



SPA 212
Course Syllabus
SEMESTER
School of Liberal Arts

Introduction Information

<i>What is it?</i>	<i>Here is the Answer!</i>
Course Name:	Intermediate Spanish II
Course & Section Number:	SPA 212-XXX
Meeting Day(s) & Time(s):	
Credits:	4
Contact Hours:	4
Instructor's Name:*	
Student Hours (Office Hours) & Location:	
OCC Phone:	
OCC Email:**	
Additional Contact Information:	

*Please call me NAME. If you have a preferred name, please let me know so that I can use it. My pronouns are she and her. Feel free to let me know yours so that I can use them.

**To contact me by email, please use only your OCC email account.

Health & Safety Information:

Please note that while unlikely, there is a possibility courses might need to change the delivery method due to public health concerns. If this happens, the college will communicate any changes via email and/or other communication methods.

If you are not able to come to class because you are ill, please let me know as soon as possible. When possible, class materials will be available through Blackboard, Teams or Zoom. I will do my best to make special arrangements for you to make up the work you missed, if practicable.

Currently, masks are permitted to be worn on campus and in the classroom, but not required; however, this requirement may change depending on circumstances. If changes to the course delivery method are made, you will be informed via email and/or other communication methods as appropriate.

Classroom Admittance:

OCC classes (e.g., traditional, land-based, laboratory, hybrid, asynchronous online, synchronous online) shall only be attended by the officially registered OCC students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) for specifics.

Classroom Attendance for Traditional, Synchronous Web Delivery, Asynchronous Web Delivery, Hybrid, or Hyflex:

Traditional: students must attend this class in person only. Instructors will not allow a different form of instructional delivery. Traditional classes can be either lecture, lab, or seminars.

Synchronous Online: for all Synchronous Online Web Delivery Classes, the student must attend this class during the days and times set in the schedule. Example: for a 9:00, M, W SWD class, the student must be online at 9:00 every Monday and Wednesday for this class.

- **Web cameras:** In a synchronous course, we have a unique opportunity to interact with each other in real time that is not available in a traditional online course. I will have my camera on and invite you to do the same to build a positive class experience for everyone. You may choose to turn your camera on to introduce yourself, ask questions, and/or respond to questions. Your instructor may request you to use your camera and/or show your ID in certain situations, such as at the beginning of a class, when responding to questions or participating in a discussion, during exams, or for an oral presentation. If applicable, your instructor may assist students in blurring their backgrounds. Our online classroom is a safe environment, and we encourage you to fully participate.

Asynchronous Online: for all asynchronous online classes, also known as **traditional online** classes, the student attends at any time and day for instruction.

Hybrid: A hybrid class is a mix of traditional and either asynchronous or synchronous web delivery. How often a course meets tradition and/or synchronous can vary with course. This information will be listed on the course schedule and/or the syllabus for the course.

HyFlex: the student has the option of meeting synchronously online or as part of the in-person group in the classroom at the same meeting time; the instructor will be 100% in person.

For any changes, students must talk with their instructor first and then their advisor.

Technology, Lab Requirements, & Files:

REQUIRED: Reliable Internet Access, working microphone and working web cam.

General Information:

Student Code of Conduct:

All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct:

All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations:

A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a **written email** notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. **Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy***. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu

*The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection:

Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of general education or program assessment. Please save all your class materials until the end of the semester.

Use of AI is NOT Permitted in this Course

What Will I Learn in This Course?

Catalog Description:

Intermediate language course with a balanced emphasis on listening, speaking, reading, and writing. Review of the fundamental structures and progress into more complex grammatical structures and communicative skills. Exploration of diverse aspects of the Spanish-speaking world. Laboratory work may be required. (Arts and Humanities elective)

Prerequisite: SPA 211

Course Materials:

REQUIRED:

Blanco, José A. *Vistas 6e* Student Edition. Vista Higher Learning, 2019.

Available in these formats:

Vistas 6e Supersite Plus with WebSAM Codes (includeeBook/vText)

5 months 978-1-54333-762-4

12 months 978-1-54330-641-5

24 months 978-1-54333-235-3

Returning Students: If you took Spanish 211 at Owens last semester, you may still have access to the book and will not need to buy anything else.

Expired Access or New Students: The book is available at the Owens Bookstore or at the Publisher (less expensive, better technical support).

To access the Owens-specific purchase options available on the publisher website, click here:

<https://vistahigherlearning.com/school/owenscc>

You can access the Owens Community College e-Campus Bookstore by accessing the online link, called “Find Books” on the course schedule for each course section. See the example below.

60483	ACC239-226	Quickbooks					3	\$95	25	6
Full Term		August 28 - December 14, 2023		Web Based Course		[Course Info] [Find Books] [Webcourse Info]				
	-	Aug. 28 - Dec. 14, 2023		J. Rosenthal		Class			Online (traditional)	
Class requires computer and Internet access										
Course Attributes: General Elective										
Last day to add: Sep. 01, 2023 -- Last day to drop: Dec. 14, 2023										
Refund deadlines: Sep. 01, 2023 (full refund) -- Sep. 08, 2023 (60%) -- Sep. 15, 2023 (50%)										
Lab Fee Breakdown: Course Materials \$35, E-Learning \$60										

OPTIONAL:

Spinelli, Emily. *English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish*. 7th ed., Olivia and Hill Press, 2012

General Education Competencies:

Upon completion of a degree students will...

- **Communicate:** Students will communicate effectively.
- **Analyze, Synthesize, and Evaluate Information (Research):** Students will apply research skills and tools, as well as analyze, synthesize, and evaluate information.
- **Think Critically:** Students will think critically.
- **(be) Exposed to Different Perspectives:** Students will be exposed to views different than their own.

Course Objectives:

This course will provide students the opportunity to:

1. move into a more natural and complex linguistic medium.
2. perfect their skills to bring about a closer correspondence with native expertise.
3. create a more native-like acculturation.

Additionally, students will:

1. with increased confidence, recognize and produce, in writing and speaking, most tenses, moods and grammatical features.
2. use more complex structures and a variety of idiomatic expressions appropriately.
3. express themselves creatively in spoken Spanish.
 - 3.1 use the target language to describe and discuss familiar and unfamiliar topics within the context of coursework.
 - 3.2 use compound and complex sentences and express themselves in multiple tenses with increased skill.
4. write short papers, demonstrating various writing styles.
 - 4.1 describe and narrate in the past, present and future
 - 4.2 correctly use basic punctuation and diacritical marks.
5. comprehend a variety of oral materials in known and unfamiliar contexts and familiar topics.
6. pick out main ideas and related arguments in written materials on specific topics in culture and literature.
7. demonstrate a sense of the history and scope of the Spanish-speaking cultures and will use original materials to contrast those cultures with U.S. cultures in several fundamental areas.

Student Learning Outcomes:

Interpersonal Communication: Students initiate and sustain meaningful spoken or written face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

*Students can create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.

- a. Functional ability includes:
 - asking and answering a wide variety of questions;
 - expressing why someone should do or say something;
 - stating differences of opinion;
 - giving short explanations or justifications; and
 - commenting on or stating what people, places, and things are like with many details.
- b. Students can communicate about more than the “here and now,” making simple predictions and hypotheses.
- c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.

- d. Students continue to develop self-monitoring skills.

Students are also working towards participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations, sometimes even when there is a simple complication.

Interpretive Listening/Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of media.

*Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics with or without visual support in a variety of oral texts and media.

- a. Students can often use context to figure out overall meaning.
- b. Students use their increasing knowledge of the target culture to interpret oral texts and media.

Students are also working towards demonstrating understanding of the main idea and most details on a wide selection of familiar topics in a variety of oral texts and media, even when something unexpected occurs.

Interpretive Reading: Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources.

*Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts.

- a. Students can more easily follow what they read about events and experiences and can sometimes speculate on outcomes.
- b. Students can often use context to guess the meaning of unfamiliar words and idiomatic expressions.
- c. Students use their increasing knowledge of the target culture(s) to interpret written texts.

Students are also working towards demonstrating understanding of the main idea, as well as most details and idiomatic expressions, on a wide selection of topics in a variety of texts. They are also working towards demonstrating understanding of stories and descriptions of some length in various timeframes, even when something unexpected occurs.

Presentational Speaking: Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.

*Students can create with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.

- a. Functional ability includes:
 - giving simple explanations, advice, recommendations and opinions;
 - giving reasons why one should do or say something;
 - making simple predictions and hypotheses; and
 - giving short explanations or stating what people, places, and things are like with many details.
- b. Students use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.

Students are also working towards creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.

Presentational Writing: Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

*Students can create with language in various timeframes to write about a greater variety of familiar topics in logically connected sentences using some culturally appropriate vocabulary and expressions.

- a. Functional ability includes:

- writing short narratives, summaries, or apologies;
 - requesting basic information or simple clarifications;
 - stating satisfaction or dissatisfaction with someone or something;
 - presenting short comparisons and contrasts; and
 - giving short explanations or stating what people, places, and things are like with many details.
- b. Students may be able to write about more than the “here and now,” making simple predictions and hypotheses.
 - c. Their writing reflects some knowledge of cultural differences related to written communication.

Students are also working towards the ability of writing short, culturally appropriate paragraphs in various timeframes that include a topic sentence, logically sequenced sentences, and a few supportive details.

What Will Our Classroom Environment Be Like?

Respectful Class Communication:

Although this is an online course, we are a learning community, and I will strive to honor your experiences, perspectives and unique identity. Together, we will aim to create and maintain working and learning environments that are inclusive, equitable, and welcoming.

You can expect to work on the following assignments:

Exercises, Quizzes, Oral Tests, and Exams

Exercises: You will find **all assigned activities and exams on The Supersite**. Some of the exercises are graded; others are credit/no credit. **Some of the activities will require a partner who connects with you online.** To develop confidence in speaking and begin to develop fluency, **you will be interacting with either a virtual partner or a classmate on the Supersite.**

Exams: At the end of each of the five lessons, there will be a separate lesson test (“Prueba.”) The lesson tests are written, all online, and timed. You will have one attempt. (You will not have to come to campus to take a test. Upon request, and if Covid-related restrictions permit, you may take a test in person in the language lab at prearranged date.)

Oral Tests: In each lesson there will be one or more activities labeled as “oral test.” Some oral tests will be interactive (interacting with a virtual partner or interacting with a classmate online; others will be presentational (consisting of a very short presentation that you record.)

How Will Your Grade Be Determined and What Are the Major Assignments for the Semester?

Grading Procedure:

<u>EVALUATION MEASURE</u>	<u>OUTCOMES ASSESSED</u>	<u>VALUE</u>
<u>Tests:</u> <i>Lesson 15 Test</i> <i>Lesson 16 Test</i> <i>Lesson 17 Test</i> <i>Lesson 18 Test</i>	<i>Interpretive listening/viewing 35%</i> <i>Interpretive reading 30%</i> <i>Presentational writing 35%</i>	<u>Total 36%</u> 9% 9% 9% 9%
<u>Oral Tests</u> <i>Lesson 16 oral test</i> <i>Lesson 18 oral test</i>	<i>Interpersonal communication 50%</i> <i>Presentational speaking 50%</i>	<u>Total 10%</u> 5% 5%
<u>Participation (Regular submission of tutorials, exercises and mini-review quizzes.</u> <i>Assigned Tutorials Lessons 15</i> <i>Assigned Tutorials Lessons 16</i> <i>Assigned Tutorials Lessons 17</i> <i>Assigned Tutorials Lessons 18</i> <i>Assigned Exercises Lesson 15</i> <i>Assigned Exercises Lesson 16</i> <i>Assigned Exercises Lesson 17</i> <i>Assigned Exercises Lesson 18</i> <i>Mini Review-Quizzes (vary by chapter)</i>	<i>Interpretive reading 20%</i> <i>Interpretive listening/viewing 20%</i> <i>Interpersonal communication 30%</i> <i>Presentational speaking 20%</i> <i>Presentational writing 10%</i>	<u>Total 52%</u> 1% 1% 1% 1% 12% 12% 12% 12% 2%
		<u>TOTAL =100%</u>

90-100% =A

80-89.9%=B

70-79.9%=C

60-69.9%=D

0-59.9%=F

What Are Instructor & Student Responsibilities?

Instructor Responsibilities:

I will do my best to respect your individual needs pertaining to this class. I invite you to contact me whenever you have questions, problems, or suggestions. I respond most quickly to text messages or phone calls—if you let me know who you are and in which course and sections you are in. I check my email daily and will respond within a few hours, if not sooner.

All assignments will be posted by the beginning of the semester, and I will grade them in a timely manner. Assignments submitted by their due dates will be graded within 7 days (usually sooner.); assignments submitted late may not be graded until two or three weeks after submission. If the needs of the class warrant any changes to assignments or the assignment calendar, I will post an announcement/and or send a class email.

I will be happy to meet with you in person during my office hours. If you are unable to meet during office hours, I will do my best to schedule a zoom meeting at a mutually agreeable time.

Student Responsibilities:

Participation:

As is true for any skill that you are trying to master, learning a language requires, more than anything, **practice**. If you play a sport or a musical instrument, you already know this: You are more likely to get better and succeed if you practice regularly!

- Typically, you will have two due dates per week (every Wednesday and every Saturday), by which that week's assignments are due. This is not only to give you some flexibility to choose when you submit assignments, but also to encourage regular work. Based on what students tell me and what I know from experience, realistically, you should expect to work on Spanish exercises **8 - 12 hours a week**. One other tip: To do your best work, choose a place and time free of other distractions!

Contacting your instructor:

Please know that I always welcome your feedback and questions. Feel free to text, call, or email me at any time. To ensure that I can get back with you as quickly as possible—and that I don't block your number—please remember to **tell me who you are and in which course and section you are enrolled**. For example: "Hi, this is [your first and last name] in SPA 212-226." (With six courses of Spanish, having to look up your name will delay my response).

Texts or emails sent after 6:00 pm may not be answered until the next day, so please plan accordingly.

Due dates/late work:

All work submitted by midnight of a due date will earn full credit. Do yourself a favor and do not wait until a due date to try to get all assignments completed in one day. (Again, you will learn and retain the material better when you practice more often.) **Late work** will earn a 2-percent deduction of the earned score **per day**. For example, if an exercise is five days overdue, it will earn 90% of the achieved score. **It is your responsibility to manage your time and schedule so that you will be able to complete the assigned exercises by their due dates.** Technical problems, such as electricity outages, server problems, computer crashes, etc. certainly can occur, but they are not always legitimate excuses for not submitting work on time. Do not wait until “the last minute” to complete your assignments! In **documented** emergencies, such as sudden illness or hospitalization, I may decide to accept late work for full earned credit **up to two weeks** past the due date.

A general rule for assessments: Please use only the vocabulary and grammatical structures covered in our textbook. It is certainly possible that your prior knowledge of Spanish exceeds what has been covered in our course, but you are still restricted to using only the vocabulary and grammar we have covered. **While you may consult a dictionary, such as wordreference.com, it is unethical (plagiarism) to resort to text translators to translate entire sentences or passages from your language to another.**

Interactive assignments: The interactive assignments are supposed to be spontaneous. It is very important that you not rely on scripted material—that is, DO NOT READ a prepared “dialog.” Your interaction is not expected to be “perfect.” You can rely on the phrases and constructions you have practiced and try to keep the interaction going, even if you have to ask for a word or ask your partner to repeat. I know it’s a challenge, but one that is well worth the effort!

How Does the College Support Us?

Students please use this [link](#) for a listing of support resources such as **Campus Resources, Campus Life, Getting Around Campus, and Security.**

Department Events for Students and Faculty

The Big Read and Activities— for complete information, use this link: [The Big Read](#)

The Silo, a Creative Journal for students and alumni – use this link: [The Silo](#)

The Oregon Road Film Series – participate in this fun event – use this link: [Oregon Road Film Series](#)

Tentative Class Assignments

All assignments and due dates are listed on the Supersite. Each week's due dates are **DATES**. (Note: should there be any changes to this plan, they will be reflected on the Supersite Assignment Calendar. Always follow the Supersite should you note any discrepancies.)

<i>DAY/ DATE</i>	<i>TOPICS</i>	<i>ASSIGNMENTS & DUE DATES</i> By DATES each week
WEEK 1 (starting DATE)	Lección 15: Learn vocabulary related to health and well-being. Pronunciation Focus /b/ and /v/. Learn to form and use the present perfect tense.	W: Complete assigned tutorials and activities in Contextos and Pronunciación. S: Post a brief self-introduction on the Blackboard Discussion Board. Also post days/times you might be available for partner activities and begin to search for possible partners. Complete assigned tutorials and activities in Estructura 15.1
WEEK 2 (starting DATE)	Lección 15: Continue practicing the present perfect tense. Learn to form and use the past perfect tense	W: Complete assigned tutorials and activities on the Supersite Estructura 15.1) S: Complete assigned tutorials and activities on the Supersite (Estructura 15.2)
WEEK 3 (starting DATE)	Lección 15: Continue practice with the past perfect tense.	W: Complete assigned activities on the Supersite (Estructura 15.2 and any other sections.) S: Complete assigned activities in Estructura 15.3
WEEK 4 (starting DATE)	Lección 15: Read an authentic article about “el celular,” watch the Flash-cultura video about “Maravillas de la tecnología,” and “En Pantalla.” Complete the test (Prueba E) over lesson 11.	W: Complete assigned activities in the Lectura, En pantalla, and Flash cultura. S: Complete Prueba E in Lesson 15.

WEEK 5 (starting DATE)	Lección 16: Learn to vocabulary related to talking about future plans, work, professions, job interviews, and commerce. Learn to form and use the future tense.	W: Complete assigned tutorials and activities on the Supersite (Contextos, Fotonovela). S: Complete assigned tutorials and activities on the Supersite (Estructura 16.1)
WEEK 6 (starting DATE)	Lección 16: Learn to form and use the future perfect tense. Learn how the past subjunctive is formed and how it is used.	W: Complete assigned tutorials and activities on the Supersite (Estructura 16.2) S: Complete assigned tutorials and activities on the Supersite (Estructura 16.3)
WEEK 7 (starting DATE)	Lección 16: Continue practicing using the past subjunctive. Lección 16: Complete review activities and the lesson test.	W: Complete any assigned tutorials and activities on the Supersite (Estructura 16.3). S: Complete assigned activities in En Pantalla, Flash Cultura, and Repaso. Complete Prueba E in Lección 16.
WEEK 8 (starting DATE)	Lección 17: Learn vocabulary related to the art world, art museums, and types of art. Lección 17: Learn to form and use the conditional.	W: Complete assigned tutorials and activities on the Supersite (Contextos, Pronunciación, and Fotonovela). S: Complete assigned tutorials and exercises in Estructura 17.1
WEEK 9 (starting DATE)	TBD	
WEEK 10 (starting DATE)	Lección 17: Learn to form and use the perfect conditional. Learn to use the past perfect subjunctive	W: Complete assigned tutorials and activities on the Supersite (Estructura 17.2) S: Complete assigned tutorials and activities on the Supersite (Estructura 17.3).
WEEK 11 (starting DATE)	Lesson 17: Continue practicing past perfect subjunctive.	W: Complete assigned tutorials and activities on the Supersite (Estructura 17.3).

	Review activities.	S: Complete assigned activities in Recapitulación, Flash Cultura, Repaso.
WEEK 12 (starting DATE)	Complete test over Lesson 17. Lección 18: Learn to vocabulary to discuss news, current events and issues, and the media.	W: Submit Prueba E in L 17. S: Complete assigned tutorials and activities on the Supersite (Vocabulario, Contextos, Orografía, and Pronunciación)
WEEK 13 (starting DATE)	Lesson 18: Continue learning to use new words and terminology in sentences and short texts. Learn to construct “if-clauses” (Sí...,....) to hypothesize about a current situation or event, as well as a contrary-to-fact situation in the past.	W: Complete assigned tutorials and activities on the Supersite (Estructura 18.1) S: Complete assigned tutorials and activities on the Supersite (Estructura 18.1)
WEEK 14 (starting DATE)	Lección 18: Continue practice with if-clauses Review a summary of the forms of the subjunctive, and practice their uses.	W: Complete assigned tutorials and activities on the Supersite (Estructura 18.1) S: Complete assigned tutorials and activities on the Supersite in 18.2.
WEEK 15 (starting DATE)	Lección 18: Continue practicing using the subjunctive and indicative.	W: Complete assigned activities on the Supersite (Estructura 18.2) S: Finish assignments in 18.2
WEEK 16 (starting DATE)	Lección 18: Review Activities Lesson Test due by Saturday, May 4. Please note: the course will close at midnight on DATE. You will not be able to access or submit work after that.	Complete assigned review in Flash Cultura, Fotonovela, and Repaso. Please submit all work by DATE so that it can earn credit!

THERE WILL BE NO FINAL EXAM!