

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

**REQUIRED MATERIALS**

Blitt and Casas. *Exploraciones* custom 2<sup>nd</sup> edition with iLrn printed access card.  
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**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 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**

<b>Evaluation Procedure</b>	<b>Weight</b>
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](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, 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 8 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
<b>WEEK ONE</b>		
<b>8-30</b>	<b>Introductions</b> <b>Administrative Requirements</b>  <b>Unit 1: <i>A preparar</i></b> <ul style="list-style-type: none"> <li>Greetings, introductions, and good-byes, classroom (p. 4)</li> <li>El alfabeto (p. 5)</li> </ul>	
<b>9-1</b>	<ul style="list-style-type: none"> <li>Gender and number of nouns; los números 0-20 (p. 8-10)</li> <li>Definite and indefinite articles and <b>hay</b> (p. 11-14)</li> <li>Descriptive adjectives (p. 18-19)</li> <li>Subject pronouns and the verb <b>ser</b> (p. 22-23)</li> </ul>	T: 1.EG1 A analizar T: 1.6 De singular a plural T: 1.7 Género T: 1.EG2 A analizar T: 1.11 ¿Lógico o no? T: 1.12 Los artículos 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> 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.)

WEEK TWO		
9-6	<ul style="list-style-type: none"> <li>Adjective agreement (p. 25-27)</li> <li>Family members and pets (p. 40-41)</li> <li>Possessive adjectives (p. 44-46)</li> </ul>	T: 1.EG4 A analizar T: 1.R Redacción S: 1.28 ¿Quién es? 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 S: 2.P1 Pronunciación 1 S: 2.P2 Pronunciación 2 MP 35 Nouns
9-8	<ul style="list-style-type: none"> <li>Regular <b>-ar</b> verbs (p. 47-50)</li> <li>The verb <b>tener</b> (p. 58-60)</li> <li>Adjective placement (p. 61-63)</li> </ul>	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? T: 2.EG4 A analizar T: 2.31 ¿Cómo son? S: 3.P1 Pronunciación 1
WEEK THREE		
9-13	<ul style="list-style-type: none"> <li>Seasons, weather, clothing, and colors (p. 78-79)</li> <li>The verb <b>gustar</b> (p. 82-84)</li> <li>Regular <b>-er</b> and <b>-ir</b> verbs (p. 85-88)</li> </ul>	S: 2.5 La opción correcta S: 2.10 ¿Qué coincidencia! S: 2.25 Mis clases T: 3.1 Escucha y responde T: 3.2 ¿Qué tiempo hace? 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
9-15	<ul style="list-style-type: none"> <li>Time, days, months, and saying the date (p. 92-93)</li> <li>The verb <b>ir</b> (p. 96-98)</li> <li><b>Ir + a + infinitive</b> (p. 99-101)</li> </ul>	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 T: 3.R Redacción (Note: each paragraph must be a minimum of six sentences.) S: 3.P2 Pronunciación 2 S: 4.P1 Pronunciación 1

WEEK FOUR		
9-20	<b>Exam: Unit 1 A preparar</b> (Exam is proctored in first 50 minutes of class) <ul style="list-style-type: none"> <li>Places in a city (p. 114-115)</li> </ul>	
9-22	<b>Unit 2: A Madrid</b> <ul style="list-style-type: none"> <li>Stem-changing verbs (o -&gt; ue) (p. 118-120)</li> <li>The verb <b>estar</b> with prepositions of place (p. 121-124)</li> <li>Furniture and appliances (p. 128-129)</li> </ul>	T: 4.1 Escucha y responde T: 4.2 ¿Certo o falso? T: 4.EG1 A analizar T: 4.6 Un poco de lógica T: 4.7 Nuestros sueños 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		
9-27	<ul style="list-style-type: none"> <li>Interrogatives (p. 132-134)</li> <li><b>Review of topics</b></li> </ul>	T: 4.EG3 A analizar T: 4.24 La respuesta lógica T: 4.25 ¿Qué o cuál? S: 4.3 ¿Qué hay en el barrio? S: 4.11 ¿Dónde están? S: 4.18 Explicaciones MP 180 Stem-changing Verbs  <b>Virtual Study Abroad #1</b>
9-29	<ul style="list-style-type: none"> <li>Stem-changing verbs e -&gt; ie and e -&gt; i (p. 135-137)</li> <li>Adjectives of emotion and physical states (p. 152-153)</li> <li><b>Ser and estar</b> (p. 159-162)</li> </ul>	T: 4.EG4 A analizar T: 4.29 En la tienda de muebles T: 4.L2.2 Comprensión S: 4.P2 Pronunciación 2 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		
10-4	<ul style="list-style-type: none"> <li>Verbs with changes in the first person (p. 170-172)</li> <li><b>Review of topics</b></li> </ul>	S: 4.6 El verbo lógico S: 4.25 Mis actividades S: 4.27 En la casa T: 5.EG3 A analizar T: 5.25 Un día ocupado S: 5.2 Una telenovela MP 16 Interrogatives <b>Virtual Study Abroad #2</b>



10-6	<ul style="list-style-type: none"> <li>Parts of the body (p. 188-89)</li> <li>Reflexive verbs (p. 192)</li> </ul>	T: 4.L1.2 Comprensión S: 4.28 Respuestas lógicas S: 5.P1 Pronunciación 1 S: 5.13 ¿Cómo están? S: 5.14 Preguntas MP 179 Stem-changing verbs T: 6.1 Escucha y responde T: 6.3 ¿Qué parte del cuerpo es? T: 6.EG1 A analizar T: 6.7 Conclusiones lógicas
<b>WEEK SEVEN</b>		
10-11	<ul style="list-style-type: none"> <li><b>Saber and conocer</b> (p. 173)</li> </ul>	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: 5.22 Una entrevista con el consejero S: 5.23 ¿Qué hacen? S: 5.P2 Pronunciación 2 S: 6.4 ¿Cuál es el verbo? <b>Virtual Study Abroad #3</b>
10-13	<ul style="list-style-type: none"> <li><b>Review of topics</b></li> </ul> <b>Unit 2 Exam A Madrid</b> (Exam is proctored in last 50 minutes of class)	S: 4.26 Daniela y yo S: 5.26 La entrevista de trabajo MP248 The verbs <b>ser</b> and <b>estar</b> MP151 Interrogatives MP182 Stem-changing verbs MP207 Reflexive Verbs and Pronouns
<b>WEEK EIGHT</b>		
10-18	<b>Unit 3: En Madrid</b> <ul style="list-style-type: none"> <li>Sports, Sporting equipment (p. 202)</li> <li>The preterite (p. 206)</li> </ul>	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 S: 6.P2 Pronunciación 2
10-20	<ul style="list-style-type: none"> <li>Stem-changing verbs in the preterite (p. 209)</li> <li><b>Review of topics</b></li> </ul>	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: 6.26 El fin de semana S: 6.27 ¿Quién lo hizo?  <b>Virtual Study Abroad #4</b>

WEEK NINE		
10-25	<ul style="list-style-type: none"> <li>Fruits, vegetables, and condiments (p. 226)</li> <li>Irregular verbs in the preterite (p. 230)</li> <li><b>Por</b> and <b>para</b> and prepositional pronouns (p. 233)</li> </ul>	S: 6.28 En la playa S: 6.29 ¿Qué pasó? T: 7.1 Escucha y responde T: 7.2 Relaciona las columnas T: 7.EG1 A analizar T: 7.7 En el restaurante 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
10-27	<ul style="list-style-type: none"> <li>Meals and utensils (p. 240)</li> <li><b>Review of topics</b></li> </ul>	T: 7.19 Escucha y responde T: 7.20 ¿Cuál es? 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 S: 7.16 ¿De quién es esta bolsa?  <b>Virtual Study Abroad #5</b>
WEEK TEN		
11-1	<ul style="list-style-type: none"> <li>Direct object pronouns 1 (p. 244)</li> <li>Direct object pronouns 2 (p. 247)</li> </ul>	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 MP223 Preterite Tense S: 6.31 El fin de semana S: 6.34 El fin de semana
11-3	<ul style="list-style-type: none"> <li>The imperfect (p. 266)</li> <li>Indefinite and negative words (p. 269)</li> <li>Adverbs of time and frequency (p. 195)</li> </ul>	T: 6.EG2 A analizar S: 7.29 tu mejor amigo S: 7.30 Una evaluación S: 7.31 ¿Quién? T: 8.EG1 A analizar T: 8.7 En tu adolescencia T: 8.EG.2 A analizar T: 8.12 ¿Cierto o falso? T: 8.14 Ayuda por favor

WEEK ELEVEN		
11-8	Review of topics	S: 6.12 La rutina S: 6.13 Dos rutinas S: 8.6 Mi compañera de casa S: 8.8 La palabra lógica S: 8.9 ¡Que negativo! S: 8.13 Respuestas negativas MP134 Imperfect Tense <b>Virtual Study Abroad #6</b>
11-10	<b>Exam: Unit 3 <i>En Madrid</i></b> (Exam is proctored in first 50 minutes of class) <b>Unit 4: <i>A viajar</i></b> <ul style="list-style-type: none"> <li>Taking a trip (p. 336-337)</li> </ul>	
WEEK TWELVE		
11-15	<ul style="list-style-type: none"> <li>A comparison of the preterite and the imperfect (p. 304)</li> <li>Formal and <b>nosotros</b> commands (p. 343-346)</li> </ul>	T: 9.EG1 A analizar T: 9.7 La fiesta sorpresa T: 10.1 Escucha y responde T: 10.2 A viajar T: 10.EG2 A analizar T: 10.13 ¿Qué hago? T: 10.L1.2 Comprensión S: 10.12 De viaje MP 224 Preterite Tense MP 135 Imperfect Tense
11-17	<b>IPA Interpretive Task</b> (Proctored in last 50 minutes of class) <ul style="list-style-type: none"> <li>Uses of the preterite and the imperfect (p. 307)</li> </ul>	T: 9.EG2 A analizar T: 9.12 Fotos y descripciones S: 9.4 La Navidad S: 9.5 ¿Qué pasaba? S: 9.6 ¿Qué pasó? S: 10.8 El asistente de vuelo <b>Virtual Study Abroad #7</b>
WEEK THIRTEEN		
11-22	<ul style="list-style-type: none"> <li>Hotel (p. 350-351)</li> <li>Indirect object pronouns (p. 280-282)</li> </ul>	T: 8.EG3 A analizar T: 8.26 ¿Es lógico? S: 9.8 La fiesta T: 10.20 Escucha y responde T: 10.21 En el hotel T: 10.L2.2 Comprensión S: 10.9 Un viaje internacional S: 10.14 En la estación MP231 Preterite vs. Imperfect
11-24	<b>NO CLASS – THANKSGIVING BREAK</b>	

WEEK FOURTEEN		
11-29	<b>IPA Interpersonal Task</b> <b>(Proctored in last 50 minutes of class)</b> <ul style="list-style-type: none"> <li>Preterite and imperfect with emotions and mental states (p. 318)</li> </ul>	T: 9.EG3 A analizar T: 9.23 Reacciones lógicas MP141 Indirect Object Pronouns
12-1	<b>IPA Interpersonal Task</b>	
WEEK FIFTEEN		
12-6	<ul style="list-style-type: none"> <li><b>Exploraciones de repaso: estructuras</b> (p. 182, 218, 256)</li> <li><b>Exploraciones de repaso: comunicación</b> (p. 183, 219, 257)</li> </ul>	MP246 The verbs <b>ser</b> and <b>estar</b> MP65 <b>Por</b> vs. <b>Para</b> MP 109 Direct Object Pronouns MP 209 Reflexive Verbs and Pronouns MP233 Preterite vs. Imperfect 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 S: 9.19 ¿Cómo se sintieron?
12-8	<ul style="list-style-type: none"> <li>Preterite and imperfect: a summary (p. 321-323)</li> <li><b>Exploraciones de repaso: estructuras</b> (p. 144, 330)</li> <li><b>Exploraciones de repaso: comunicación</b> (p. 145, 331)</li> </ul>	S: 4.2 Los planes secretos de Mariana S: 4.24 En el nuevo apartamento T: 9.EG4 A analizar T: 9.30 Esquí en Bariloche S: 9.12 ¿Descripción o narración? S: 9.13 El gruñon MP234 Preterite vs. Imperfect MP181 Stem-changing Verbs  <b>IPA Presentational Task</b> (due via iLrn)
WEEK SIXTEEN		
<b>FINAL EXAM (Unit 4 Exam A <i>viajar</i> + comprehensive section)</b> Check the UNT Final Exam Schedule at <a href="http://registrar.unt.edu/exams/final-exam-schedule/fall">http://registrar.unt.edu/exams/final-exam-schedule/fall</a> for the day and time of your final exam.		