



Literature, Journalism, Writing and Languages

SPA1001-2 Elementary Spanish I

4 units

Spring 2026

Meeting days/times

Meeting location:

TWF 8:30 am- 9:25 am: Bond Academic Center 151

Monday- Language Lab 215 in Ryan Library 8:30 am-9:25 am

Final Exam: Monday, May 4, 2026, 10:30am-1:00pm

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Carmen De Leon, Ph.D., Professor of Spanish
Phone:	(915) 926-9463
Email:	cdeleon@pointloma.edu
Office location and hours:	BAC 108 MTWF 9:30 am-11:30 am - By appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

An introductory course emphasizing four basic skills: aural comprehension, speaking, reading, and writing. Also noted is the cultural and historical background of the areas where the language is spoken. Participation and active use of the language is emphasized in the classroom.

Letter grade.

Program and Course Learning Outcomes

By the end of the 1001-1002 sequence, you will be able to:

1. Speak (application) at the mid to high novice level using (application) basic formulaic and memorized materials within the student's own experience. **(PLO 3)**
2. Recognize (comprehension, knowledge) basic connected discourse that uses (application) vocabulary and grammar within your own experience. **(PLO 2,5)**
3. Write (application, knowledge) discrete sentences as well as simple connected paragraphs using memorized vocabulary and grammar structures. **(PLO 1,5)**
4. Read (application) cultural texts that employ familiar vocabulary and cognates as well as learned grammatical structures. **(PLO 4)**
5. Demonstrate (application, knowledge) comprehension of basic cultural mores and patterns of living of the target culture(s) studied. **(PLO 4,6)**

General Education Learning Outcome

- 1) [Link to GE courses and assessment plan](#)
- 2) [Link to GELO's](#)
- 3) **GELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.**
- 4) The ***signature assignment*** that assesses your learning for the complex issues faced by diverse groups in the Spanish-speaking world, inside and outside the United States, is the cultural component of this class (5 assignments throughout the semester). You will be attending events, completing assignments, reflecting on your own cultural background and how you may compare or contrast to the situations and cultures studied. Deeper reflection is encouraged by allowing the option of reflecting in English. In all these assignments, you will be delving deeper into the human experience, as opposed to studying cultural production devoid of its people (such as food, music, or sports without the human element). Throughout this semester, as well as in the next sequence (SPA1002), you will complete this work, worth 20% of your overall grade, and provide a culminating reflection at the end of SPA1002, as part of the final exam. Please consult your professor for approval of cultural activities.

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

- **Portales 2.0 ebook plus Supersite.** Make sure you purchase 12-month access in order to save and cover your costs for SPA1002 as well. Set up an account immediately to get started, even if you cannot purchase today. Purchase directly [here](#) or at PLNU bookstore. Follow instructions on Canvas under VHL resources for setting up an account and purchasing the correct material.
- **Talkabroad,** One 30-minute conversation with a native speaker, purchased through the bookstore or directly on talkabroad.com (\$15). Any questions, access, and technical support is provided in TalkAbroad's [Student Manual](#) (not by your professor).
- **Access to reliable internet, web-cam and microphone. Please contact PLNU IT support at student-tech-request@pointloma.edu if you need assistance.**
- Recommended language dictionary: **Wordreference.com**- as an app on your phone or online

Assessment and Grading

Grades will be based on the following weighted categories and grade scale:

Quizzes: 10%

Cultural assignments: 20%

Homework, Attendance, and Participation and Group review presentations: 10%

TalkAbroad: 10%

Exams: 40%

Final exam: 10%

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Spanish 1001, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include racism and gender discrimination, linguistic advantages and disadvantages, immigration and other government policies. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Spanish, in particular our cultural element, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Spanish 1001, we will cover a variety of topics, some of which you may find triggering. These topics include racism and gender discrimination, linguistic advantages and disadvantages, immigration and other government policies. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps

for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Spanish cultural studies, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including vhlcentral.com assignments and those posted in Canvas. Homework is deducted 10% per day late. Quizzes and exams can only be completed outside the posted schedule for Provost-approved circumstances (such as PLNU athletics). Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. **Refer to the map on [State Authorization](#) to view which states allow distance education outside California.**

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Use of Technology

In order to be successful in the online or hybrid environment (and for this class, for your TalkAbroad conversation and exams administered via Canvas and using Honorlock), you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Loma Writing Center (NA for Spanish)

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Refer to this Syllabus and to the Class Schedule in Canvas for important due dates. It is your responsibility to look at the daily material before you come to class and to ask questions about the daily material if you do not understand it.

Tests & Quizzes

Since language learning is a skill, it will be imperative to ensure the necessary proficiency is attained. To this end, there will be a test given after every chapter during the term. It will be necessary for students to do a thorough review before each test since the material is cumulative. All exams and quizzes are scheduled on the calendar. Vocabulary knowledge is extremely important. The more vocabulary you know, the more you will be able to speak. Quizzes require students to memorize the vocabulary list from each lesson. This most complete list can be found on the last page of the lesson and on vhlcentral.com under "Vocabulary Tools" -also on the vhl homework page on a tab you can click on. Be sure to look up any pages referred in the last box of the vocabulary such as *Expresiones útiles*. The standard for knowledge in a foreign language is correct spelling; therefore, words must be spelled correctly for credit, with accent marks. All vocabulary and structures used on assessments must be from your lessons. Structures and vocabulary from outside your lessons will not receive credit. Please refrain from using Spanish dictionaries, Google translate, or any other assistance on assessments as this is considered academic dishonesty. It is imperative you take these at the scheduled times. Please maintain clear and timely communication with your professor regarding any unforeseen emergencies you may have.

Your lowest quiz score will be dropped. Your lowest exam score will also be dropped.

Homework

In order to provide consistent input and practice, regular daily homework will be assigned online and can be found at your Portales website www.vhlcentral.com. You will need to follow the instructions and enroll in the appropriate course. Assignments are due by class time PST on the date due, so please give yourself enough time to complete these before your clock runs out. All assigned homework throughout will be due on the day noted per assignment. This work will be deducted 10% per day that it is late. Further assignments and Discussions may be assigned through Canvas. Please read all instructions carefully and be aware of due dates.

Group Review Presentations

You will be assigned a group for this activity. Refer to the calendar when there are days assigned for review of a specific lesson the different groups will oversee planning the class, activities, and presentation of the information needed to prepare the class for the exam on the following meeting day. If you miss your assigned group review, unless it was notified in anticipation or due to illness and other arrangements can be made, you will not be able to make it up and you will get a failing grade for this assignment.

Cultural Assignments

This grouping of signature assignments is designed to help you better understand the diversity and complexity of cultures of those who speak Spanish. This work is conducted in English to allow deeper

reflection and completion of the FE Learning Outcome 2C. By examining the cultural production of Hispanic voices, you will gain insight into their customs, experiences and worldview. These assignments will give you an opportunity to think more deeply about the global world and your role in it as you strive to learn another language, in order to better communicate and understand your “neighbor.” Completing these assignments in a thorough and comprehensive manner will enhance your knowledge, critical thinking, as well as your overall grade (worth 20%).

TalkAbroad

In addition, each student will be required to conduct one 30-minute conversation through Talkabroad.com. There is a \$15 charge for a 30-minute conversation. This is part of your course materials. This conversation must be scheduled 36 hours in advance. Please schedule your conversation on time for the due date and follow all student manual instructions and technology checks. As part of the learning outcomes for the course, speaking with a native speaker showcases all you have learned and puts the classroom study into practical and authentic use. You will be so proud of yourself for reaching this achievement! You are aiming to make yourself understood and to show that you also can work to understand your partner. The conversation requires preparation but will be deducted if you rely on reading verbatim from a script, if your Spanish is not understood, or if you use English. You can use notes, written questions, photos and other “props” to bring into the conversation.

The Language Laboratory is used for classroom instruction. We will meet once a week in the Lab and will do a variety of exercises, see cultural material, etc. Check your schedule for meeting days.

Lomabooks Instructions for Students:

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go: [HERE](#)*

Assignments At-A-Glance-

COURSE SCHEDULE AND ASSIGNMENTS

Spring 2026 Calendar (*Calendario*)

WEEK 1

JANUARY (Enero)

WEEK 1

- M 12 Introduction (Introducción)
- T 13 Lesson 1 introduce yourself (Lección 1 vocabulario introducción personal)
- W 14 Lesson 1.1 Nouns and articles (Lección 1.2 sustantivos y artículos)
- F 16 Lesson 1.2 number 1-30 (Lección 1.2 los números del 1-30)

WEEK 2

- M 19 NO CLASS- MLK DAY
- T 20 Lesson 1.3 Present of verb to be (Lección 1.3 presente de ser)
- W 21 Lesson 1.4 (Lección 1.4 el reloj)
- F 23 Oral exam preparation (Preparación examen oral)

WEEK 3

- M 26 **ORAL EXAM LESSON #1- EXAMEN ORAL LECCIÓN #1**
- T 27 Lesson 2 Vocabulary (Lección 2 vocabulario)
- W 28 Lesson 2.1 Presente tense -AR verbs (Lección 2.1 verbos regulares -ar)
- F 30 Lesson 2.2 Forming questions (Lección 2.2 hacer preguntas)
CULTURAL ASSIGNMENT #1 assigned

FEBRUARY (Febrero)

WEEK 4

- M 2 **Lesson #2 Vocabulary Exam (Lección #2- Examen de vocabulario)**
- T 3 Lesson 2.3 Present tense verb to be (Lección 2.3 presente de estar)
- W 4 Lesson 2.4 number 31 and higher (Lección 2.4 los números del 31 en adelante)
- F 6 Review Lesson #2 (Repaso Lección #2).

WEEK 5

- M 9 **EXAM LESSON #2 - EXAMEN LECCIÓN #2**
CULTURAL ASSIGNMENT #1 DUE DATE
- T 10 Lesson #3 Vocabulary (Lección #3 vocabulario)

- W 11 Lesson 3.1 Descriptive adjectives (Lección 3.1 adjetivos descriptivos)
- F 13 Lesson 3.2 Posesive adjectives (Lección 3.2 adjetivos posesivos)

WEEK 6

- M 16 **Lesson #3 Vocabulary Exam (Lección #3- Examen de vocabulario)**
CULTURAL ASSIGNMENT #2 Assigned
- T 17 Lesson 3.1 Descriptive adjectives (Lección 3.1 adjetivos descriptivos)
- W 18 Lesson 3.2 Posesive adjectives (Lección 3.2 adjetivos posesivos)
- F 20 Lesson Lesson 3.3 Present tense -ER, -IR verbs (Lección 3.3 verbos regulares -er,-ir)

WEEK 7

- M 23 Lesson 3.4 Presente tense to have, to come (Lección 3.4 presente de tener y venir)
- T 24 Review Lesson #3 (Repaso Lección #3)
- W 25 **EXAM LESSON #3 - EXAMEN LECCIÓN #3**
- F 27 Lesson 4 VOCABULARY (Lección 4 vocabulario)

WEEK 8

MARCH (Marzo)

- M 2 4.1 Presente tense to go (Lección 4.1 presente de ir)
CULTURAL ASSIGNMENT #2 DUE DATE
- T 3 Lesson 4.4 verbs with irregular “yo” (Lección 4.4 verbos con yo irregulares)
- W 4 Lesson 4.1 Presente tense to go (Lección 4.1 presente de ir)
- F 6 **Lesson #4 Vocabulary Exam (Lección #4- Examen de vocabulario)**

SPRING BREAK MARCH 9- MARCH 13- NO CLASS

WEEK 9

- M 16 Lesson 4.4 verbs with irregular “yo” (Lección 4.4 verbos con yo irregulares)
- T 17 Lesson 4.2 and 4.3 Stem changing verbs (Lección 4.2 y 4.2 cambio de raíz)
- W 18 Lesson 4.2 and 4.3 Stem changing verbs (Lección 4.2 y 4.2 cambio de raíz)
- F 20 Preparation for the video exam Lesson #4 (Preparación para el examen por video Lección #4)

WEEK 10

- M 23 **Presentation of video exam Lesson #4 (Presentación de video examen Lección #4)_ CULTURAL ASSIGNMENT #3 Assigned**
- T 24 Lesson 5 vocabulary (Lección 5 vocabulario)
- W 25 Lesson 5.1 “Estar” with conditions and emotions (Lección 5.1 verbo estar con condiciones y emociones)

- F 27 Lesson 5.2 Present Progressive (Lección 5.2 presente progresivo)

WEEK 11

- M 30 **Lesson #5 Vocabulary Exam (Lección #5- Examen de vocabulario)**
- T 31 5.3 “Ser” and “Estar” (Lección 5.3 verbos ser y estar)

APRIL (Abril)

- W 1 Lesson 5.4 Direct object nouns and pronouns (Pronombres de objeto directo)
- F 3 **EASTER BREAK NO CLASS (RECESO DE PASCUA NO CLASE)**

WEEK 12

- M 6 **EASTER BREAK NO CLASS (RECESO DE PASCUA NO CLASE)**
- T 7 Lesson 6 Vocabulary (Lección 6 vocabulario)
- W 8 Review Lesson #5 (Repaso Lección #5)
- F 10 **EXAM LESSON #5 - EXAMEN LECCIÓN #5**

WEEK 13

- M 13 Lesson 6.1 verbo to know (Lección 6.1 verbos saber y conocer)
- T 14 Lesson 6.2 indirect object pronouns (Lección 6.2 pronombres de objeto indirecto)
- W 15 Lesson 6.3 preterite regular verbs (Lección 6.3 preterito de verbos regulares)
- F 17 Lesson 6.4 Demonstrative adjectives and pronouns (Lección 6.4 adjetivos demostrativos) **Lesson #6 Vocabulary Exam (Lección #6- Examen de vocabulario)**

WEEK 14

- M 20 Review Lesson #6 (Repaso Lección #6)
CULTURAL ASSIGNMENT #3 DUE DATE
CULTURAL ASSIGNMENT #4 AND #5 Assigned
- T 21 Review Lesson #6 (Repaso Lección #6)
- W 22 **EXAM LESSON #6 - EXAMEN LECCIÓN #6**
- F 24 **TALKABROAD PRACTICE DAY**

WEEK 15

- M 20 Lesson 7.1 Reflexive verbs Lesson 7 vocabulary (Lección 7.1 verbos reflexivos, Vocabulario Lección 7)
- T 21 Lesson 7.2 Indefinite and negative words (Lección 7.2 palabras indefinidas y negativas)
- W 22 Lesson 7.3 “ser” and “ir”, Lesson 7.4 verbs like gustar (Lección 7.3 verbos ir y ser, Lección 7.4 verbos como gustar)
- F 24 Review Lesson #7 (Repaso Lección #7)
TALK ABROAD DUE DATE

WEEK 15

- M 27 **EXAM LESSON #7 - EXAMEN LECCIÓN #7**
- T 28 **PRESENTATIONS OF CULTURAL ASSIGNMENT #5**
- W 29 **PRESENTATIONS OF CULTURAL ASSIGNMENT #5**

MAY (Mayo)

- F 1 **REVIEW FINAL EXAM- REPASO EXAMEN FINAL**

FINAL EXAMINATION

- M 4

FINAL EXAM MAY 4 10:30 am-1:00 pm