

University of San Diego – Spring Semester 2012
Spanish Program – Department of Languages and Literatures
<http://www.sandiego.edu/cas/languages/>

Spanish 102: Second Semester Spanish

Professor	Section	M W F	Room	@sandiego.edu	Office	Ext.	Office Hours
Bolívar	01	8:00-8:55	MH 226	ebolivar	F132	7801	M/W/F, 10:15-11:00 & 12:30-1:00
	02	9:05-10:00	MH 226				
	04	11:15-12:10	MH 226				
Oregel	03	10:10-11:05	CH 111	marthat	F132	7801	F, 8:00-10:00
Mendoza	05	13:25-14:20	SH 116	jmendoza	F120	2398	W/F, 12:15-1:15
	06	14:30-15:25	SH 116				
Velázquez	07	15:35-16:30	SH 314	eugeniav	F120	7872	W/F, 5:40-6:40
	08	16:40-17:35	SH 314				
Moya	09	17:45-18:40	CH 028	gmoya	F120	7872	M/F, 10:30-1:00
* Please note: All faculty mailboxes are in Founders 134 .							

The Basic Language Sequence in the Spanish Program

Third-semester proficiency in a second language is considered an indispensable competency at USD and speaks directly to the university's undergraduate learning goals and outcomes (knowledge; communication; cultural awareness and competence; and engagement). The first three levels of Spanish in our program (SPAN 101, 102, and 201) can be seen as one course divided into three semesters because they share some common goals and characteristics, and over this period most of the basic structures of the Spanish language are studied. By the end of Spanish 201, students should be able to listen, speak, read, and write in the target language with the sufficient basic skill, vocabulary, accuracy, and cultural awareness to communicate their needs in everyday situations in a culturally appropriate way; likewise, they should demonstrate the ability to acquire additional linguistic competence on their own. Another primary objective of the language program is that students develop insight into their own language(s) and culture(s) by looking beyond their customary borders and by examining their own relationship to other cultures so as to be able to participate more fully in local communities and global contexts. Achieving greater proficiency in Spanish can translate into a practical job skill for almost any profession, but, most importantly, learning another language is a personally enriching experience and a vital part of cultural understanding and intellectual development within a Liberal Arts education.

The Five-Day Syllabus

It is important that all students understand a basic premise upon which the course is designed: language learning is most effective when the student is exposed to and actively studies the target language on a daily basis. For this reason, many institutions have language courses five days a week, often with a lab included. In the basic language sequence at USD, however, classes meet three days a week (Monday, Wednesday, and Friday). Classes do not meet on Tuesday and Thursday, but rather students study independently and then complete and submit their homework electronically. All homework submitted electronically is always due before the regular class meeting time, including Tuesdays and Thursdays when class does not meet. In this way students actively engage with the language at least five days a week, and their learning is maximized through this consistent exposure. The calendar at the end of the syllabus reflects this design and includes the topics and materials to be covered each of the five days per week throughout the semester.

Teaching and Learning Methodology

While each professor does have an individual style and approach to language teaching, all sections of Spanish 101, 102, and 201 share some common features, first and foremost being the focus on the development of students' *proficiency* in Spanish, which goes beyond merely *knowing* and emphasizes the ability to *actively use* the language. The students are responsible for studying the grammar and completing all assignments *before* coming to class. Class time is then spent on practicing and reinforcing the structures already studied outside of class in order to improve students' proficiency, their actual ability to use Spanish and carry out tasks in that language. All of the language skills are developed equally, but class time is dedicated primarily to the oral skills. The class is conducted entirely in Spanish, and while there may be some brief clarifications, there are no lengthy grammar explanations. Language learning demands consistent hard work; students should expect to spend at least twice as much time studying out of class as they do in class. The first two weeks of the semester tend to be even more challenging as students begin using their language skills again and become accustomed to both their instructors and the teaching methodology. Each class is relatively fast paced and contains multiple activities, including questions and answers, pair/group work, presentations, and role playing, among others. All students are accountable for consistently coming to class prepared, staying on task and speaking only Spanish in class, and actively participating in all activities.

Course objectives for Spanish 102

One aspect of language learning in which adults differ from children is the former's ability to consciously monitor their own progress. To assist you in this self-monitoring process, we have included objectives for the FOUR SKILLS (listening, speaking, reading, and writing) as well as LINGUISTIC and CULTURAL KNOWLEDGE to be achieved by the end of the semester. Class will be conducted completely in Spanish.

- 1. Speaking:** Start creating with the language, recombining language elements to communicate meaning, although discourse will still generally be limited to memorization and formulas; use other time frames, in addition to the present, but in a very limited, controlled, and formulaic manner. *(This ability is assessed in the following components of the course: participation, homework, presentations, and interviews)*
- 2. Listening:** Comprehend phrases on familiar topics spoken by sympathetic speaker; understand the principal ideas of message in a simple text; identify apparent tone or emotion of the speaker; transfer information from the text and answer simple questions. *(This ability is assessed in the following components of the course: participation, homework, and exams, including the final.)*
- 3. Reading:** Read simple connected sentences that have a clear underlying structure and impart basic information about which the reader has to make only minimal suppositions; texts may include surveys, short newspaper articles, children's stories, and personal letters, among others. *(This ability is assessed in the following components of the course: participation, homework, and exams, including the final.)*
- 4. Writing:** Start creating statements and questions well enough to meet practical needs and some limited social demands; demonstrate knowledge of some major time frames (past, present, and future); express meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non- natives. *(This ability is assessed in the following components of the course: participation, homework, compositions, and exams, including the final.)*
- 5. Linguistic Knowledge:** Good command of basic grammar structures learned in Span 101 and of new structures (reflexive verbs, preterite & imperfect, por & para, present subjunctive). *(This knowledge is assessed in all components of the course.)*
- 6. Cultural knowledge:** Recognize that languages use different practices to communicate; start gaining knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds; develop appreciation for certain aspects of the culture and access further cultural information on their own; demonstrate knowledge of simple institutions in culture studied. *(This knowledge is assessed in all components of the course. Knowledge acquired out of class through cultural activities and service learning will be assessed in oral presentations.)*

Course materials

Required textbook and passcode: *Vistas*. 4th Edition. Blanco & Donley. Vista Higher Learning. Boston: Massachussets. ISBN 978-1-61767-211-8 (Please note: This is a special package ISBN for USD students only, which includes the required passcode.)

- You should buy the textbook through the USD bookstore or directly from the publisher: www.vhldirect.com/store/usd.htm.
- This textbook will be used for all three semesters of the basic language sequence (SPAN 101, 102, and 201).
- The textbook comes with a Supersite plus passcode, which includes access to the WebSAM, Supersite, and the vText (virtual textbook). You must have this passcode for the course; it is included in the above customized ISBN for USD. However, if you obtain a used copy of the textbook, you may purchase the passcode separately from the publisher: <http://www.vhldirect.com/store/>. The passcode is good for three years; however, it is not transferrable. Once a student redeems a code, it cannot be sold to another student nor returned. You should compare all prices before purchasing a used book.

Grading criteria

Grading scale

Participation and attitude	10%	A	93-100	C	73-77
Homework (Supersite, etc.)	10%	A-	90-92	C-	70-72
Writing assignments (3)	10%	B+	88-89	D+	68-69
Oral assessment (2 or more)	10%	B	83-87	D	65-67
Quizzes (6)	10%	B-	80-82	D-	63-64
Partial Exams (3)	30%	C+	78-79	F	0-62
Final Exam	20%				

Class Requirements

- 1. Attendance:** It is very important that you attend every class meeting and arrive punctually. Missing more than two classes will lower your final grade in this course. For each additional absence, your grade will be lowered one step on the grading scale (e.g. from a B to a B-, etc). In the event you are absent, it is your responsibility to find out what material you have missed and any homework assignments. Arriving late or leaving class early will result in half an absence.
- 2. Participation:** Active participation is essential to language acquisition. Every class period you will receive a participation grade: 0, 0.5, or 1. At the end of the semester, these points will be used to calculate your grade for participation and attitude:

0	0.5	1
<ul style="list-style-type: none"> • Absent • Poor participation & attitude • Spoke English in class frequently • Not prepared for class • Disruptive behavior 	<ul style="list-style-type: none"> • Late to class/left early • Average participation & attitude • Spoke English in class • Not well prepared for class • Unintentional disruptive behavior 	<ul style="list-style-type: none"> • Present and on time • Excellent participation & attitude • Only spoke Spanish in class • Well prepared for class • Collaborative behavior

- 3. Homework:** All assignments must be completed by the due date, and no late assignments will be accepted. You will be asked to submit your homework through the book's Supersite/Maestro WebSAM (practice textbook exercises, online workbook, and lab manual).
- 4. Writing assignments (Redacciones):** These assignments will reflect the grammatical form and the thematic content of the chapter being studied. No make-up writing assignments are allowed. You will have three in-class writing assignments as part of the partial exams. You will have to re-write other assignments using your instructor's guide.
- 5. Oral Assessment:** You will be required to give one oral presentation throughout the semester and an interview, role play, or a representation of a situation (in groups) that can be recorded in video or

performed in front of the class. At least one of the oral activities has to be linked to your cultural activity. Alternative topics will be assigned by your professor.

6. **Quizzes:** There will be six quizzes during the semester. Your professor will announce what material you should study for each quiz. No makeup quizzes are allowed.
7. **Partial exams:** You will be given three partial exams during the semester. These exams will include evaluation of all skills except speaking.
8. **Final exam:** The final exam is cumulative and will evaluate all skills, including linguistic and cultural knowledge. Students who fail the final exam cannot pass this level. The final exam must be taken on the assigned date and at the assigned time for your section as indicated at the end of this syllabus. Make your travel plans accordingly, as you can only take the final exam as scheduled.
9. **Cultural activities:** Cultural knowledge and understanding constitute a central part of second language acquisition, and students are encouraged to incorporate significant learning experiences beyond the classroom. For this reason, you will attend different cultural activities on campus and/or in the community during the semester. This is a mandatory component of the course, and you will be provided with a list of activities from which to choose. (See the attached addendum with a description of the cultural activities at the end of this syllabus).

Additional assistance for students

If you have any questions or problems regarding the syllabus or the course, you should consult with your instructor. In addition, the department offers a free tutoring service for students who are struggling with the material. The tutors are faculty-recommended native speakers of the language or students enrolled in advanced courses. They receive training in order to provide you with the best help possible, so we encourage you to take advantage of this opportunity. Visit the department website, select a time, and call the tutoring line at 619.260.5907 to set up an appointment. Students should also consider participating in the Spanish Conversation Table; ask your instructor for more details.

Policy on Academic Integrity

As stated in the 2010-2012 Undergraduate Bulletin, the University of San Diego "is predicated on the principles of scholastic honesty. It is an academic community whose members are all expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community." The Department of Languages and Literatures, accordingly, has zero tolerance for academic dishonesty. "Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or, g) any other serious violation of academic integrity as established by the instructor." The penalty for a violation may range from reduction of grade to expulsion from the university. If you have any questions or doubts regarding this policy, you should speak with your instructor.

Class Activities and Assignments - Five-Day Syllabus

[Legend: Supersite Practice (SP); Supersite WebSAM (SW)] <http://www.vhlcentral.com/>

Semana 1: El 27 de enero

viernes, 27 ene.	Introducción al curso. Introducción al Supersite Repaso A lo largo de esta primera semana, los estudiantes deben registrarse y familiarizarse con el Supersite
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Semana 2: Del 30 de enero al 3 de febrero

lunes, 30 ene.	SP: Repaso: Recapitulación Capítulos 1-2
martes, 31 ene.	Recapitulación capítulos 1-3 en contexto

miércoles, 1ro feb.	SP: Repaso: Recapitulación Capítulo 3
jueves, 2 feb.	SP: Repaso: Recapitulación capítulos 4-5
viernes, 3 feb.	Recapitulación capítulos 4-6 en contexto SP: Repaso: Recapitulación Capítulo 6

Semana 3: Del 6 al 10 de febrero

lunes, 6 feb.	Capítulo 7: La rutina diaria pp. 226- 227 y Perú SP: Leer y enviar actividades de La siesta, p. 234 y 235
martes, 7 feb.	La rutina diaria en contexto (Comunicación) SP: Pronunciación, p. 233 Ver Flash Cultura p. 257
miércoles, 8 feb.	Verbos reflexivos pp. 236-237 en contexto (Comunicación) SP: Leer Panorama, Perú, pp. 258 y 259 Leer Estructura (Reflexive verbs)
jueves, 9 feb.	SP: Leer Estructura (Indefinite and negative words)
viernes, 10 feb.	Palabras indefinidas y negativas pp. 240-241 en contexto (Comunicación) y Escuchar p.255 SW: Trabajar en los ejercicios del WB y LM

Semana 4: Del 13 al 17 de febrero

lunes, 13 feb.	SP: Escritura, p. 254; Enviar Borrador e imprimir para llevar a clase
martes, 14 feb.	Prueba 1 Pretérito de “ser” e “ir” p. 244 en contexto (Comunicación) Taller de Escritura (intercambiar borrador en clase) SP: Leer Estructura (Preterite of “ser” and “ir”)
miércoles, 15 feb.	Verbos como “gustar” pp.246-247 en contexto (Comunicación) SP: Leer Estructura (Verbs like “gustar”)
jueves, 16 feb.	SP: Recapitulación, pp. 250 y 251
viernes, 17 feb.	Recapitulación en contexto y En pantalla p. 256 SW: Trabajar en los ejercicios del WB y LM

Semana 5: Del 20 al 24 de febrero

lunes, 20 feb.	Examen # 1 (repaso y capítulo 7) (vocabulario, gramática y comprensión oral) SW: Último día para enviar los ejercicios del WB & LM del Capítulo 7.
martes, 21 feb.	Capítulo 8: La comida pp. 262-264 y Guatemala SP: Leer y enviar actividades de Frutas y verduras de Las Américas, pp. 272-273
miércoles, 22 feb.	Examen # 1 (repaso y capítulo 7) (lectura y composición) La comida en contexto (Comunicación) SP: Ver Flash Cultura p. 295 Pronunciación, p. 271
jueves, 23 feb.	Pretérito de los verbos con cambio en la raíz pp. 274-275 en contexto (Comunicación) Escuchar p. 293 SP: Leer Estructura (Preterite of stem-changing verbs)

viernes, 24 feb. **SP: Leer Panorama, Guatemala, pp. 296-297**

Semana 6: Del 27 de febrero al 2 de marzo

lunes, 27 feb. **Prueba 2**
Pronombres de objeto directo e indirecto pp. 277-278 en contexto (Comunicación)
SP: Leer Estructura (*Double object pronouns*)
SW: Trabajar en los ejercicios del WB y LM

martes, 28 feb. Comparativos y superlativos pp. 281-283, 286 en contexto (Comunicación)
SP: Leer Estructura (*Comparisons*)
SP: Leer Lectura, pp. 290 y 291

miércoles, 29 feb. **Redacción 1 en clase**
SP: Recapitulación, pp. 288 y 289.
SW: Último día para enviar los ejercicios del WB & LM del Capítulo 8.

jueves, 1ro mar. **Capítulo 9: Las fiestas pp. 300-302 y Chile**
SP: Leer y enviar actividades de Semana Santa: Vacaciones y tradición, p. 308-309

viernes, 2 mar. **SP: Pronunciación, p. 307**
Ver Flash Cultura p. 327

Semana 7: Del 5 al 9 de marzo (*Spring break*)

NO HAY CLASES

Semana 8: Del 12 al 16 de marzo

lunes, 12 mar. Pretéritos irregulares pp. 310-311 en contexto (Comunicación) y Escuchar
SP: Leer Estructura (*Irregular preterites*)

martes, 13 mar. Verbos que cambiar significado en el pretérito p.314 en contexto (Comunicación)
SP: Leer Estructura (*Verbs that change meaning in the preterite*)

miércoles, 14 mar. **SP: Leer Panorama, Chile, pp. 328 y 329**

jueves, 15 mar. **Prueba 3**
¿Qué? y ¿Cuál? p.316 en contexto (comunicación)
SP: Leer Estructura (¿Qué? and ¿Cuál?)
SW: Trabajar en los ejercicios del WB y LM

viernes, 16 mar. **Entregar la versión final de Redacción 1**

Semana 9: Del 19 al 23 de marzo

lunes, 19 mar. Pronombres después de preposiciones p. 318 en contexto (Comunicación)

martes, 20 mar. **Escritura, p. 324; Enviar borrador e imprimir para llevar a clase**
SP: Recapitulación, pp. 320 y 321

miércoles, 21 mar. Recapitulación en contexto y En pantalla p.326
Taller de escritura (intercambiar borrador en clase)
SW: Trabajar en los ejercicios del WB y LM.

- jueves, 22 mar. **SW: Trabajar en los ejercicios del WB y LM.**
SW: Último día para enviar los ejercicios del WB y LM del Capítulo 9.
- viernes, 23 mar. **Examen #2** (capítulos 8 y 9) (vocabulario, gramática y comprensión oral)


Semana 10: Del 26 al 30 de marzo

- lunes, 26 mar. **Examen # 2** (capítulos 8 y 9) (lectura y composición)
 En el consultorio en contexto
- martes, 27 mar. **Capítulo 10: En el consultorio pp. 332-333 y Costa Rica**
SP: Leer y enviar actividades de Servicios de salud, pp. 340-341
- miércoles, 28 mar. **Presentación # 1**
SP: Ortografía, p. 339
Ver Flash Cultura p. 363
- jueves, 29 mar. **SP: Leer Estructura (*The imperfect tense*) pp. 342-343**
- viernes, 30 mar. **Prueba 4**
 El imperfecto en contexto (Comunicación) y Escuchar p. 361
SP: Leer Panorama, Costa Rica, pp. 364-365

Semana 11: Del 2 al 6 de abril

- lunes, 2 abr. El pretérito y el imperfecto pp. 346-347 en contexto (Comunicación)
SP: Leer Estructura (*The preterite and the imperfect*)
- martes, 3 abr. **SP: Leer Lectura, pp. 358-359**
Enviar Correspondencias y Seleccionar
- miércoles, 4 abr. Construcciones con “se” pp. 350-351 en contexto (Comunicación)
SP: Leer Estructura (*Construcciones con “se”*)
- jueves, 5 abr. Vacaciones de Pascua – No hay clase.
- viernes, 6 abr. Vacaciones de Pascua – No hay clase.

Semana 12: Del 9 al 13 de abril

- lunes, 9 abr. Vacaciones de Pascua – No hay clase.
- martes, 10 abr. Adverbios en contexto (Comunicación)
SP: Leer Estructura (*Adverbs*)
- miércoles, 11 abr. **Redacción 2 en clase**
 Recapitulación en contexto
SP: Enviar Recapitulación, pp. 356-357
- jueves, 12 abr. **SW: Último día para enviar los ejercicios del WB y LM del capítulo 10.**
- viernes, 13 abr.  **Capítulo 11: La tecnología pp. 368-370 y Argentina**
SP: Leer y enviar actividades de El teléfono celular, pp. 376-377

Semana 13: Del 16 al 20 de abril

- lunes, 16 abr. **SP: Leer Panorama, Argentina, pp. 400-401**
- martes, 17 abr. Mandatos informales pp.378-379 en contexto (Comunicación)
SP: Leer Estructura (*Familiar commands*)
Ver Flash Cultura p. 399
Ortografía, p. 375

miércoles, 18 abr.	Por y para pp. 382-383 en contexto (Comunicación) y Escuchar p. 397 SP: Leer Estructura (Por and para) Leer Lectura, pp. 394-3
jueves, 19 abr.	SP: Leer Estructura (Reciprocal reflexives) Enviar Inténtalo, p. 386; Práctica 1, p. 387 y Completar
viernes, 20 abr.	Prueba 5 Entregar la versión final de Redacción 2 Pronombres recíprocos p. 386 en contexto SW: Trabajar en los ejercicios del WB & LM

Semana 14: Del 23 al 27 de abril

lunes, 23 abr.	SP: Leer Estructura (Stressed possessive adjectives and pronouns) Pronombres y adjetivos posesivos pp. 388-389 en contexto (Comunicación)
martes, 24 abr.	SP: Recapitulación, pp. 392-393
miércoles, 25 abr.	Recapitulación pp. 392-393 en contexto y En pantalla p. 398; repaso examen # 3
jueves, 26 abr.	SW: Último día para enviar los ejercicios del WB y LM del Capítulo 11.
viernes, 27 abr.	Examen # 3 (capítulos 10 y 11) (vocabulario, gramática y comprensión oral)

Semana 15: Del 30 de abril al 4 de mayo

lunes, 30 abr.	Examen # 3 (capítulos 10 y 11) (lectura y composición) Capítulo 12: La vivienda pp. 404-406 y Panamá SP: Leer y enviar actividades de El Patio Central, pp. 412-413
martes, 1ro mayo	SP: Ortografía, p. 411; Enviar Práctica p. 411 y Palabras desordenadas Ver Flash Cultura p. 437 SP: Leer Panorama, Panamá, pp. 438-439
miércoles, 2 mayo	Redacción 3 Pronombres relativos pp. 414-415 en contexto (Comunicación) SP: Leer Estructura (Relative pronouns)
jueves, 3 mayo	SP: Leer Lectura, pp. 432 y 433 Ver Flash Cultura Ortografía, p. 375
viernes, 4 mayo	Prueba 6 Mandatos formales en pp. 418-419 contexto (Comunicación) y Escuchar p. 435 SP: Leer Estructura (Formal commands)

Semana 16: Del 7 al 11 de mayo

lunes, 7 mayo	El presente de subjuntivo pp. 422-424 en contexto (Comunicación) SP: Leer Estructura (The present subjunctive)
martes, 8 mayo	SP: Leer Estructura (Subjunctive with verbs of will and influence)
miércoles, 9 mayo	Subjuntivo con verbos de deseo e influencia p. 426 en contexto (Comunicación) y recapitulación en contexto.
jueves, 10 mayo	SP: Recapitulación, p. 430-431

viernes, 11 mayo

**Entregar la versión final de Redacción 3
Entrevista/situaciones**

Semana 17: El 14 de mayo

lunes, 14 mayo

Repaso para el examen final

Final exam schedule

The final exam must be taken on the scheduled date and at the indicated time. Please do not make any conflicting travel arrangements, as the following time and date specified for each section cannot be changed. No exceptions can be made. You must take your exam with your own section.

Profesor/a	Sección	Examen final	Room	
Bolívar	01	lunes, 05/21	08:00 – 10:00	MH 226
	02	miércoles, 05/23	08:00 – 10:00	MH 226
	04	viernes, 05/18	11:00 – 13:00	MH 226
Oregel	03	lunes, 05/21	11:00 – 13:00	CH 111
Mendoza	05	viernes, 05/18	14:00-16:00	SH 116
	06	lunes, 05/21	14:00-16:00	SH 116
Velázquez	07	miércoles, 05/23	17:00-19:00	SH 314
	08	viernes, 05/18	17:00-19:00	SH 314
Moya	09	lunes, 05/21	17:00-19:00	CH 028

Cultural Activities

The development of cultural knowledge and understanding as well as intercultural competence--understood here as the capacity to interact appropriately and effectively within diverse social settings and cultural contexts--is a fundamental part of effective language learning. Such development necessarily takes place beyond the classroom. Accordingly, this component of the course is designed to encourage students to incorporate significant learning experiences by attending or participating in diverse cultural activities on campus and/or in the community. These activities are in Spanish or are directly related to the Spanish-speaking world.

Requirements and integration of activities into the course

- You must attend two different events/activities during the semester; the total time commitment will be approximately 6-8 hours depending on the activities selected.
- Following each event/activity you will carry out an oral presentation, interview and/or role play performance in class based on the content of the cultural activity. You should turn in your ticket, receipt, pictures, or any other proof of attendance. Your instructor may also assign a short reflection/composition based on the experience. Specific details for your class will be provided by your instructor.

Which events and activities are acceptable?

- The event/activity must potentially provide a significant learning experience and fulfill at least one of the following criteria: it is in Spanish; the topic is related to the Spanish-speaking world; and/or it directly represents a Hispanic cultural phenomenon. Different activities may include conference events, lectures, theatrical performances, films (viewed at a cinema), cultural celebrations and festivals, among others.
- A calendar of pre-approved events and activities will be published at the beginning of every month. The "Calendar of Cultural Activities" will be published on the internet through the homepage of the Department of Languages and Literatures: www.sandiego.edu/cas/languages/spanish/resources/activities_and_events/.
- You may also seek out other relevant events on your own and ask your professor for his or her prior approval of them as cultural activities.

- You must do two different types of activities; for example, you may not go to the cinema twice. A primary aim of this component is to broaden your cultural experiences.
- The due dates for the cultural activities appear on the preceding calendar of class activities and assignments.

