



Department of Literature, Journalism, Writing and Languages  
**SPA 2051-1: Intermediate Spanish/Conversation II**  
**Cabrillo Hall 104 (C 104)**  
**3 Units**

**Spring 2024**

<b>Meeting days:</b> MWF	<b>Instructor title and name:</b> Profesora Mariana Apalategui
<b>Meeting times:</b> 12:15 pm - 1:20 pm	<b>Phone:</b> 619-849-3489
<b>Meeting location:</b> Cabrillo Hall 104 (C 104)	<b>E-mail:</b> mapalate@pointloma.edu
<b>Final Exam:</b> Monday, April 29, 2024 from 7:30 am to 10:00 am No exceptions.	<b>Office location and hours:</b> BAC 126  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.

**Foundational Explorations 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.

**Spiritual Care**

PLNU strives to be a place where students 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 if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

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### **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 online (distance education) outside of California.

### **COURSE DESCRIPTION**

Spanish 2051 is the second of a two course sequence. This course is designed to strengthen and to expand those skills learned at the elementary level. The course will focus on improving speaking, listening, reading, and writing skills. It will also familiarize the student with the culture of the Spanish speaking world.

### **COURSE LEARNING OUTCOMES**

By the end of the course, the student will be able to:

1. Write (application knowledge, ) at the mid intermediate level being able to create and re-create with the language in discrete sentences and simple paragraphs (letters, take simple notes, short essays). (PLO 1,5)
2. Comprehend (comprehension, knowledge) increasingly more complex language structures. Decipher some, but not all, native speaker speech. (PLO 2,5)
3. Speak (application) by responding to and asking a variety of questions in which the material is created (synthesis) and re-created (synthesis) using familiar vocabulary and grammatical structures. (PLO 3)
4. Read (application, comprehension) authentic texts with increased understanding of the main ideas and themes. (PLO 4)
5. Demonstrate (application, knowledge) comprehension of cultural mores and patterns of living of the target culture(s) studied. (PLO 4,6)

### **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

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## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Blanco and Heston, [Perspectivas Intermediate Spanish A Cultural Approach](#). Plus Supersite-Websam. (Printed edition required). Available at the PLNU bookstore.

*TalkAbroad* conversation. **Two** 15-minute conversations are required for \$25.00. Instructor will give more instructions. *TalkAbroad* website: <https://talkabroad.com>. The code for our class is **Apala2024-116240**

## RECOMMENDED STUDY RESOURCES

[Word Reference](#)

[Real Academia Española](#)

## COURSE REQUIREMENTS

1. Active participation is defined to include the following: group work, journal writing and sharing, oral participation, and completion of daily assignments. Any day a student is absent he/she loses **10 points** of class participation.
2. Completion of required readings, written, oral, lab, video, and web assignments.
3. Successful completion of written and oral examinations.

## Student Responsibilities

### I. Class participation and attendance

Regular and punctual attendance in all meetings for which a student is registered is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each class are two of the course requirements to be met. There are no allowed or excused absences except when absences are necessitated by certain university sponsored activities and approved in writing by the Provost of the university. Any day a student is absent, the student will lose **10 points** on the class attendance and participation grade. You must be in meetings to participate, since we do conversation, review, and active practice with the material. The first two absences do not count, but after, 1% of grade will be deducted per absence (10 points per absence). After 6 unexcused absences, the professor reserves the right to de-enroll the student from the class. After 12 absences (20% of the grade), a student cannot pass the class, and will receive an F for the course (per university policy). Also, coming late twice equals one absence. Students are expected to come to class prepared, and to be active participants in their own learning for the duration of the class period. Our classroom environment will be one of “**mutual respect**” and a “community of learning.” What this means is that you should not be embarrassed or discouraged to participate—and mistakes will be considered part of the learning process that everyone can benefit from. If you do not understand something, do not hesitate to ask for further explanation. Participation means coming to class with a positive attitude, making original comments in Spanish while not speaking English or getting off task. *Please see the details below concerning synchronous/asynchronous learning and how this affects attendance.*

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### How to determine your participation grade:

<p>9-10%</p> <p>20%</p>	<ul style="list-style-type: none"> <li>● I speak and participate in class every day.</li> <li>● I do all the class exercises assigned by the professor.</li> <li>● I always give my opinion.</li> <li>● I can talk about the material in class because I read it well.</li> <li>● I speak Spanish all the time.</li> </ul>
<p>7-8%</p> <p>15%</p>	<ul style="list-style-type: none"> <li>● I always speak and participate in class</li> <li>● I frequently express my opinion.</li> <li>● I am able to answer all questions asked by the professor.</li> <li>● I speak Spanish in class every day.</li> </ul>
<p>6%</p> <p>5-4%</p> <p>3-2%</p>	<ul style="list-style-type: none"> <li>● I regularly participate and speak in class.</li> <li>● I try to express my opinion regularly.</li> <li>● Generally, I answer the questions of the lessons or homework.</li> <li>● I try to speak Spanish in class every day.</li> </ul> <ul style="list-style-type: none"> <li>● I speak in class now and then; for instance, when the professor asks me a question.</li> <li>● I do not express my ideas well enough because I failed to read the material or did not do my homework.</li> <li>● I do not speak Spanish when it is necessary or when working in groups.</li> </ul> <ul style="list-style-type: none"> <li>● I am never prepared.</li> <li>● I do not answer the professor's questions.</li> <li>● I sometimes try to speak Spanish.</li> </ul>
<p>1-0%</p>	<ul style="list-style-type: none"> <li>● I am never prepared.</li> <li>● I sometimes speak Spanish.</li> </ul>

### METHODOLOGY

This course is taught mostly in Spanish (90%). English (10%) will be used by the Instructor only to clarify and explain difficult words or concepts. You are expected to attend class every day, to participate actively and to attempt to speak Spanish as much as possible. Although you will make mistakes when you speak Spanish, keep in mind that the more you speak, the more you will gain in your Spanish ability. For the success of the learning of the language, students are expected, also, to use their Spanish in daily life.

Learning a foreign language is a sequential process: it is, therefore, critically important for you to study and review carefully every day throughout this course. In general, your approach should be to

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preview the grammar and vocabulary of each chapter before it is introduced in class so that you are familiar with what is to come. It takes time to process both grammar and vocabulary, so the sooner you begin working with the material in a given chapter, the better.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Class time is not free time to browse the internet or to text message friends. Since we have an online component for the class, students have permission to use phones and laptops, but only for the course materials. I will instruct the class when to use—or not—computers and phones. Not paying attention in class and/or unauthorized use of technology will affect your participation grade. If I see you texting or using a laptop for something different than the class exercises, I will take off 5-10 points for participation for the day. I may not even call your attention or stop class, as learning and practicing Spanish with the class is my first priority. **DO NOT** be surprised at the end of the semester if your grade is lower than you think because you have not followed these guidelines.

It is **EXTREMELY** important and necessary to study and review the material the day before by completing the online homework and assignments. Students should come to class with a basic understanding of the material and be ready to participate in activities and practice with the material already. Class time will be used to practice and review, not just go over the grammar or vocabulary of the lesson. The professor will provide some handouts to practice, but students need to spend at least 45

minutes of preparation per lesson. If it is obvious that students are not preparing and studying, this will directly affect the participation grade in the class. PLEASE consult the online textbook, or e-companion!

## USE OF TECHNOLOGY

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In order to be successful in the online environment, 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 compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

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

## II. Assessment

Since language learning is a skill, it will be imperative to ensure the necessary proficiency is attained. To this end, there will be a short 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. There are no make-up exams or quizzes. In order to allow for illness and any other necessary absences, students will be allowed to drop **one** test and **one** quiz. There will also be one Final exam which is comprehensive in nature. This exam cannot be taken at any other time than that assigned by the University calendar.

## III. Cultural Engagement Assignment

Students will be required to complete three (3) cultural engagement assignments during the semester, such as interviewing a Spanish speaker, attending a cultural event (and answering questions etc.), or watching a film in Spanish. The professor will provide more information in class. Cultural engagement assignments are specific events or activities that challenge students to get out and see something concerning Spanish-speaking culture in the San Diego/Tijuana area. Not just any assignment can fulfill this requirement; the activities will be approved and chosen by the professor. It will be necessary to take a photo of yourself at the event, and also get a ticket stub or brochure showing that you were there. **No photo = no credit!** Also, your event **MUST** be pre-approved by the professor. Please ask first to get your idea approved! Once you have finished your cultural engagement assignments, if there are more opportunities available, you can then do the other possible activities for extra credit.

## IV. Conversation

Students will have the opportunity to attend conversation sessions for extra credit. Professor will provide times for a Spanish Coffee Hour, or conversation sessions that can be done by appointment or during office hours. The idea is to not talk about grammar and class review, but to simply practice conversational Spanish. It is a good idea to arrange a small group ahead of time to have more interaction. An hour of conversation is worth the limit of 10 extra credit points, but students are encouraged to keep

practicing and improving their Spanish even after receiving the 10 points. More information will be provided in class.

## VI. Homework

Homework will be assigned on-line through CANVAS and [www.vhcentral.com](http://www.vhcentral.com)

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Assignments are due by Sunday at 11:59 p.m. 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 not be accepted for late credit**.

## VI. Talkabroad

In addition, each student will be required to conduct **One** 30 minute conversations through [Talkabroad](http://Talkabroad.Talk.Abroad). *Talk.Abroad* website: <https://talkabroad.com>. The code for our class is **Apala2024-116240**

## VII. Oral Presentations

You will complete five (5) speaking activities throughout the semester to help you improve, monitor, and develop a range of speaking strategies and abilities. In these activities the students will be responsible to carry out a class activity, where they should present their ideas and stimulate other students to share their opinions.

In different moments of the semester, each student will present a news topic of the Hispanic world, in relation to the weekly topic. The presentations must be informative in their content, but also generate conversation among students. These presentations should be done in pairs (minimum of five minutes). Two weeks prior to their presentations students must send their topics to the professor and a link, copy of the reading and/or video they want to share with other students to be prepared for the presentations.

## ASSESSMENT AND GRADING SCALE

Percentage of Assignments		Grading Scale
Attendance (10 points per day):	5%	A=93-100 A-=92-90 B+=87-89
Participation and Conversation (20 points per day):	20%	B=83-86 B-=80-82 C+=77-79
Quizzes	10%	C=73-76 C-=70-72 D+=67-69
Exams	30%	D=63-66
TalkAbroad Conversation (1):	5%	

Oral Presentation (3):	10%	D=-60-62 F=0-59
Cultural Engagement Activities (3):	10%	
Final Exam (comprehensive):	10%	

**STUDENT SUCCESS: Setting yourself up for success**

Time with the language is the most important factor when learning a language. You will learn best as you spend time during and outside class practicing and reviewing the course content (grammar, vocabulary, readings, etc.) indicated in the syllabus. Think of assignment due dates as a milestone for completing work by a specific day.

All activities for the semester are available from the beginning of the course to give you more flexibility in balancing personal, work, and academic matters. You are encouraged to work ahead.

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Some things students have done in the past that helped them included:

- making a personal study plan
- practicing a bit every day
- attending all class sessions
- practice Spanish with a family member, friend, coworker, etc.
- do extra work in the [Perspectivas Intermediate Spanish A Cultural Approach](#)
- ask the professor for additional learning materials adapted to your needs
- use other free Spanish study tools like [Duolingo](#) (Links to an external site.), [Conjuguemos.com](#) (Links to an external site.), [SpanishDict.com](#) (Links to an external site.), etc.
- creating study groups
- meeting with [PLNU Spanish](#) tutors
- arranging an appointment with your professor
- completing quiz corrections
- watching media in Spanish on Youtube, Netflix, Hulu, etc.

Lastly, as your professor I have a deep knowledge about language learning and commitment to the success of each of my students. Please reach out to discuss recommendations and ideas which will best help you.

**FINAL EXAMINATION POLICY**



Successful completion of this class requires taking the final examination on its scheduled day which is **Monday, April 29, 2024 from 7:30 am to 10:00 am**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

**Please note that the instructor reserves the right to make adjustments to this course syllabus and calendar as deemed necessary. Students will be notified of any changes via Canvas..**

**COURSE SEQUENCE**

Unidades	Temas de vocabulario y gramática
<b>Unidad 1</b>	<p><b>Entorno social- En comunidad</b>  <b>Vocabulario</b>-La política, Las instituciones y los servicios, las comunidades y las leyes y los derechos  <b>Gramática</b>- El presente y pasado de subjuntivo, comparaciones y superlativos, adverbios y diminutivos y aumentativos  <b>Documental</b>: El sistema de salud de Costa Rica  <b>Enfoque</b>: Nicaragua, Costa Rica y Panamá  <b>Escuchar</b>: Entrevista política: <i>Es un delito decir la verdad</i>  <b>Artículo</b>: ¿Cómo vive un país sin ejército? Costa Rica y Petita Ayarza, líder panameña guna  <b>Literatura</b>: Un día de estos Gabriel García Márquez  <b>Escribir</b>: Candidatos políticos</p>

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<b>Unidad 2</b>	<p><b>Formas de expresión- Tesoros visuales</b>  <b>Vocabulario</b>-Las artes visuales, la pintura y la escultura, la arquitectura, el cine y la fotografía  <b>Gramática</b>- Los tiempos compuestos, usos de <i>se</i> , participios pasado y como adjetivos, expresiones de tiempo con el verbo <i>hacer</i>  <b>Documental</b>: Los cuadros que salvó la República del Museo del Prado  <b>Enfoque</b>: España  <b>Escuchar</b>: Entrevista a un artista: Entrevista al pintor Antonio López  <b>Artículo</b>: Auténtico ¿<i>Por qué nos fascina el Guernica? Y Barcelona, la ciudad modernista</i>  <b>Literatura</b>: <i>A Goya</i>, Ruben Dario, Nicaragua, Poesia  <b>Escribir</b>: Consejos para visitar un museo</p>
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<b>Unidad 3</b>	<p><b>Formas de expresión- En escena</b>  <b>Vocabulario-</b> El teatro, la danza, el circo y el carnaval  <b>Gramática-</b> El infinitivo, subjuntivo y preposiciones  <b>Documental:</b> <i>La expansión de la murga estilo uruguayo en América Latina</i>  <b>Enfoque:</b>Paraguay y Uruguay  <b>Escuchar:</b> Entrevista Cultural: <i>Día internacional del flamenco</i>  <b>Artículo:</b> <i>Falta de promo e informalidad, factores que atascan el teatro local y Las artes escénicas toman Uruguay</i>  <b>Literatura:</b> <i>El saludo</i>, Pedro Orgambide  <b>Escribir:</b> Análisis de un espectáculo</p>
<b>Unidad 4</b>	<p><b>Formas de expresión- Creencias y fé</b>  <b>Vocabulario-</b>Las religiones, las prácticas religiosas, los lugares sagrados y los cargos religiosos  <b>Gramática-</b> Tiempos compuestos futuro y condicional, conectores y cláusulas con <i>si</i>  <b>Documental:</b> <i>Pueblos indígenas de Bolivia reciben el año 5527</i>  <b>Enfoque:</b> Bolivia, Perú y Ecuador  <b>Escuchar:</b> Entrevista social, Diversidades espirituales y religiosas en Quito  <b>Artículo:</b> <i>Ekeko: de dónde viene el hombrecito cargado de bienes y Visitando al Señor de Qoyllurit'i</i>  <b>Literatura:</b> Hermano lobo, Manuel Mejía Vellego, Colombia  <b>Escribir:</b> Ensayo argumentativo sobre la religión</p>
<b>Unidad 5</b>	<p><b>Formas de expresión- El mundo de las letras</b>  <b>Vocabulario-</b>La lengua, la literatura, los géneros literarios y las profesiones.  <b>Gramática-</b> Voz pasiva, expresiones afirmativas y negativas y repaso del subjuntivo e indicativo  <b>Documental:</b> La huella latina en Estados Unidos  <b>Enfoque:</b> Estados Unidos  <b>Escuchar:</b> <i>Entrevista informativa: Sello de lectoescritura bilingüe de DPS</i>  <b>Artículo:</b> <i>El español nunca fue una lengua extranjera en Estados Unidos y El nuevo boom de la literatura hispanoamericana</i>  <b>Literatura:</b> <i>Punto final</i>, Cristina Peri Rossi, Uruguay  <b>Escribir:</b> Carta de solicitud de empleo</p>

## COURSE SCHEDULE AND ASSIGNMENTS Spanish 1002-Spring 2024

### Primera semana del 8 al 12 de enero- Vamos a conocernos

- Introducción al curso
- ¡Vamos a conocernos!
- Esta semana vamos a crear amistades con nuestros compañeros de clase. Vamos a trabajar en equipo.

### Módulo 1 del 15 enero al 2 de febrero- Entorno social- En comunidad

- **Vocabulario**-La política, Las instituciones y los servicios, las comunidades y las leyes y los derechos
  - **Gramática**- El presente y pasado de subjuntivo, comparaciones y superlativos, adverbios y diminutivos y aumentativos
  - **Documental**: El sistema de salud de Costa Rica
  - **Enfoque**: Nicaragua, Costa Rica y Panamá
  - **Escuchar**: Entrevista política: Es un delito decir la verdad
  - **Artículo**: ¿Cómo vive un país sin ejército? Costa Rica y Petita Ayarza, líder panameña gana
  - **Literatura**: Un día de estos Gabriel García Márquez
  - **Escribir**: Candidatos políticos
    - **Lunes, 15 de enero. Día festivo-Día de Martín Luther King-No hay clase el lunes.**
    - **Viernes, 19 de enero, último día para inscribirse a las clases**
    - **Lunes, 29 de enero al 2 de febrero- Semana de Renovación Espiritual**
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### **Módulo 2 del 5 al 23 de febrero -Formas de expresión- Tesoros visuales**

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- **Vocabulario**-Las artes visuales, la pintura y la escultura, la arquitectura, el cine y la fotografía
  - **Gramática**- Los tiempos compuestos, usos de se , participios pasado y como adjetivos, expresiones de tiempo con el verbo hacer
  - **Documental**: Los cuadros que salvó la República del Museo del Prado
  - **Enfoque**: España
  - **Escuchar**: Entrevista a un artista: Entrevista al pintor Antonio López
  - **Artículo**: Auténtico ¿Por qué nos fascina el Guernica? Y Barcelona, la ciudad modernista
  - **Literatura**: A Goya, Ruben Dario, Nicaragua, Poesia
  - **Escribir**: Consejos para visitar un museo
    - **Viernes, 9 de febrero- Último día para solicitar para graduarse en la primavera del 2024**
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### **Módulo 3 del 26 de febrero al 22 de marzo-Formas de expresión- En escena**

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- **Vocabulario**- El teatro, la danza, el circo y el carnaval
  - **Gramática**- El infinitivo, subjuntivo y preposiciones
  - **Documental**: *La expansión de la murga estilo uruguayo en América Latina*
  - **Enfoque**:Paraguay y Uruguay
  - **Escuchar**: Entrevista Cultural: *Día internacional del flamenco*
  - **Artículo**: *Falta de promo e informalidad, factores que atascan el teatro local y Las artes escénicas toman Uruguay*
  - **Literatura**: *El saludo*, Pedro Orgambide
  - **Escribir**: Analisis de un espectáculo
    - **Semana del 4 al 8 de marzo**
    - **Semana de vacaciones de primavera ¡Que disfruten sus vacaciones!**
    - **14 y 15 de marzo- Se entregan calificaciones de medio término**
    - **Viernes, 22 de marzo- Último día para darse de baja de sus clases**
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### **Módulo 4 del 25 de marzo al 12 de abril- Formas de expresión- Creencias y fé**

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- **Vocabulario**-Las religiones, las prácticas religiosas, los lugares sagrados y los cargos religiosos
- **Gramática**- Tiempos compuestos futuro y condicional, conectores y cláusulas con *si*
- **Documental**: *Pueblos indígenas de Bolivia reciben el año 5527*

- **Enfoque:** Bolivia, Perú y Ecuador
- **Escuchar:** Entrevista social, Diversidades espirituales y religiosas en Quito
- **Artículo:** *Ekeko: de dónde viene el hombrecito cargado de bienes y Visitando al Señor de Qoyllurit'i*
- **Literatura:** Hermano lobo, Manuel Mejía Vellego, Colombia
- **Escribir:** Ensayo argumentativo sobre la religión



- **Del jueves, 28 de marzo al 1 de abril, no habrá clases- Vacaciones de Pascua**

### **Módulo 5 del 15 al 26 de abril- Formas de expresión- El mundo de las letras**

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- **Vocabulario-**La lengua, la literatura, los géneros literarios y las profesiones.
- **Gramática-** Voz pasiva, expresiones afirmativas y negativas y repaso del subjuntivo e indicativo
- **Documental:** La huella latina en Estados Unidos
- **Enfoque:** Estados Unidos
- **Escuchar:** *Entrevista informativa: Sello de lectoescritura bilingüe de DPS*
- **Artículo:** *El español nunca fue una lengua extranjera en Estados Unidos y El nuevo boom de la literatura hispanoamericana*
- **Literatura:** *Punto final*, Cristina Peri Rossi, Uruguay
- **Escribir:** Carta de solicitud de empleo

### **Semana de Exámenes finales del 29 de abril al 3 de mayo**

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**Examen Final- Lunes, 29 de abril de 7:30 am a 10:00 pm**

