



SPAN-2611

Spring 2025 Section 002 (CRN: 20614) 6 Credits 01/13/2025 to 05/03/2025.

Meeting Location and Time:

Arts and Sciences, Room 210, 12:20pm – 2:20 pm MWF

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## COURSE DESCRIPTION

Designed for students who have completed at least 6 hours of Spanish or the equivalent, this accelerated 6 credit hour course emphasizes speaking, listening, and reading skills along with continued grammar and vocabulary development and study of Hispanic culture.

**Course Delivery Method:** Lecture; face-to-face

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## CONTACT INFORMATION

Instructor Name: Brandon Goodale

Office Location: CAS 245

Phone Number: (903) 565-7373 (main office)

Email: [bgoodale@uttyler.edu](mailto:bgoodale@uttyler.edu)

Best way to contact: [bgoodale@uttyler.edu](mailto:bgoodale@uttyler.edu)

Office Hours: Monday & Friday 11:00pm–12:00pm, Wed. 2:30pm–3:30pm, or by appointment.

During the semester I will respond to emails (not Canvas messages) within 24 hours, excluding holidays and weekends. I will contact the class via Canvas announcements (turn email notifications on) whenever I need to address the entire class. It is expected that you check your emails regularly.

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## COURSE RESOURCES

### Required Textbook:

Tu Mundo: español sin fronteras, 3rd Edition ISBN10: 1260899802 | ISBN13: 9781260899801, by Magdalena Andrade, Jeanne Egasse, Elías Miguel Muñoz and María Cabrera-Puche. © 2023

The book comes with one registration code for accessing CONNECT which contains the digital textbook, Adaptive Learning, Exercises and additional resources for this course.

The printed version of *Tu Mundo* is optional, but if you buy it, you will use it as a reference and to complete oral language activities in the classroom. You may use the digital copy in class since you are required to bring a laptop with you to class.

### Recommended Reference Books:

501 Spanish Verbs, 10<sup>th</sup> Ed. | by Christopher Kendris Ph.D. and Theodore Kendris Ph.D.

A Spanish/English Dictionary of your choosing

A Spanish/English Visual Dictionary to quickly expand your vocabulary one option is <https://www.dk.com/us/book/9781465459312-spanish-english-bilingual-visual-dictionary/>

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## COURSE POLICIES

**Attendance Policy:** Students must be on time for class. Every two tardies counts as one absence. If the student knows they are going to be late or absent for/from class, they must notify the professor ahead of time. Notifying does not excuse the absence or tardy, but leniency will only be considered with prior notification. Each student is allotted 4 absences without penalty. For each subsequent absence (5+) the student's letter grade for the course drops one letter. For example, if a student earns a B in the course, but has 5 absences, the student will receive a C. It is expected that you will use the allotted 4 absences wisely. Save these absences for when you get sick or have a family emergency.

If you are unable to complete this course, you must drop/withdraw by January 27<sup>th</sup> to not receive a Q or W on your transcript. March 31<sup>st</sup> is the final date students are eligible to withdraw from courses for grades of "W" or "Q". After this date students can no longer formally drop/withdraw from courses and will receive grades based upon the work completed if they choose to discontinue attendance.

**Due Dates:** Due dates for all your work are listed in Canvas. All dates and times are based on Central Time.

**Minimum Technical Expectations:** To successfully complete this course, in addition to the requirements listed in your syllabus, you will need to have access to:

- Reliable internet connection (High-speed internet connection preferred)
- Required computer and browser for Canvas and McGraw-Hill Connect (listed below)
- Headphones with microphone capabilities connected to a computer (for online oral activities/exams)
- Students must be able to open and/or submit documents on MS Word and PowerPoint. Access to Microsoft Office.

### Canvas:

[Basic computer specifications](#)

[Browsers that support Canvas](#)

[McGraw-Hill Connect system requirements](#)

**Minimum Student Skills:** You should be able to use the features of your browser, download files, and attach files.

### Etiquette Expectations:

- Standards of courtesy and respect must always be maintained in the classroom. Join the classroom oral language activities with respect and remember that consideration for others is crucial for any intellectual discussion.
- Name-calling and personal attacks are not permitted in our learning environment.

- Any violation of the standards of appropriate behavior will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

**AI is Not Permitted in this Course:**

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other Generative Artificial Intelligence (GenAI) to aid in graded work, including brainstorming. The use of translation apps like Spanish Dictionary or Google Translate may be used at the word level, but must not be used to translate full sentences, paragraphs, or essays. Deviations from these guidelines will be considered a violation of UT Tyler’s Honor Code and academic honesty values. Spell check in Word or Google Docs is permitted.

**CLASS POLICIES**

- Complete the activities in Canvas by the due date.
- Be polite and considerate.
- Reach out via email or in person as soon as you have a question. Do not wait until the day of the test to ask questions.
- Read the syllabus more than once!
- No make-up exams will be given. All online assignments must be submitted on time to get credit.
- No Incomplete (I) grades will be granted except under unusual circumstances.

**METHOD OF EVALUATION:**

100-90	A
89-80	B
79-70	C
69-60	D
59 and below	F

**Grade Distribution**

Homework (Connect & Canvas)	25%
Chapter Tests (Chapters 8-14)	20%
Chapter 15 & Final Exam (cumulative)	20%
Essays (Chapters 8, 11, & 14)	15%
Oral Projects (Chapters 9 & 12)	10%

Participation (by chapter)	10%
Extra credit (writing response)	+2%
See Attendance Policy on p. 2	

Check “Grades” in Canvas regularly for your grades. If you have questions about any grade, contact your professor immediately.

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## EXPLANATION OF COURSE COMPONENTS

### Connect Homework, Chapter Tests, and Final Exam

CONNECT is where the digital textbook (online exercises and adaptive learning) and all the assignments are located. This semester covers Chapters 8 through 15. There will be a final comprehensive exam from all the chapters very similar to the tests of each chapter. It is embedded in the test for Chapter 15.

You are allowed to work on CONNECT EXERCISES as many times as you like until the due date. If you have any technical problem, please let Connect McGraw-Hill know about it (every section allows you to do this).

The points earned for CONNECT assignments will be posted in CONNECT and CANVAS. Your test grades and other forms of grading will be posted in CANVAS under "Grades".

**IMPORTANT:** If you decide to use the 15-day grace period from McGraw-Hill, please make sure to use the same email address when you buy CONNECT. If you do not use the same email, then everything that you may have done in CONNECT will not transfer to CANVAS.

There will be seven Chapter Tests and one Chapter 15/final exam for the material covered in CONNECT. Exams cannot be made up or dropped. No make-ups. The final exam will be comprehensive, covering the material from all the eight chapters. It will be embedded in the test for chapter fifteen. The questions are very similar to the questions from previous chapters.

You will take the chapter exams in the classroom. Only students with some specific accommodation will be allowed to test at the testing center. If you access an exam and then close your browser or abandon the exam without submitting the answers, you will get a zero for that exam and you will not be able to retake it. **YOU MUST NOT ACCESS ANY EXAM MORE THAN ONCE UNDER ANY CIRCUMSTANCES**, unless there is a technical issue with the McGraw-Hill Connect platform.

You are expected to complete all the exams without using the textbook or assistance from anybody or from any source. Scholastic dishonesty is unacceptable conduct. Cheating on an exam in this course will be dealt with according to university policy on scholastic dishonesty.

These tests cover the material presented in CONNECT (textbook and exercises). They must be taken as scheduled (no exceptions).

Note: You will have access to see the Feedback of your exams after the due date.

### Oral Projects

There will be two oral projects, one in Chapter 9 and another in Chapter 12. You will be graded on content, pronunciation, accuracy, grammar, speed, and pacing. Your grade for the oral project will be available in "Grades" within 48 working hours after the oral project closes. Specific instructions for each can be found on Canvas.

### **Class Participation**

Active class participation is essential in a course whose main objective is language practice. Good class participation requires regular attendance, and actual involvement in all class activities and assignments. To obtain a good grade under participation you must participate in all language activities in the classroom. Please try to avoid personal English conversations during class.

### **Extra Credit**

Extra credit is calculated at the end of the semester and awarded to students that complete the final written assignment about the course (up to 2%, scored based on adherence to the prompt).

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## **COURSE CONTENT**

### **Spanish 2611 covers Chapters 8 to 15 in *Tu Mundo* which cover:**

1. Verbs with irregular preterite forms
2. Stem-changing verbs in the preterite
3. Verbs with special meaning in the preterite
4. Expressing ago: hace + (time)
  
5. Personal and impersonal direct object pronouns (la, la los, las)
6. Using affirmative and negative words: alguien, nadie, algo, nada
7. Expressing one or you: the impersonal se
8. More on -e to -i stem-changing verbs
  
9. Prepositions and pronouns
10. The imperfect tense
11. Talking about past actions in progress: the imperfect progressive
12. Using the imperfect to express intention: ir a, querer and pensar + infinitive
  
13. The present perfect
14. Destination and time: por and para
15. Polite (usted) Commands
16. Using the imperfect and the preterite together
  
17. Present subjunctive with querer, recomendar, and other verbs of volition
18. The subjunctive in time clauses
19. Indirect object pronouns with commands and the present subjunctive
20. Unplanned occurrences: se
  
21. Describing: ser and estar
22. Informal commands
23. More uses of the subjunctive

24. Narrating past experiences: the present perfect, imperfect, and preterite
25. Preposition, beneficiary, and purpose: por and para
26. Using indirect and direct object pronouns together
27. Pronoun placement summary
28. Opinions and reactions: indicative and subjunctive
29. The future tense
30. More uses of the subjunctive
31. The conditional
32. Past subjunctive and summary of uses of the subjunctive
33. Expressing reactions: more verbs like gustar

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## STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the past, present, and future in both the indicative and subjunctive moods.
2. Demonstrate understanding of level-appropriate spoken Spanish.
3. Write complex sentences and organize them into paragraphs.
4. Read and comprehend level-appropriate texts.
5. Identify and discuss traditions, customs, and values of the Hispanic world.
6. Compare and contrast the traditions, costumes, and values of the Hispanic world with characteristics of their own culture.

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## STUDENT RESOURCES

### Resources to assist you in the course:

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

## Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services \(pay or set up payment plans, etc.\)](#)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

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## UNIVERSITY POLICIES AND INFORMATION

**Withdrawing from Class:** Students, you are allowed to [withdraw](#) (drop) from this course through the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, and speak with your advisor, and visit the One-Stop-Shop (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career<sup>1</sup>. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

**CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#).

**CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms.

**CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course.

**CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

**Artificial Intelligence Statement:** UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI

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<sup>1</sup> Students who began college for the first time before 2007 are exempt from this law

should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

**Final Exam Policy:** Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

**Incomplete Grade Policy:** If a student, because of extenuating circumstances, is unable to complete all the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when all of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

**Grade Appeal Policy:** Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson



to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

**Military Affiliated Students:** UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

**Students on an F-1 Visa:** To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

**Academic Honesty and Academic Misconduct:** The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

**FERPA:** UT Tyler follows the [Family Educational Rights and Privacy Act \(FERPA\)](#). The course instructor will follow all requirements to protect your confidential information.

**Absence for Official University Events or Activities:** This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

**Absence for Religious Holidays:** This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

**Absence for Pregnant Students:** This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

**Campus Carry:** We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

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COURSE CALENDAR Spring 2025 (may vary)

Date	Do/Due before class / Chapter and activities description	Do in class
1/13/2025	<p><i>Read:</i> Syllabus</p> <p>Get access to McGraw-Hill Connect.</p> <p><b>Chapter 8: Hablando del pasado</b></p> <p><i>Read/Study/Prepare:</i> <b>Review regular preterite forms from Chapter 7.</b></p>	<p>Review Syllabus</p> <p>Ensure McGraw-Hill Connect access.</p> <p>Introduction to Mexico</p> <p>Practice: <b>Regular preterite forms from Chapter 7 (last semester)</b></p> <p>Pronunciation Practice</p>
1/15/2025	<p>Chapter 8</p> <p><i>Read/Study/Prepare:</i> <b>Gramática 8.1 (pp. 264-267): Verbs with Irregular Preterite Forms Actividades 1-4, Ejercicios 1-2 &amp; vocabulary.</b></p>	<p><i>Review/Practice:</i> <b>Gramática 8.1 (pp. 264-267): Verbs with Irregular Preterite Forms Actividades 1-4, Ejercicios 1-3 &amp; vocabulary.</b></p> <p>Pronunciation Practice</p>
1/17/2025	<p>Chapter 8</p> <p><i>Read/Study/Prepare:</i> <b>Gramática 8.2 Stem-Changing Verbs in the Preterite and 8.3 Verbs with Special Meaning in the Preterite: conocer, poder, querer, saber, tener</b></p>	<p><i>Review/Practice:</i> <b>Gramática 8.2 Stem-Changing Verbs in the Preterite and 8.3 Verbs with Special Meaning in the Preterite: conocer, poder, querer, saber, tener (pp. 267-270): Actividades 5-10,</b></p>

	<b>(pp. 267-270): Actividades 5-10, Ejercicios 3-6 &amp; vocabulary.</b>	<b>Ejercicios 3-6 &amp; vocabulary.</b> Pronunciation Practice
1/20/2025 No classes held	Martin Luther King Jr. Day <b>NO CLASS (Look ahead at Ch.8 Essay Prompt)</b>	
1/22/2025	Chapter 8 <b>(1/17/25 CONTINUED)</b> <i>Read/Study/Prepare: Gramática 8.2 Stem-Changing Verbs in the Preterite and 8.3 Verbs with Special Meaning in the Preterite: conocer, poder, querer, saber, tener</i> <b>(pp. 267-270): Actividades 5-10, Ejercicios 3-6 &amp; vocabulary.</b>	<i>Review/Practice: Gramática 8.2 Stem-Changing Verbs in the Preterite and 8.3 Verbs with Special Meaning in the Preterite: conocer, poder, querer, saber, tener</i> <b>(pp. 267-270): Actividades 5-10, Ejercicios 3-6 &amp; vocabulary.</b> Pronunciation Practice
1/24/2025	Chapter 8 <i>Read/Study/Prepare: Gramática 8.4 Expressing ago: hacer + (time)</i> <b>(pp. 270-271): Actividades 11-12, Ejercicios 7-8 &amp; vocabulary.</b>	<i>Review/Practice: Gramática 8.4 Expressing ago: hacer + (time)</i> <b>(pp. 270-271): Actividades 11-12, Ejercicios 7-8 &amp; vocabulary.</b> <b>Mundopedia</b> Pronunciation Practice
1/27/2025 <b>MONDAY</b>	Study for Chapter 1 Test <b>ALL CH.8 WORK DUE BEFORE CLASS, INCLUDING CH.8 ESSAY via CANVAS</b>	<b>Review Chapter 8</b> <b>Take Chapter 8 Test</b>
1/29/2025	<b>Chapter 9: ¡Buen provecho!</b> <i>Read/Study/Prepare: Gramática 9.1 Personal and Impersonal Direct Object Pronouns: lo, la, los, las</i> <b>(pp. 298-299) Ejercicios 1-2, Actividades 1-6 &amp; vocabulary.</b>	Introduction to Peru & Bolivia <i>Review/Practice: Gramática 9.1 Personal and Impersonal Direct Object Pronouns: lo, la, los, las</i> <b>(pp. 298-299) Ejercicios 1-2, Actividades 1-6 &amp; vocabulary.</b> Pronunciation Practice
1/31/2025	Chapter 9 <i>Read/Study/Prepare: Gramática 9.2 Using Affirmative and Negative Words: alguien, nadie, algo, nada</i> <b>(pp. 300-301) Ejercicios 3-4, Actividades 1-6 (if unfinished) &amp; vocabulary.</b>	<i>Review/Practice: Gramática 9.2 Using Affirmative and Negative Words: alguien, nadie, algo, nada</i> <b>(pp. 300-301) Ejercicios 3-5, Actividades 1-6 (if unfinished) &amp; vocabulary.</b> Pronunciation Practice
2/03/2025	Chapter 9	<i>Review/Practice: Gramática 9.3 Expressing one or you: The</i>

	<i>Read/Study/Prepare:</i> <b>Gramática 9.3</b> Expressing one or you: The Impersonal Se ( <b>pp. 302</b> ) <b>Ejercicio 5, Actividades 7-9 &amp; vocabulary.</b>	Impersonal Se ( <b>pp. 302</b> ) <b>Ejercicio 5, Actividades 7-9 &amp; vocabulary.</b> Pronunciation Practice
2/05/2025	Chapter 9 <i>Read/Study/Prepare:</i> <b>Gramática 9.4</b> More on -e to -i Stem-Changing Verbs ( <b>pp. 303-304</b> ) <b>Ejercicio 6, Actividades 10-12 &amp; vocabulary.</b>	<i>Review/Practice:</i> <b>Gramática 9.4</b> More on -e to -i Stem-Changing Verbs ( <b>pp. 303-304</b> ) <b>Ejercicio 6, Actividades 10-12 &amp; vocabulary.</b> <b>Mundopedia</b> Pronunciation Practice
2/07/2025 <b>FRIDAY</b>	Study for Chapter 9 Test ALL CH.9 WORK DUE BEFORE CLASS, INCLUDING CH.9 ORAL PROJECT via CANVAS	<b>Review Chapter 9</b> <b>Take Chapter 9 Test</b>
2/10/2025	<b>Chapter 10: Los recuerdos</b> <i>Read/Study/Prepare:</i> <b>Gramática 10.1</b> Prepositions and Pronouns ( <b>pp. 328-329</b> ) <b>Ejercicios 1-2, Actividades 1-4 &amp; vocabulary</b>	Introduction to Cuba <i>Review/Practice:</i> <b>Gramática 10.1</b> Prepositions and Pronouns ( <b>pp. 328-329</b> ) <b>Ejercicios 1-2, Actividades 1-4 &amp; vocabulary</b> Pronunciation Practice
2/12/2025	Chapter 10 <i>Read/Study/Prepare:</i> <b>Gramática 10.2</b> The Imperfect Tense ( <b>pp. 329-331</b> ) <b>Ejercicios 3-4, Actividades 5-8 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 10.2</b> The Imperfect Tense ( <b>pp. 329-331</b> ) <b>Ejercicios 3-4, Actividades 5-8 &amp; vocabulary</b> Pronunciation Practice
2/14/2025	Chapter 10 <i>Read/Study/Prepare:</i> <b>Gramática 10.3</b> Talking About Past Actions in Progress: The Imperfect Progressive ( <b>pp. 331-332</b> ) & <b>Gramática 10.4</b> Using the Imperfect to Express Intention: ir a, querer, and pensar + infinitive <b>Ejercicios 5-6, &amp; 7, Actividades 9-12 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 10.3</b> Talking About Past Actions in Progress: The Imperfect Progressive ( <b>pp. 331-332</b> ) & <b>Gramática 10.4</b> Using the Imperfect to Express Intention: ir a, querer, and pensar + infinitive <b>Ejercicios 5-6, &amp; 7, Actividades 9-12 &amp; vocabulary</b> Pronunciation Practice
2/17/2025	Chapter 10 (2/14/2025 Continued) <i>Read/Study/Prepare:</i> <b>Gramática 10.3</b> Talking About Past Actions in Progress: The Imperfect Progressive ( <b>pp. 331-332</b> ) &	<i>Review/Practice:</i> <b>Gramática 10.3</b> Talking About Past Actions in Progress: The Imperfect Progressive ( <b>pp. 331-332</b> ) & <b>Gramática 10.4</b> Using the Imperfect to Express Intention: ir a,

	<b>Gramática 10.4</b> Using the Imperfect to Express Intention: ir a, querer, and pensar + infinitive <b>Ejercicios 5-6, &amp; 7, Actividades 9-12 &amp; vocabulary</b>	querer, and pensar + infinitive <b>Ejercicios 5-6, &amp; 7, Actividades 9-12 &amp; vocabulary</b> <b>Mundopedia</b> Pronunciation Practice
2/19/2025 <b>WEDNESDAY</b>	Study for Chapter 10 Test ALL CH.10 WORK DUE BEFORE CLASS	<b>Review Chapter 10</b> <b>Take Chapter 10 Test</b>
2/21/2025	<b>Chapter 11: De viaje</b> <i>Read/Study/Prepare:</i> <b>Gramática 11.1</b> The Present Perfect (pp. 359-362) <b>Ejercicios 1-3, Actividades 1-3 &amp; vocabulary</b>	Introduction to España (& Guinea Equatorial) <i>Review/Practice:</i> <b>Gramática 11.1</b> The Present Perfect (pp. 359-362) <b>Ejercicios 1-3, Actividades 1-3 &amp; vocabulary</b>
2/24/2025	Chapter 11 <i>Read/Study/Prepare:</i> <b>Gramática 11.2</b> Destination and Time: por and para (pp. 362-363) <b>Ejercicio 4, Actividades 4-6 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 11.2</b> Destination and Time: por and para (pp. 362-363) <b>Ejercicio 4, Actividades 4-6 &amp; vocabulary</b> Pronunciation Practice
2/26/2025	Chapter 11 <i>Read/Study/Prepare:</i> <b>Gramática 11.3</b> Polite (usted) Commands (pp. 363-365) <b>Ejercicios 5-6, Actividades 7-9 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 11.3</b> Polite (usted) Commands (pp. 363-365) <b>Ejercicios 5-6, Actividades 7-9 &amp; vocabulary</b> Pronunciation Practice
2/28/2025	Chapter 11 <i>Read/Study/Prepare:</i> <b>Gramática 11.4</b> Using the Imperfect and the Preterite Together (pp. 366-368) <b>Ejercicios 7-10, Actividades 10-12 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 11.4</b> Using the Imperfect and the Preterite Together (pp. 366-368) <b>Ejercicios 7-10, Actividades 10-12 &amp; vocabulary</b> <b>Mundopedia</b> Pronunciation Practice
3/3/2025 <b>MONDAY</b>	Study for Chapter 11 Test ALL CH.11 WORK DUE BEFORE CLASS, INCLUDING CH.11 ESSAY via CANVAS	<b>Review Chapter 11</b> <b>Take Chapter 11 Test</b>
3/5/2025	<b>Chapter 12: La salud</b> <i>Read/Study/Prepare:</i> <b>Gramática 12.1</b> Present Subjunctive with querer, recomendar, and Other	Introduction to Venezuela <i>Review/Practice:</i> <b>Gramática 12.1</b> Present Subjunctive with querer, recomendar, and Other Verbs of

	Verbs of Volition & Gramática 12.2 The Subjunctive in Time Clauses (pp. 394-401) Ejercicios 1-2 & 3-4, Actividades 1-6 & vocabulary	Volition & Gramática 12.2 The Subjunctive in Time Clauses (pp. 394-401) Ejercicios 1-2 & 3-4, Actividades 1-6 & vocabulary Pronunciation Practice
3/7/2025	Chapter 12 (3/5/2025 Continued) <i>Read/Study/Prepare:</i> Gramática 12.1 Present Subjunctive with querer, recomendar, and Other Verbs of Volition & Gramática 12.2 The Subjunctive in Time Clauses (pp. 394-401) Ejercicios 1-2 & 3-4, Actividades 1-6 & vocabulary	<i>Review/Practice:</i> Gramática 12.1 Present Subjunctive with querer, recomendar, and Other Verbs of Volition & Gramática 12.2 The Subjunctive in Time Clauses (pp. 394-401) Ejercicios 1-2 & 3-4, Actividades 1-6 & vocabulary Pronunciation Practice
3/10/2025	Chapter 12 <i>Read/Study/Prepare:</i> Gramática 12.3 Indirect Object Pronouns with Commands and The Present Subjunctive (pp. 402-403) Ejercicios 5-6, Actividades 7-9 & vocabulary	<i>Review/Practice:</i> Gramática 12.3 Indirect Object Pronouns with Commands and The Present Subjunctive (pp. 402-403) Ejercicios 5-6, Actividades 7-9 & vocabulary Pronunciation Practice
3/12/2025	Chapter 12 <i>Read/Study/Prepare:</i> Gramática 12.4 Unplanned Occurrences: Se (pp. 404-405) Ejercicios 7-8, Actividades 10-12 & vocabulary	<i>Review/Practice:</i> Gramática 12.4 Unplanned Occurrences: Se (pp. 404-405) Ejercicios 7-8, Actividades 10-12 & vocabulary Mundopedia Pronunciation Practice
3/14/2025 <b>FRIDAY</b>	Study for Chapter 12 Test ALL CH.12 WORK DUE BEFORE CLASS, INCLUDING CH.12 ORAL PROJECT via CANVAS	<b>Review Chapter 12</b> <b>Take Chapter 12 Test</b>
3/17- 3/21 NO CLASS	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK
3/24/2025	<b>Chapter 13: La familia y la crianza</b> <i>Read/Study/Prepare:</i> Gramática 13.1 Describing: Ser and Estar (pp. 431-434) Ejercicios 1-2 Actividades 1-3 & vocabulary	Introduction to Puerto Rico and Dominican Republic <i>Review/Practice:</i> Gramática 13.1 Describing: Ser and Estar (pp. 431-434) Ejercicios 1-2, Actividades 1-3 & vocabulary

		Pronunciation Practice
3/26/2025	Chapter 13 <i>Read/Study/Prepare: Gramática 13.2 Informal Commands &amp; Gramática 13.3 More uses of the Subjunctive (pp. 435-439) Ejercicios 3-4 &amp; 5-7 Actividades 4-8 &amp; vocabulary</i>	<i>Review/Practice: Gramática 13.2 Informal Commands &amp; Gramática 13.3 More uses of the Subjunctive (pp. 435-439) Ejercicios 3-4 &amp; 5-7 Actividades 4-8 &amp; vocabulary</i> Pronunciation Practice
3/28/2025	Chapter 13 (3/26/2025 Continued) <i>Read/Study/Prepare: Gramática 13.2 Informal Commands &amp; Gramática 13.3 More uses of the Subjunctive (pp. 435-439) Ejercicios 3-4 &amp; 5-7 Actividades 4-8 &amp; vocabulary</i>	<i>Review/Practice: Gramática 13.2 Informal Commands &amp; Gramática 13.3 More uses of the Subjunctive (pp. 435-439) Ejercicios 3-4 &amp; 5-7 Actividades 4-8 &amp; vocabulary</i> Pronunciation Practice
3/31/2025	Chapter 13 <i>Read/Study/Prepare: Gramática 13.4 Narrating Past Experiences: The Present Perfect, Imperfect, and Preterite (pp. 440-443) Ejercicios 8-9 Actividades 9-12, vocabulary</i>	<i>Review/Practice: Gramática 13.4 Narrating Past Experiences: The Present Perfect, Imperfect, and Preterite (pp. 440-443) Ejercicios 8-9 Actividades 9-12, vocabulary</i> <b>Mundopedia</b> Pronunciation Practice
4/2/2025 <b>WEDNESDAY</b>	Study for Chapter 13 Test ALL CH.13 WORK DUE BEFORE CLASS	<b>Review Chapter 13</b> <b>Take Chapter 13 Test</b>
4/4/2025	<b>Chapter 14: De compras</b> <i>Read/Study/Prepare: Gramática 14.1 Price, Beneficiary, and Purpose: por and para (part 2) (pp. 469-470) Ejercicios 1-2 Actividades 1-3 &amp; vocabulary</i>	Introduction to Guatemala <i>Review/Practice: Gramática 14.1 Price, Beneficiary, and Purpose: por and para (part 2) (pp. 469-470) Ejercicios 1-2 Actividades 1-3 &amp; vocabulary</i> Pronunciation Practice
4/7/2025	Chapter 14 <i>Read/Study/Prepare: Gramática 14.2 Using Indirect and Direct Object Together (pp. 470-474) Ejercicios 3-5 Actividades 4-6 &amp; vocabulary</i>	<i>Review/Practice: Gramática 14.2 Using Indirect and Direct Object Together (pp. 469-470) Ejercicios 3-5 Actividades 4-6 &amp; vocabulary</i> Pronunciation Practice
4/9/2025	Chapter 14	<i>Review/Practice: Gramática 14.3 Pronoun Placement Summary (pp.</i>

	<i>Read/Study/Prepare:</i> <b>Gramática 14.3 Pronoun Placement Summary (pp. 474-476) Ejercicios 6-7 Actividades 7-10 &amp; vocabulary</b>	<b>474-476) Ejercicios 6-7 Actividades 7-10 &amp; vocabulary</b> Pronunciation Practice
4/11/2025	Chapter 14 <i>Read/Study/Prepare:</i> <b>Gramática 14.4 Opinions and Reactions: Indicative and Subjunctive (pp. 476-478) Ejercicios 8-9 Actividades 7-10 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 14.4 Opinions and Reactions: Indicative and Subjunctive (pp. 476-478) Ejercicios 8-9 Actividades 7-10 &amp; vocabulary</b> <b>Mundopedia</b> Pronunciation Practice
4/14/2025 <b>MONDAY</b>	Study for Chapter 14 Test ALL CH.13 WORK DUE BEFORE CLASS, INCLUDING CH.14 ESSAY via CANVAS	<b>Review Chapter 14</b> <b>Take Chapter 14 Test</b>
4/16/2025	<b>Chapter 15: Nuestro futuro</b> <i>Read/Study/Prepare:</i> <b>Gramática 15.1 The Future Tense (pp. 506-507) Ejercicio 1 Actividades 1-3 &amp; vocabulary</b>	Introduction to Costa Rica <i>Review/Practice:</i> <b>Gramática 15.1 The Future Tense (pp. 506-507) Ejercicio 1 Actividades 1-3 &amp; vocabulary</b> Pronunciation Practice
4/18/2025	Chapter 15 <i>Read/Study/Prepare:</i> <b>Gramática 15.2 More Uses of the Subjunctive (part 2) (pp. 507-510) Ejercicios 2-3 Actividades 4-6 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 15.2 More Uses of the Subjunctive (part 2) (pp. 507-510) Ejercicios 2-3 Actividades 4-6 &amp; vocabulary</b> Pronunciation Practice
4/21/2025	Chapter 15 <i>Read/Study/Prepare:</i> <b>Gramática 15.3 The Conditional &amp; Gramática 15.4 Past Subjunctive and Summary of Uses of the Subjunctive (pp. 510-515) Ejercicios 4 &amp; 5-7 Actividades 7-9 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 15.3 The Conditional &amp; Gramática 15.4 Past Subjunctive and Summary of Uses of the Subjunctive (pp. 510-515) Ejercicios 4 &amp; 5-7 Actividades 7-9 &amp; vocabulary</b> Pronunciation Practice
4/23/2025	Chapter 15 <i>Read/Study/Prepare:</i> <b>Gramática 15.5 Expressing Reactions: More Verbs Like gustar (pp. 515-517) Ejercicios 8-9 Actividades 10-12 &amp; vocabulary</b>	<i>Review/Practice:</i> <b>Gramática 15.5 Expressing Reactions: More Verbs Like gustar (pp. 515-517) Ejercicios 8-9 Actividades 10-12 &amp; vocabulary</b> Pronunciation Practice



4/25/2025	Chapter 15 Prepare for the review	<b>Review for Chapter 15/Final Exam</b>
4/28/2025 NO CLASS	NO CLASS = STUDY DAY	NO CLASS = STUDY DAY
4/30/2025 <b>WEDNESDAY</b>	Study for Chapter 15/Final Exam	<b>Chapter 15 Test and Final Exam</b> (It will consist of chapter 15 plus extra questions from the previous chapters)

Disclaimer: The dates of the activities on the calendar are subject to change if necessary.