

**UNIVERSITY OF NORTH TEXAS  
DEPARTMENT OF SPANISH  
ELEMENTARY SPANISH  
SPAN 1010 MWF ~ SPRING 2018**

**Class section:**

**Meeting times and location:**

**Instructor:**

**Email address:**

**Office hours and location:**

## **REQUIRED MATERIALS**

Blitt and Casas. *Exploraciones* custom 2<sup>nd</sup> edition with iLrn printed access card and Mindtap Mobile App printed access card. ISBN-13: 9781337810524

## **COURSE DESCRIPTION**

This course is designed for students with no prior experience studying Spanish, or who have studied Spanish for one year or less at the high school level, or the equivalent.

## **COURSE OBJECTIVES TOWARD 21<sup>ST</sup> 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 21<sup>st</sup> 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 **Conexiones culturales** 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.

- **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.

## ASSESSMENT

Evaluation Procedure	Weight
Participation	15%
Quizzes	20%
Online Homework	15%
Activities	10%
Final Exam	20%
Integrated Performance Assessments	20%

## 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.**

<b>Classroom Tasks</b>	<b>Exceeds / Meets Expectations</b>	<b>Does Not Meet Expectations</b>
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.		

## QUIZZES

Announced and unannounced quizzes will be given over any material covered. No make-up work will be allowed for quizzes in the case of unexcused absence.

## ONLINE HOMEWORK

You will complete homework online using iLrn at <http://hlc.quia.com>. This portion of the course consists of activities and projects 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 homework 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>.

## ACTIVITIES

This portion of the course consists of activities and tasks you will complete in and out of class. Assignments may include but are not limited to writing tasks, cultural activities, and participation in a conversation club. Your instructor will provide specific details about requirements and expectations.

## FINAL EXAM

The final exam is comprehensive. Check the UNT Final Exam Schedule at <http://registrar.unt.edu/exams/final-exam-schedule/spring> for the day and time of your final exam. All students must take the final exam on 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 correlated to the ACTFL proficiency guidelines (Novice-mid, Novice-high, Intermediate-low, etc.).

## 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](http://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, and university-sponsored activities. Documentation must be provided (physician's statement, obituary, etc.) the first day upon returning to class 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 university-sponsored activities, students must obtain authorized absence cards from the Dean of Students and present them to the instructor prior to absence. **Students with 10 unexcused absences may be administratively dropped from the class by the instructor.**

**Food and beverages in the classroom:**

Food is not allowed in the classroom. Students can consume appropriate beverages during class periods only if their instructor gives approval.

**Student academic integrity:**

The UNT Department of Spanish adheres to the University's policy on Student Academic Integrity. For all pertinent assignments and assessments, the work must be the student's work only (unless otherwise indicated by the course instructor) and should reflect the student's level of proficiency. Students are prohibited from asking another person (i.e. a friend, tutor, or relative) to help them develop or compose a response (oral or written) in preparation for, or while completing, an assignment or assessment that will be graded and applied to the student's final grade in the course. This includes, but is not limited to, receiving outside assistance with drafting, revising, editing, or developing the content and structure of a response to an assignment or assessment question without consent from the course instructor. Also, 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" or otherwise copied from other sources and used as answers in assignments and assessments will be considered plagiarism. If a student has any doubts whatsoever as to what constitutes any form of scholastic dishonesty, they should consult with the course instructor before submitting their work. Cheating, plagiarism, and other examples of academic misconduct defined by University Policy 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.

#### First Year Spanish Coordinator:

Steve Sheppard

[steven.sheppard@unt.edu](mailto:steven.sheppard@unt.edu)

## COURSE CALENDAR

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
<b>WEEK ONE</b>		
<b>1-15</b>	<b>NO CLASS – MLK DAY</b>	
<b>1-17</b>	<b>Introductions</b> <b>Administrative Requirements</b>  <b>Capítulo 1: Hola, ¿qué tal?</b> <ul style="list-style-type: none"> <li>Greetings, introductions, and good-byes, Classroom (p. 4)</li> </ul>	
<b>1-19</b>	<ul style="list-style-type: none"> <li>Gender and number of nouns (p. 8); Los números 0-20 (p. 9)</li> <li><b>Conexiones culturales:</b> <i>Conexiones...a la geografía.</i> (p. 6)</li> </ul>	T: 1.1 Escucha y responde T: 1.3 Un poco de lógica S: 1.P1 Pronunciación (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.)
<b>WEEK TWO</b>		
<b>1-22</b>	<ul style="list-style-type: none"> <li>Definite and indefinite articles and <b>hay</b> (p. 11)</li> <li><b>Conexiones culturales:</b> <i>Cultura</i> (p. 7)</li> </ul>	S: 1.4 En mi clase S: 1.11 Los números de teléfono S: 1.12 Saludos S: 1.13 En la clase

1-24	<ul style="list-style-type: none"> <li>Descriptive adjectives (p. 18)</li> <li><b>Lectura:</b> <i>La escuela es para todos</i> (p. 16)</li> </ul>	T: 1.17 Escucha y responde T: 1.19 Sinónimos T: 1.L1.2 Comprensión S: 1.9 El salón de clase S: 1.P2 Pronunciación 2
1-26	<ul style="list-style-type: none"> <li>Subject pronouns and the verb <b>ser</b> (p. 23)</li> <li><b>Conexiones culturales:</b> <i>Cultura</i> (p. 20), <i>Conexiones...a la geografía</i>. (p. 21)</li> </ul>	T: 1.C2.S Share it! S: 1.15 Los antónimos S: 1.28 ¿Quién es? 1.N.1 Nosotros/Share it!
<b>WEEK THREE</b>		
1-29	<ul style="list-style-type: none"> <li>Adjective agreement (p. 25)</li> <li><b>Conexiones culturales:</b> <i>Comparaciones</i> (p. 20)</li> </ul>	S: 1.17 Asociaciones S: 1.18 Grupos S: 1.21 ¿Quién? S: 1.22 ¿De dónde eres tú?
1-31	<ul style="list-style-type: none"> <li><b>Exploraciones de repaso: estructuras</b> (p. 34)</li> <li><b>Exploraciones de repaso: comunicación</b> (p. 35)</li> <li><b>Lectura:</b> <i>Algunos famosos de Latinoamérica</i> (p. 28)</li> </ul>	T: 1.L2.2 Comprensión S: 1.23 ¿A quién describe? S: 1.25 ¿Cómo son? S: 1.29 Respuestas lógicas
2-2	<b>Capítulo 2: ¿Cómo es tu vida?</b> <ul style="list-style-type: none"> <li>Family members and pets (p. 40)</li> <li><b>Conexiones culturales:</b> <i>Cultura</i> (p. 42), <i>Comparaciones</i> (p. 43)</li> </ul>	T: 2.1 Escucha y responde T: 2.2 ¿Cómo se llama? T: 2.3 ¿Quién es? T: 2.C1.S Share it! (Note: this activity may be completed in English.)
<b>WEEK FOUR</b>		
2-5	<ul style="list-style-type: none"> <li>Possessive adjectives (p. 44)</li> <li><b>Conexiones culturales:</b> <i>Conexiones...a la sociología</i> (p. 43)</li> </ul>	S: 2.2 Más sobre la familia S: 2.3 ¿Certo o falso? S: 2.13 La familia de Luisa S: 2.P1 Pronunciación 1
2-7	<ul style="list-style-type: none"> <li>Regular <b>-ar</b> verbs (p. 47)</li> <li><b>Lectura:</b> <i>La familia típica latinoamericana</i> (p. 52)</li> </ul>	T: 2.L1.2 Comprensión S: 2.5 La opción correcta S: 2.7 ¿De quién es? S: 2.8 Información adicional MP36 Possessive Adjectives and Pronouns
2-9	<ul style="list-style-type: none"> <li>Academic subjects (p. 54)</li> <li><b>Conexiones culturales:</b> <i>Cultura</i> (p. 56), <i>Conexiones...a la educación</i> (p. 57)</li> </ul>	T: 2.19 Escucha y responde T: 2.20 Reclamaciones T: 2.C2.S Share it! (Note: this activity may be completed in English.) S: 2.14 ¿Qué hacen? S: 2.P2 Pronunciación 2

WEEK FIVE		
2-12	<ul style="list-style-type: none"> <li>The verb <b>tener</b> (p. 58)</li> <li><b>Conexiones culturales:</b> <i>Comparaciones</i> (p. 57)</li> </ul>	S: 2.9 ¿Qué hacen? S: 2.15 ¿Quién? S: 2.19 ¿Qué clase es? S: 2.31 Descripciones
2-14	<ul style="list-style-type: none"> <li>Adjective placement (p. 61)</li> </ul>	S: 2.21 Los verbos <i>ser</i> y <i>tener</i> S: 2.24 ¿Qué tienen? S: 2.27 Mi universidad S: 2.30 ¿A quién se refiere?
2-16	<ul style="list-style-type: none"> <li><b>Exploraciones de repaso: estructuras</b> (p. 70)</li> <li><b>Exploraciones de repaso: comunicación</b> (p. 71)</li> <li><b>Lectura:</b> <i>Otros sistemas universitarios</i> (p. 64)</li> </ul>	T: 2.L2.3 Comprensión S: 2.18 La universidad S: 2.20 Profesiones S: 2.25 Mis clases MP 75 Adjectives
WEEK SIX		
2-19	<b>Capítulo 3: ¿Qué tiempo hace hoy?</b> <ul style="list-style-type: none"> <li>Seasons, weather, clothing, and colors (p. 78)</li> <li><b>Conexiones culturales:</b> <i>Cultura</i> (p. 80), <i>Conexiones...a la redacción</i> (p. 81)</li> </ul>	T: 3.1 Escucha y responde T: 3.2 ¿Qué tiempo hace? T: 3.C1.S Share it!
2-21	<b>INTEGRATED PERFORMANCE ASSESSMENT #1 - INTERPRETIVE TASK (completed in class)</b>	
2-23	<ul style="list-style-type: none"> <li>The verb <b>gustar</b> (p. 82)</li> <li><b>Conexiones culturales:</b> <i>Comparaciones</i> (p. 81)</li> </ul>	S: 3.1 ¿Qué ropa llevan? S: 3.2 ¿Qué ropa debo llevar? S: 3.3 ¿Qué tiempo hace? S: 3.P1 Pronunciación 1
WEEK SEVEN		
2-26	<ul style="list-style-type: none"> <li>Regular <b>-er</b> and <b>-ir</b> verbs (p. 85)</li> <li><b>Lectura:</b> <i>La ropa tradicional</i> (p. 90)</li> </ul>	T: 3.L1.2 Comprensión S: 3.6 Julio y César S: 3.8 Mi familia S: 3.15 De viaje
2-28	<ul style="list-style-type: none"> <li>Time, days, months, and saying the date (p. 92)</li> </ul>	T: 3.21 Escucha y responde T: 3.22 En orden S: 3.11 Las similitudes S: 3.14 ¿Lógico o ilógico? S: 3.P2 Pronunciación2



3-2	<ul style="list-style-type: none"><li>The verb <b>ir</b> (p. 96)</li><li><b>Lectura:</b> <i>La Navidad en algunos países hispanos</i> (p. 102)</li></ul>	T: 3.L2.2 Comprensión S: 3.5 ¿Qué te gusta? S: 3.19 La hora S: 3.28 La hora
WEEK EIGHT		
3-5	INTEGRATED PERFORMANCE ASSESSMENT #1 INTERPERSONAL TASK (completed in class)	
3-7	INTEGRATED PERFORMANCE ASSESSMENT #1 INTERPERSONAL TASK (completed in class)	
3-9	<ul style="list-style-type: none"><li><b>Ir + a + infinitive</b> (p. 99)</li><li><b>Conexiones culturales:</b> <i>Cultura</i> (p. 94), <i>Conexiones...a la religión</i> (p. 95)</li></ul>	T: 3.C2.S Share it! S: 3.21 En la universidad S: 3.22 ¿Adónde vas? S: 3.30 ¿Cierto o falso?
WEEK NINE		
3-12 – 16	NO CLASS – SPRING BREAK	
WEEK TEN		
3-19	<ul style="list-style-type: none"><li><b>Exploraciones de repaso: estructura</b> (p. 108)</li><li><b>Exploraciones de repaso: comunicación</b> (p. 109)</li></ul> INTEGRATED PERFORMANCE ASSESSMENT #1 PRESENTATIONAL TASK (completed in last 25 minutes of class)	S: 3.23 ¡Vamos! S: 3.24 Nuevas estudiantes S: 3.25 ¿Qué tienen? S: 3.29 Las actividades
3-21	<b>Capítulo 4: ¿Dónde vives?</b> <ul style="list-style-type: none"><li>Places in a city (p. 114)</li><li><b>Conexiones culturales:</b> <i>Cultura</i> (p. 116), <i>Comparaciones</i> (p. 117)</li></ul>	T: 4.1 Escucha y responde T: 4.2 ¿Cierto o falso? T: 4.C1.S Share it! S: 4.P1 Pronunciación 1

3-23	<ul style="list-style-type: none"> <li>Furniture and appliances (p. 128)</li> <li><b>Conexiones culturales:</b> <i>Comparaciones</i> (p. 131)</li> </ul>	T: 4.19 Escucha y responde T: 4.20 ¿Dónde están? S: 4.2 Los planes secretos de Mariana S: 4.3 ¿Qué hay en el barrio? S: 4.P2 Pronunciación 2
<b>WEEK ELEVEN</b>		
3-26	<b>INTEGRATED PERFORMANCE ASSESSMENT #2 - INTERPRETIVE TASK (completed in class)</b>	
3-28	<ul style="list-style-type: none"> <li>Stem-changing verbs (o -&gt; ue) (p. 118)</li> <li><b>Conexiones culturales:</b> <i>Conexiones...a las relaciones internacionales</i> (p. 117)</li> </ul>	S: 4.12 En Madrid S: 4.14 Información turística S: 4.17 Una casa con muchos muebles S: 4.18 Explicaciones
3-30	<ul style="list-style-type: none"> <li>The verb <b>estar</b> with prepositions of place (p. 121)</li> <li><b>Lectura:</b> <i>Algunas ciudades únicas de Latinoamérica</i> (p. 126)</li> </ul>	T: 4.L1.2 Comprensión S: 4.4 En la escuela S: 4.5 Mis actividades S: 4.7 Mis amigos y yo
<b>WEEK TWELVE</b>		
4-2	<ul style="list-style-type: none"> <li>Interrogatives (p. 132)</li> <li><b>Conexiones culturales 2:</b> <i>Cultura</i> (p. 130), <i>Conexiones...a la arquitectura</i> (p. 131)</li> </ul>	S: 4.10 ¡A dibujar! S: 4.11 ¿Dónde están? S: 4.13 Una foto de mi calle S: 4.27 En la casa
4-4	<b>INTEGRATED PERFORMANCE ASSESSMENT #2 INTERPERSONAL TASK (completed in class)</b>	
4-6	<b>INTEGRATED PERFORMANCE ASSESSMENT #2 INTERPERSONAL TASK (completed in class)</b>	
<b>WEEK THIRTEEN</b>		
4-9	<ul style="list-style-type: none"> <li>Stem-changing verbs e -&gt; ie and e -&gt; i (p. 135)</li> <li><b>Lectura:</b> <i>Soluciones...a la vivienda</i> (p. 138)</li> </ul>	T: 4.L2.2 Comprensión S: 4.20 Un apartamento nuevo S: 4.28 Respuestas lógicas MP151 Interrogative Words

4-11	<ul style="list-style-type: none"> <li>• <b>Exploraciones de repaso: estructuras</b> (p. 144)</li> <li>• <b>Exploraciones de repaso: comunicación</b> (p. 145)</li> </ul> <p><b>Capítulo 5: ¿Estás feliz en el trabajo?</b></p> <ul style="list-style-type: none"> <li>• Adjectives of emotion and physical states (p. 152)</li> </ul>	<p>S: 4.21 Preguntas  S: 4.24 En el nuevo apartamento  S: 4.25 Mis actividades  S: 4.26 Daniela y yo  T: 5.1 Escucha y responde  T: 5.2 ¿Lógica o ilógica?</p>
4-13	<ul style="list-style-type: none"> <li>• <b>Conexiones culturales:</b> <i>Cultura</i> (p. 154), <i>Comparaciones</i> (p. 155)</li> </ul> <p><b>INTEGRATED PERFORMANCE ASSESSMENT #2</b>  <b>PRESENTATIONAL TASK (completed in last 25 minutes of class)</b></p>	<p>T: 5.C1.S1 Share it!  S: 5.P1 Pronunciación 1  MP179 Stem-Changing Verbs</p>
<b>WEEK FORTEEN</b>		
4-16	<ul style="list-style-type: none"> <li>• <b>Estar</b> with adjectives and the present progressive (p. 156)</li> <li>• <b>Conexiones culturales:</b> <i>Conexiones...a la literatura</i> (p. 155)</li> </ul>	<p>S: 5.1 Reacciones lógicas  S: 5.2 Una telenovela  S: 5.3 Estados de ánimo  S: 5.13 ¿Cómo están?</p>
4-18	<ul style="list-style-type: none"> <li>• <b>Ser</b> and <b>estar</b> (p. 159)</li> <li>• <b>Lectura:</b> <i>¿Quiénes son más felices?</i> (p. 164)</li> </ul>	<p>T: 5.L1.2 Comprensión  S: 5.5 Un mensaje  S: 5.6 La actividad más lógica  S: 5.8 ¿Qué estás haciendo?</p>
4-20	<ul style="list-style-type: none"> <li>• <b>Exploraciones léxicas 2:</b> Profesiones (p. 166)</li> <li>• <b>Conexiones culturales:</b> <i>Cultura</i> (p. 168)</li> </ul>	<p>T: 5.18 Escucha y responde  T: 5.19 ¿Dónde trabajan?  S: 5.11 Oraciones incompletas  S: 5.14 Preguntas  S: 5.P2 Pronunciación 2</p>
<b>WEEK FIFTEEN</b>		
4-23	<ul style="list-style-type: none"> <li>• Verbs with changes in the first person (p. 170)</li> <li>• <b>Conexiones culturales:</b> <i>Comparaciones</i> (p. 169)</li> </ul>	<p>S: 5.18 La agencia de empleos  S: 5.19 En el trabajo  S: 5.28 Las profesiones  MP38 Present Progressive</p>
4-25	<ul style="list-style-type: none"> <li>• <b>Saber</b> and <b>conocer</b> (p. 173)</li> <li>• <b>Conexiones culturales:</b> <i>Conexiones...a la economía y al comercio</i> (p. 169)</li> </ul>	<p>S: 5.21 Un poco de lógica  S: 5.22 Una entrevista con el consejero  S: 5.30 No estoy contento  MP249 The Verbs Ser and Estar</p>

4-27	Review for Final Exam	S: 5.24 Algunas preguntas S: 5.26 La entrevista de trabajo S: 5.27 Oraciones incompletas MP182 Stem-Changing Verbs
WEEK SIXTEEN		
4-30	Review for Final Exam	MP125 Gustar and Similar Verbs MP183 Stem-Changing Verbs MP39 Present Progressive MP 248 The Verbs Ser and Estar
5-2	Review for Final Exam	MP 171 Possessive Adjectives and Pronouns MP76 Adjectives MP 51 Spelling-Change and Irregular Verbs MP 176 Spelling-Change and Irregular Verbs
5-4	NO CLASS – READING DAY	
WEEK SEVENTEEN		
5-5 – 11	<b>FINAL EXAM</b> Check the UNT Final Exam Schedule at <a href="http://registrar.unt.edu/exams/final-exam-schedule/spring">http://registrar.unt.edu/exams/final-exam-schedule/spring</a> for the day and time of your final exam.	