuevo apartamento
WEEK FIFTEEN		
12-5	<ul style="list-style-type: none">• Exploraciones de repaso: estructuras (p. 218, 256)• Exploraciones de repaso: comunicación (p. 219, 257)	MP65 Por vs. Para MP 109 Direct Object Pronouns MP 209 Reflexive Verbs and Pronouns MP235 Preterite vs. Imperfect S: 6.1 Asociaciones S: 6.5 El orden lógico S: 7.3 ¿Qué es? S: 7.23 En la cocina
12-7	<ul style="list-style-type: none">• Preterite and imperfect: a summary (p. 321-323)• Exploraciones de repaso: estructuras (p. 330)• Exploraciones de repaso: comunicación (p. 331)	T: 9.EG4 A analizar T: 9.30 Esquí en Bariloche MP234 Preterite vs. Imperfect S: 9.12 ¿Descripción o narración? S: 9.13 El gruñon IPA Presentational Task (due via iLrn)
12-9	NO CLASS – READING DAY	
WEEK SIXTEEN		
FINAL EXAM (Unit 4 Exam A <i>viajar</i> + comprehensive section)		
Check the UNT Final Exam Schedule at http://registrar.unt.edu/exams/final-exam-schedule/fall for the day and time of your final exam.		