

**Español 111**WAKE FOREST  
UNIVERSITY

Department of Romance Languages

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**Horas de oficina:** **M 2-3pm, W 9-10am, F 2-3pm & by appointment**

**Otoño del 2014**

***Placement:** If you placed in a higher-level Spanish course, you are expected to start at that level. To drop to a lower level (including from 113 to 111 or 112), you must appeal your placement to the Spanish appeals officer (Dr. González) and obtain permission; otherwise, you will not receive credit for that lower course.*

**TEXT**

¡Arriba! Comunicación y cultura. (Zayas-Bazán et al., 6<sup>th</sup> ed.). It comes with a bound-in password for the book's Online Learning Center (Mylanguagelabs.com), a workbook/lab manual = Student Activities Manual (SAM) and a laminated Quick Guide to Spanish Grammar. In SPA 111, we cover the first half of this book (through *Capítulo* = 'chapter' 8); the rest is then covered in SPA 112. Always bring the text with you to class. You may also need an adequate Spanish dictionary for this class and higher-level ones.<sup>1</sup>

**OBJECTIVES**

This course is designed for students with little or no prior experience in Spanish. The overall objectives are:

1. To develop basic proficiency in speaking and listening in the language with an introduction to reading and writing.
2. To learn to communicate in the language about personal experiences.
3. To develop a greater awareness of the geography and culture of the Hispanic world.  
*Specific objectives for each chapter are described in the textbook.*

**NOTE:** The Department of Romance Languages has a policy of no texting, eating, drinking, chewing gum, or smoking in the classroom. You must **turn off** any sound-making devices (**including cell phones**) before you enter the classroom. Store them out of sight. Also, take care of any personal needs (i.e. going to the bathroom, filling water bottles) **BEFORE** class begins.

**COURSE GRADE**

Your course grade will be calculated as follows:

<b>20%</b>	Daily evaluation performance (relative to class norm)
<b>15%</b>	Classwork: Classwork & participation ( <b>40%</b> ), Homework ( <b>40%</b> ) Extracurricular ( <b>20%</b> )
<b>45%</b>	Average of exams I, II, III
<b>20%</b>	Final exam

<sup>1</sup> Especially recommended are (paperback) *The Bantam New College Spanish & English Dictionary* or McGraw-Hill's *Harrap's Spanish and English Dictionary* (very good for paperbacks, and generally sufficient at this level of study) and (hardbound reference type) the *Oxford Spanish dictionary* (very dependable for American English and contemporary Spanish).

**Grading Scale:**

All 100-200 language classes use the Wake Forest standard grading scale for numeric scores:

93–100=A	88–89 = B+	78–79 = C+	68–69=D+	<60=F
90–92 = A-	83–87 = B	73–77 = C	63–67=D	
	80–82 = B-	70–72 = C-	60–62=D-	

While tests might have up to 2% of extra-credit questions at the end, there are **no “extra-credit projects”** to compensate for unsatisfactory performance on the above measures of ability in the language. Note that we adhere to these definitions from the WFU Bulletin:

A	=	<b>exceptionally high achievement</b>	C-, D+, D, D-	=	passing but unsatisfactory
A-, B+, B	=	superior	F	=	failure
B-, C+, C	=	satisfactory	I	=	incomplete

**ATTENDANCE**

*Consistent attendance is VITAL in a language class. For that reason, unless on official university business, or for a documented medical condition requiring more than four absences, **each absence after the fourth will result in a decrease of one percent on the final grade for the class.***

When you're absent, you don't miss a lecture you can make up by borrowing others' notes, but rather the direct input and personal practice with communication that are essential for language learning. We will follow the book as indicated on the Syllabus (you'll always know where we are), but there will also be irreplaceable practice that just can't be made up.

**From the Office of the Dean: Accommodations.** *If you have a disability that may require an accommodation, please contact the Learning Assistance Center (758-5929) **within the first 2 weeks of the semester.** Please consult with me as soon as possible so we can discuss strategies to help you be successful in this course.*

**COURSE SET-UP**

The course has several components, both in class and out of class. In class, we focus on learning through listening and on developing proficiency through speaking; the Preface (xiv-xxiii) section at the beginning of the book (make sure you read it) gives a good introduction to the general principles that will be followed for acquiring the language, and also some good advice about how to prepare for class. Except for brief clarifications, **this class will be regularly conducted in Spanish**, as per departmental policy. The attached Syllabus shows the material that we will focus on for each day, and which you are expected to prepare for class. In particular, you should:

1. Look over the new points featured in the assigned material, and complete all listening and writing practices assigned for homework. Your assignment for each class will be a combination of reading, listening, and writing.
2. Study also the vocabulary which is introduced in class and then summarized at the end of the chapter.
3. Review recent material.

Written exercises will be assigned from the textbook or workbook as homework to develop your mastery of the material and ability to write in Spanish. You are to turn in these assignments promptly: since they are scheduled so as to reinforce material at a certain point in the course, **late work will be penalized with a lower grade.**

**OUT-OF-CLASS WORK**

Three class contact hours per week are not enough for developing proficiency in a language, and there are four other important components for this course: *audio*, *video*, and *computer work*, and some extracurricular activities. The first three are individualized learning that you carry out during the week at your convenience; the full class doesn't do these as a group. These activities are most effective when carried out regularly throughout the course in conjunction with the current chapter of the book; they are practically worthless for language learning if you postpone them and then try to make up a semester's work in a couple of marathon sessions.

## 1. The audio, video, and computer components of this course can be found at:

- a. <http://www.mylanguagelabs.com>. This is the textbook website; bookmark it on your ThinkPad. In order to access the materials here, you need to register on the site using the access code that came with your textbook and the course identification number that your instructor will provide for you. On this site, you can listen to the audio activities found in your Student Activities Manual, watch the videos indicated by the video icon in your textbook, use the self-checking Student Activity Manual exercises, and find extra practice activities. It also provides additional recordings, tutorials, and recommended websites for exploring Hispanic culture, reinforcing and rounding out your command of the language.
- b. The book also has a separate website: [http://wps.prenhall.com/ml\\_zayas\\_arriba\\_6/](http://wps.prenhall.com/ml_zayas_arriba_6/), where you can find the audio resources for the book and workbook.

**Remember:** all these types of out-of-class work (audio, video, computer...) are integral parts of this course; it's what is meant in the course's WFU course description: "**Lab required.**" But except for some exercises in the workbook that your instructor assigns, **you take the responsibility to cover them yourself on a regular basis**; no one is going to check to see if you're doing them. Any deficiencies will soon start showing up in your class participation and your performance on tests. *The online version will allow you to go over your mistakes, and it will explain why something is wrong. Use the workbook to practice grammar, vocabulary, and listening.*

## 2. The extracurricular component to this course:

The Department of Romance Languages sponsors a number of activities and talks in Spanish that are relevant learning experiences for this class. They are posted in our *Online Spanish Activity Calendar*. Note that I may announce additional activities by e-mail. You are encouraged to attend as many events as possible to increase your experience with the language and culture; but you are also required to **choose any two of them** during the semester and write up a report.

For all Spanish classes, these count as homework essays, and at least one must be turned in before midterm, the other before the last day of classes. **The due dates are indicated by your instructor.**

### The reports should be:

- **1 page each:**
  - **25%** → A **BRIEF SUMMARY** of the event you attended.
  - **75%** → analysis of what you learned from the event (reactions, comments, opinions, etc.).
- Use *Word-processed (Times New Roman 12), doubled spaced.*
- In English for this class, but Spanish is encouraged.

### Online Spanish Activity Calendar: Sign-Up Instructions

**It is YOUR responsibility to sign up to attend the event.**

- **You must be logged into your Google Account.**
- Using the Google Chrome browser, go to: <http://romancelanguages.wfu.edu/spanish-calendar.html>
- Click on a specific activity for a brief description.
- Unless the event is designated as "No sign-up necessary," click the link and sign up as indicated.
- Please be considerate of others; if you are unable to attend, please remove your name from the list so that someone else may sign up
- If there is NO SIGN-UP box after an event, no registration is needed; you can just show up.

**Note: Movies** seen on your own that are not sponsored by the department **do not count** for the extracurricular activity. You must attend an approved event.

- **PLAN IN ADVANCE**, and attend events as early as you can. If for any reason the event is cancelled, you cannot use this cancellation as an excuse for not turning in your report on time.

### 3. Homework:

You will turn in written assignments from your **Workbook** as they are scheduled on this syllabus (they are marked as **PE**).

**Important:** If the assignment has more than one page, fasten the pages with a stapler, never a clip, nor by folding corners back.



#### A word to the wise:

Even though not all activities are turned in for a grade, they are most effective when carried out regularly as assigned; they are practically worthless for language learning if you postpone them and then try to do them all in a huge marathon session.

*Remember, there are printers available in the library/ if your printer is not working. **Homework not turned in at the beginning of class for any reason will be counted as late (minus 10 points per day it's late).***

#### Homework Submission Guidelines

**Best** = Typed, double-spaced, stapled. Assignment is identified (i.e. Act. 15-G, SAM, p. 157).

**Acceptable** = Handwritten neatly on notebook paper or on SAM page, name written on all pages. Double spaced, stapled. Use PEN.

**NOT acceptable** = Electronic or e-mail submission.

### TESTS<sup>2</sup>



*There are no make-ups for daily evaluations missed due to tardiness or absence (excused or unexcused); however,*

- at the end of the semester there will be a make-up Bonus Round of 12 points for all who attend, and
- at the end of the course your 4 lowest daily evaluation scores (including up to 4 zeroes) will be dropped.

**1. Daily Evaluations.** At the beginning of each session, there is a daily evaluation to monitor your daily preparation and progress, and to help prepare for exams. **This evaluation** (about 4 brief questions, oral and written) **will cover the new material for the day**, but it could include recently studied points. The grade is simply the number of correct answers (with one point for being present throughout the session). Your evaluation-point total for the semester (4+5+1½+0+3+4...) will then be converted to a grade relative to the class norm.

### 2. Exams.

On the four dates indicated on the Syllabus, we have full-period exams.

**The oral part** for exams 1, 2, 3 will be done the review day (see page 8).

**These exams are cumulative but not comprehensive:** they focus on the recent quarter of the material, but build on an accumulation of skills and knowledge from the course so far. Two or three days before an exam, you receive a study guide with sample questions.

#### Test Make-Up Policy

If you must miss an exam or the oral part, a makeup is available **only if**

- You directly notify and give a valid reason to your instructor **before exam time**, and
- Provide documentation, if warranted, and make up the test as soon as you can return.

Otherwise, a missed exam results in a grade of **zero**.

(Note that the grade of "I"=incomplete is available only under the terms in the WFU Bulletin.)

<sup>2</sup> Remember that proficiency in a language is a *skill*. The evaluations and tests examine not only *what* you know, but *how well* you know it and can use it, and they are therefore timed.

## PARTICIPATION

In this class I expect students participating actively in Spanish in all activities: speaking, narrating, and describing using the different topics the book offers us. Participation counts as part of your classwork grade.

### Participation criteria

You can **positively** affect your participation grade by **always** (A grade):

- ✓ Coming to class and arriving on time.
- ✓ Making **meaningful, thoughtful contributions** in Spanish by readily asking or answering questions.
- ✓ Being attentive and respectful to other students as they participate.
- ✓ Never distracting others from learning, or the professor from teaching the class.
- ✓ Speaking in Spanish during group or pair work, being a leader in the group without dominating or restricting other's participation.
- ✓ Never using electronic devices during class, or interrupting class to take care of any personal needs.

You can **negatively** affect your participation grade by **often** (B grade), **occasionally** (C grade), **rarely** (D grade), or **not** at all (F grade) following the criteria explained above.

*Note: I use computer projection in class to illustrate and discuss the material. But I cannot release my PowerPoints or place them in Sakai; they contain copyrighted material that "educational fair use" allows as a teaching aid but not for general distribution.*

## THE HONOR CODE: GRADED WORK MUST BE YOUR OWN WORK

### HONOR SYSTEM (definition in the WFU Bulletin)

Wake Forest University upholds the ideals of honor and integrity. The Honor System is central to University life; its essence is a commitment by each person to do what is right and abide by community standards. Each student is pledged to be trustworthy in all matters, and a violation of that trust is an offense against the community as a whole. In the specific terms of the Honor Code, a student pledges in all phases of life not to cheat, plagiarize, engage in other forms of academic misconduct, deceive, or steal. The strength of the Honor System derives from the commitment of each and every student to uphold its ideals.

### THE HONOR CODE AS IT APPLIES TO THIS COURSE

**Any** work turned in for a grade must be *your own individual work*, and any sign of collaboration, plagiarism, or other unauthorized assistance will be regarded as cheating and may be turned to the Judicial Council for investigation. *You may receive no help (no tutors, no friends, and no translators [human, machine, or web-based]) in the preparation of your compositions or other written work. The ideas and the language must all be your own.* If you are unacquainted with the exact meaning of plagiarism or have *any* doubts about the materials you are using, ask me.

**Plagiarism** is academic theft. It refers to the use of another's ideas or words without proper attribution or credit. An author's work, either published in the traditional manner or posted in the Internet, is his/her property and should be respected by documentation. Credit must be given:

1. For every direct quotation (even if you are translating it or changing a couple of words).
2. When a work is paraphrased or summarized in whole or in part in your own words.
3. For information which is not common knowledge.

### ROMANCE LANGUAGES DEPARTMENT GUIDELINES FOR TUTORS (OR OTHER HELP)

In general terms, tutors should explain questions and problems and guide students' work. *They should not do the work for the students; nor should they translate (or encourage translation of) the material into or from English.*

- Essays, reports or any written assignment should be written *completely* by the student. By that we mean that *students cannot consult with anyone about that assignment*. Those essays should reflect what students have learned in class. To write them with the help of the tutor will not allow us to determine what students have learned on their own and how they are able to apply it. Since we clearly specify that the work needs to be the student's and no one else's, *the help of the tutor in those assignments will constitute a violation of the Honor Code.*

**CAN I GET HELP FROM OTHERS?**

It depends on the kind of “help.” You should always seek out Spanish speakers, use the language with them, and learn from them, and the department tries to make native tutors available. Bear in mind, though, that there’s a difference between knowing a language and being able to teach it. (Quickly, now: as a native speaker of English, explain how and when to use *the*. Or explain the difference between *make* and *do*. Or explain the reason why we use an infinitive after *want*). Also, the purpose of assignments is to challenge you to use the material and to check your own command over it; it will be a violation of the Honor Code to get unauthorized help on any such work counting as part of your grade. Check with me if you’re unsure about what’s okay, but here are examples:

**Allowed:** (while brainstorming for a presentation): “I need help with tennis vocabulary. Is *pelota* the right word for a tennis ball? What is the word for serving it? What are the names of the different returns? Talk to me in Spanish about your experiences with tennis (etc.).”

**Disallowed:** “How do you say ‘Next, you rush up to the net and anticipate an overhand return?’” Or: “how about checking over this paragraph for me?” Or: “Tell me what to do for number 2 in Ejercicio D.”

**EMERGENCIES**

In the event of an emergency such as a pandemic crisis or natural disaster that prevents classes from meeting regularly, students will be expected to continue their coursework to the best of their ability. If the University should close, Sakai (or equivalent) will be the main source of information for the course. I will be available via email and U.S. mail. In the event that Internet access is limited and U.S. mail is the only method for contact, you will be provided with complete access information for me at home, including phone numbers. The syllabus may be adjusted for individuals who were absent, or for the entire class if dismissed by closing.

If you are experiencing **flu-like symptoms** (*H1N1* is distinguished by a fever of 100° F or higher, and may also include cough, sore throat, runny or stuffy nose, body ache, headache, chills, unusual fatigue, diarrhea or vomiting), you should remain in your room in an effort to avoid spreading your illness to others (*CDC guideline is at least 24 hours after the fever is gone*), and **call Student Health (758-5218) immediately**.

Be prepared to show evidence of a legitimate reason for your absence from class. As soon as you can, contact your instructor to inform him or her about the absence and to work out a plan to complete any missed work.

**USING YOUR COMPUTER. TYPING SPECIAL CHARACTERS.**

There are lots of resources about Hispanic countries (not to mention on-line Spanish newspapers and the like) that you can access on the Web. Be careful with plagiarism and cheating; always provide the source. Use your computer for writing in this course, and learn to type symbols like accents, ñ, ¡, ¿ from the keyboard instead of adding them by hand. The best way to do this is by using the “United States International” English keyboard, which allows you to type all the special characters for Spanish using the right Alt key + ?, !, n, N, and the apostrophe [‘] + a,e,i,o,u to get ¿, ¡, ñ, Ñ, á,é,í,ó,ú. These combinations work in Word, PPP, the web, etc. Here are the instructions:

**Setting your keyboard to “United States International” English:**

- In Control Panel, click on Language > Options > Add an input language.
- Find English—United States International. Click on Select > Save.
- At the top (or bottom) of your desktop, there should now be a "language bar"= keyboard toggle button (a miniature keyboard) that lets you go back and forth between the two keyboard settings--"English (United States)" and "US International."

**CAUTION!** As part of the standard WFU software load, your IBM ThinkPad comes with spell-checkers and grammar-checkers for Spanish (and other common languages) as well as English. You may use these in Spanish homework you write on your computer, but be extremely careful with them. They can become a crutch, and we have tried them out and found numerous flaws: they mechanically flag “errors” that are not really errors in context, they miss a lot of things that *are* errors in context, and they can never determine whether a sentence says what you *intend* it to say. To succeed in language study you should learn to monitor and correct mistakes yourself.



There are also translator programs, but despite the hype (“USE SPANISH WITHOUT STUDYING GRAMMAR!”), they’re mere data bases that match one word to another and convert mindlessly. The mistakes they make are different from those of a human mind and once detected on any work you turn in, their use will be treated as **academic dishonesty** in this course. (See the section “Do your own work” on this policy sheet.)

### **SOME ADVICE ON LEARNING A FOREIGN LANGUAGE**

See also our departmental *FAQ*: <http://www.wfu.edu/romancelanguages>

1. **Use the language!** Take advantage of every opportunity to speak, hear, and read it; watch *Univisión* on TV, listen to Hispanic radio and music, attend our extracurricular events, talk with Spanish speakers, even talk to yourself and *think* in Spanish. You’re learning a skill and need to practice it. Sometimes that means goofing, but you learn through your mistakes, and it’s better to make them in practice than on tests. Remember that tests examine not only *what* you know, but *how well and fast* you know it and can put it to use.
2. **Don’t be afraid to make mistakes!** Be patient and give yourself time to learn the language. Remember it’s natural for a new language to be difficult, and making mistakes is part of the learning process.
3. **Develop good study habits!** Study with full concentration, but for brief periods. Put tricky points or vocabulary on cards to carry with you and take advantage of idle moments in your day to practice Spanish.
  - a. Listen to the vocabulary words using MySpanishLab or the free website (page 3), and repeat them out aloud. Write sentences with them, and try to define words in Spanish. Incorporate the words into your daily routine. Brainstorm associated vocabulary words (i.e.: los estudios = la Universidad, la biología...).
  - b. For verbs, say the conjugations out loud. Write sentences using different verbs and tenses. Make verb charts, and look for patterns among irregular verbs. Go to [www.conjuguemos.com](http://www.conjuguemos.com) to practice with verbs.
4. **Avoid translation.** Although it may seem safer to translate, it becomes a trap: you develop no real skill *in Spanish*, and it doubles your processing time (which becomes a problem on timed tests). Try to speak, hear, read, and write Spanish without resort to English—and it’ll seem increasingly natural (and quicker) for you.
5. Keep up with **vocabulary**. There’s lots of it; after all, one needs thousands of words to communicate. There are many tricks and memory aids (e.g. vocabulary cards); the important things are (1) to relate (associate) the new to the old, (2) to *use* new words (e.g. by making sentences with them — that takes them out of a book and registers them in your own brain), and (3) to review previous vocabulary constantly, especially words you had trouble with.
6. When you have a question, **ask it!** Never fear to ask for help; often the same thing that’s puzzling you is confusing others too, and it’s better to ask about little problems before they snowball into big ones. For help, feel free to come to my office (that’s why I’m there). Individual tutors are available through the department office (323 Greene Hall).<sup>3</sup>

### **IMPORTANT! → MY LANGUAGE LAB**

When you access the textbook website <http://www.MyLanguageLabs.com> for the first time:

- Use **EXPLORER**, not MOZILLA
- Click on Student, new user, and type the code that comes with your book. There is a tutorial on how to register, and how to access all the material on the course.
- You will need to create your account using a login name and a password created by you.
- Find your session, and enroll using the following ID number:
  - SPA 111 = **CRSKLWK-10011610**
- You will have access to *Arriba*’s e-book and e-workbook, and lots of other material.
- Please **DO NOT** send any messages using “mylanguageLABS” email. Use our official way of communication: Wake Forest email.

<sup>3</sup> The department also provides four hours a week of tutoring free of charge for helping you or just chatting in Spanish. Your instructor will provide a schedule of these tutoring hours once they are arranged.

**Español 111: Arriba (6th ed.)****Otoño del 2014****Syllabus / Plan del curso**

This syllabus shows the material in the textbook to be prepared for each day of the course. Keep in mind that for each session, you *also* do the following:

1. Prepare the corresponding pages noted for each date.
2. Review the material we worked on in the preceding class session.
3. Study the corresponding vocabulary at the end of the chapter.
4. Do the corresponding written and listening exercises in the Student Activities Manual (online or the paper copy).
5. **Assignments to turn in:** They are marked as **PE** (Para Entregar), and are due the date shown below.
  - a) **Homework:** The assignments you need to turn in are from your *Student Activities Manual*. Follow instructions on this syllabus, page 4, to know how to turn in your assignments (double space, staple, etc.).
    - ❖ *You do not have to re-type the questions; just provide the answers.*
    - ❖ **When the Taller exercise is assigned, you need a paragraph with at least six long and complete sentences.**
  - b) **Extracurriculares:** Attend the event, and follow instructions on this syllabus, P. 3. See final deadlines below.

*Remember that you take the responsibility for working with the electronic material each week outside of class throughout the course.*

27 de agosto: Introducción al curso	20 de octubre: capítulo 5 (161-167)
29 de agosto: capítulo 1 (2-12)	22 de octubre: capítulo 5 (168-176)
	24 de octubre: capítulo 5 (177-183)
1 de septiembre: capítulo 1 (13-19)	27 de octubre: capítulo 6 (184-192)
3 de septiembre: capítulo 1 (20-29)	<b>PE: Ejercicios 5-12, 5-35, 5-47</b>
5 de septiembre: capítulo 1 (30-39)	29 de octubre: capítulo 6 (193-197)
	31 de octubre: capítulo 6 (198-208)
8 de septiembre: capítulo 2 (40-49)	3 de noviembre: capítulo 6 (209-215)
<b>PE: Ejercicios 1-26, 1-50, 1-53, 1-60</b>	<b>PE: Ejercicios 6-28, 6-42, 6-53, 6-62</b>
10 de septiembre: capítulo 2 (50-57)	5 de noviembre: <i>Repaso &amp; parte oral examen 3</i>
12 de septiembre: capítulo 2 (58-66)	7 de noviembre: <b>Examen 3: Capítulos 5-6</b>
15 de septiembre: capítulo 2 (67-75)	10 de noviembre: capítulo 7 (216-224)
<b>PE: Ejercicios 2-26, 2-44, 2-51</b>	12 de noviembre: capítulo 7 (225-229)
17 de septiembre: <i>Repaso &amp; parte oral examen 1</i>	14 de noviembre: capítulo 7 (230-240)
19 de septiembre: <b>Examen 1: Capítulos 1-2</b>	17 de noviembre: capítulo 7 (241-247)
22 de septiembre: capítulo 3 (76-86)	<b>PE: Ejercicios 7-22, 7-32, 7-47, 7-48, 7-55</b>
24 de septiembre: capítulo 3 (87-91)	19 de noviembre: capítulo 8 (248-257)
26 de septiembre: capítulo 3 (92-100)	21 de noviembre: capítulo 8 (258-261)
29 de septiembre: capítulo 3 (101-111)	24 de noviembre: capítulo 8 (262-272)
<b>PE: Ejercicios 3-21, 3-30, 3-62</b>	<i>26-30 de noviembre: Receso de Thanksgiving</i>
1 de octubre: capítulo 4 (112-122)	1 de diciembre: Práctica de pretérito/imperfecto
3 de octubre: capítulo 4 (123-129)	<b>PE: Ejercicios 8-08, 8-15, 8-22, 8-23, 8-39, 8-58</b>
6 de octubre: capítulo 4 (130-140)	3 de diciembre: capítulo 8 (273-281)
8 de octubre: capítulo 4 (141-149)	5 de diciembre: <i>Repaso examen final capítulos 7 y 8</i>
<b>PE: Ejercicios 4-12, 4-24, 4-59</b>	
10 de octubre: <i>Repaso &amp; parte oral examen 2</i>	
13 de octubre: <b>Examen 2: Capítulos 3-4</b>	<b>Examen final:</b> December 10th, 9am
15 de octubre: capítulo 5 (150-160)	<i>(Consultar el horario de exámenes finales de la U)</i>
17 de octubre: <i>Receso de otoño</i>	