

SPN4410 (SL) – Advanced Spanish Conversation
 Spring 2021
 Department of Modern Languages and
 Literatures



Monday and Wednesday, 11:30-12:20
Vía Zoom (link on Canvas for our meetings)

Instructor:	Dr. Francisco José Fernández Rubiera
Office location:	Remote due to COVID-19
Telephone:	None
Email:	rubiera@ucf.edu
Office hours:	Monday and Wednesday, 9-11:30 <u>only by appointment</u>

Course prerequisites: SPN3300, SPN3420, and SPN3760, or Consent of Instructor (C.I.). If prerequisites are not met, your instructor must approve your enrollment in this course! Make sure you discuss this issue with your instructor!

Textbook: Davis, M. (2020). *Vámonos al cine: Short movies for Spanish conversation*. Cognella.

Objectives: This course has the following student learning outcomes:

1. Develop the students' communicative skills in Spanish to carry out an efficient advanced oral communication by means of dialogues, conversations, interviews, oral presentations and group debates related to current controversial topics.
2. Improve the students' communication skills by expanding their vocabulary and practicing different aspects of advanced Spanish grammar.
3. Increase the students' awareness of Hispanic culture through written texts, short movies, and their immersion in a remote service-learning project that connects the students directly with the local Hispanic community.
4. Use Spanish as the only language for communication both in-class and during the remote service-learning project, facilitating natural contexts for language use and maximizing the students' exposure to the Spanish language.
5. Reflect on the students' roles as individuals and part of the community by means of guided written reflections related to their remote service-learning project.
6. Demonstrate their advanced Spanish oral skills through the recording of a video where each student must argue for/against a specific topic discussed in class.
7. Employ technological tools (e.g., PowerPoint, Prezi, Zoom) to create presentations through Zoom.
8. Embed the course objectives in a remote but synchronous environment, where students will be required to attend weekly Zoom sessions and do the weekly assignments, activities and discussions planned.

<u>Evaluation criteria:</u>	1. Service-learning project	20%
	a. Biweekly reflections	7%
	b. End of semester diary	7%
	c. Final oral presentation of their project	6%
	2. In-class participation	15%
	3. News presentation	15%
	4. Debates	20%
	5. Video recording	15%

6. Final oral exam	15%
7. Extra credit	3%
a. Video presentation	1%
b. E-mail acknowledgement	2%
	TOTAL: 103%

Comments regarding the evaluation criteria for this course:

1. Service-learning project (20%): This course is catalogued by UCF as a [designated SL](#) (Service-Learning) course. Service-learning involves the students' participation in a community project with the objective of applying what is discussed in the course while using the students' skills (in this case, your Spanish language skills) for the benefit of the local community. Each student will provide a 15-hour service to one of the agencies of his/her choice. The student may either choose his/her own agency on his/her own (**instructor approval must be granted**), or s/he may collaborate with UCF's [Center for Community Schools](#), through its coordinator, Mr. [Robert Palmer \(Robert.Palmer@ucf.edu\)](#); you may see his YouTube presentation [here](#), to find a suitable remote service-learning agency/project. The student must be aware, when choosing an agency or a project to collaborate with, that the main objective for the purposes of this course is to integrate his/her Spanish language communication skills in the context where the service will be carried out.

For this reason, the student's proposal for the chosen service-learning project must be returned to the instructor for its approval on or before January 27th (third week of classes). Submission of the student's proposal a week later (February 1st onwards) will result in a 20% deduction of the project grade. No service-learning project will be approved if submitted during or after the fifth week of classes. The remote service-learning project must be carried out during the whole term, as students are required to submit reflections based on their experience biweekly. The 20% of the final grade for this component is divided into the following categories and criteria:

a. Reflections (7%): Four structured individual written assignments in Spanish will be required throughout the term reflecting on the connection between the topics discussed in class and what was learned and observed during the student's service to the community. Prompts will be provided for the student to create the narrative that will need to be submitted.

The online submission deadlines are the following: February 22nd, March 8th, March 22nd, and April 5th. **Each reflection must include different *realia*, such as screenshots of the student carrying out the service, videos, scanned documentation, badges provided by the agency, etc.** The assessment for this activity will consider (1) *realia* and number of words (between 200 and 250 words for each entry), (2) evidence of critical-thinking and (3) evidence of civic-engagement. Elements (2) and (3) are included in order to avoid the inclusion of generic and vague comments and descriptions in the students' reflections. The evaluation rubric can be found in WebCourses

Important notes:

1. If the *realia* element is not included in each reflection, **30% will be deducted** from the grade.
2. If the total wordcount is not included, **a zero will be granted** for that reflection.

b. Diary (7%): Each student will submit a diary in which s/he will include specific details of each of his/her remote visits to the agency. At the end of the assignment, the student reflect about his/her experience globally, and what s/he has learnt through his/her service. Those diaries will have to be submitted to the assignment created in WebCourses for that purpose on or before April 21st. No late submissions will be accepted unless a valid excuse approved by the instructor is provided in a timely manner. The diary will be evaluated in terms of language use (i.e., grammar, vocabulary, spelling, etc.), as well as content. The evaluation rubric can be found in WebCourses.

c. Oral presentation (6%): The last three days of this course (April 19th, 21st and 26th) will be devoted to the students' oral presentations about their service-learning remote project. Each student will have between 5 and 7 minutes to (1) explain his/her project, (2) describe his/her experience, (3) reflect on his/her involvement in the community, and (4) discuss how this experience has (or has not) helped him/her at both personal and academic levels. Each presentation must include visual elements (e.g., pictures, videos, etc.) that can illustrate how his/her experience was. The evaluation rubric can be found in WebCourses.

Disclaimer: Students' opinions will not be made public, and they will only be used with the sole purpose of ensuring the adequacy of the service provided for future students enrolled in this course.

2. Zoom participation and attendance (15%):

Participation: All students are required to come prepared to our Zoom meetings and to participate **actively** during the discussions and activities. Just attending the Zoom meeting does not entail a good participation grade. Participation will be assessed by the instructor biweekly (starting on week #2), and it will take into consideration the student's performance in the Zoom sessions, as well as his/her video reaction activities in WebCourses.

Attendance: Zoom attendance is mandatory and required for you to obtain a participation grade (i.e., if you are absent one day, your participation grade will be affected). **Only three absences are permitted**, after which a 3% of the final grade will be deducted for the fourth absence. Students with 5 or more absences will have automatically an "F" in the course as their final grade. Connecting to our Zoom meetings late or leaving them early is also considered an absence. If a student has any problem (at school, of personal nature, etc.), it is his/her responsibility to make the instructor aware as soon as possible in order to find a potential solution.

3. News presentation (15%): Each student will carry out a **5 to 7-minute** oral presentation of a current event (max. four weeks prior to his/her presentation) during our scheduled Zoom sessions (sign-up will be done through Discussions in WebCourses).

The piece of news selected for this presentation must be related to a cultural/political event taking place in a Spanish-speaking country and must be taken from a newspaper written in Spanish. The selected piece of news must be sent to the instructor a week before his/her presentation for approval.

Each presentation must be prepared using technology (e.g., PowerPoint, Prezi, etc.) and it must include (1) background information to understand the context of the event chosen, (2) a summary of the piece of news, (3) a list of four-five new/difficult words from the chosen piece of news (no translations, only the context in which it was found and a definition), and (4) two-three questions to engage the classmates on a discussion after the presentation. The evaluation rubric to assess this component can be found on WebCourses.

Important notes:

1. Failure to send the selected piece of news to the instructor at least a week before the students' presentation will grant him/her a zero for this component.
2. Since we are assessing the student's advanced oral proficiency in Spanish and not his/her reading competence, if a student reads during the presentation, a zero will be granted for this component.

4. Debates (20%): There will be five debates during the course, on February 3rd, February 17th, March 15th, March 24th and April 7th. The **randomly** chosen students will be divided into two groups which will

argue in favor or against (depending on the group assigned to the student) a topic proposed on that very same day.

Each student will have an individual grade and will contribute to a group grade together with the other members of his/her team. The rest of students in the classroom will be part of the jury and will provide a final verdict declaring which group has won the debate. The final grade for this activity will be based on the average of the grades of the two debates in which each student will participate. The rubric used to assess the debate can be found on WebCourses.

5. Video recording (15%): Each student will be responsible of recording a five-minute (max.) video arguing in favor or against one of the topics discussed in class, uploading it to a web platform (e.g., YouTube or Vimeo).

For the video to be assessed, the quality of sound and image must be adequate. Each student will provide the electronic address where the video can be watched through the Assignment in Canvas on or before April 19th. No late submissions will be accepted. Please, make sure that the link can be accessed by your instructor (granting access to Rubiera@ucf.edu). Further instructions on how to make the video *private/unlisted* on YouTube can be found in the assignment in WebCourses. The rubric used to assess the video can also be found on WebCourses.

Important notes:

1. Since we are assessing the student's advanced oral proficiency in Spanish and not his/her reading competence, if a student reads during the video, a zero will be granted for this component.
2. If the audio or the image is unclear, or the link cannot be accessed by the instructor, the student will receive a zero for this component.

6. Final oral exam (15%): Each student will be allotted 10 minutes for his/her final oral exam. The objective for this exam is to demonstrate (1) knowledge and vision about the topics discussed during the course, and (2) the student's oral proficiency in Spanish.

The final exam will take place via Zoom on Wednesday, April 28th, from 9 am to 5 pm. The topic for each student will be chosen randomly on the day of the final exam in order to ensure that natural and spontaneous oral proficiency in Spanish is being assessed. The rubric for this component can be found on WebCourses.

7. Extra credit: Preséntate (financial aid assignment) (1%): In a short video uploaded to Discussions, introduce yourself to the class and indicate what your objectives are in this course in Spanish. Deadline for submission: Friday, January 15th by 11:59pm.

8. Extra credit: Email acknowledgment (2%): The contents of this syllabus will only be discussed during the first week of classes. Thereafter, the instructor will not discuss any aspect related to the contents found herein. Each student is required to send either an email (rubiera@ucf.edu) or a message through Canvas, deadline Monday, January 18th by 11:59 pm stating that s/he has read, understood and abides by the contents included in this syllabus. Doing so will grant the student a 2% of extra credit. No credit will be given if the email is sent at a later date than January 18th.

Grade scale:	
100% - 93%: A	76.9% - 73%: C
92.9% - 90%: A-	72.9% - 70%: C-
89.9% - 87%: B+	69.9% - 67%: D+
86.9% - 83%: B	66.9% - 63%: D

82.9% - 80%: B-
79.9% - 77%: C+

62.9% - 60%: D-
59.9% - 0%: F

Important information and policy statements:

Academic Integrity:

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [UCF's Academic Integrity](#).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [here](#).

Accessibility Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the

beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Accessibility Services](#), before requesting accommodations from the professor.

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2372; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

The instructional media and materials for this class are accessible to students with disabilities. Students who are having difficulty accessing them should contact the faculty member.

Campus Safety Statement:

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version [here](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see [here](#) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video: [You CAN Survive an Active Shooter](#).

Copyright:

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these

items. The use of these materials is strictly reserved for this classroom environment and your use only.

COVID-19:

To protect members of our community, everyone is required to wear a facial covering (UCF's policy [here](#)) inside all common spaces including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located [here](#).

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students registered with Student Accessibility Services should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Deployed Active Duty Military Students:

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Diversity and Inclusion Statement:

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities,

socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Inclusivity Statement

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community, I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course

Financial Aid Statement:

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete **Assignment #1 (Presentate)** in WebCourses by the end of the first week of classes or as soon as possible after adding the course, but no later than **Friday, January 15th, by 11:59 pm**. **Failure to do so may result in a delay in the disbursement of your financial aid.**

Flexibility and Accountability:

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, this does not mean that I will not hold you accountable, especially in terms of class attendance, participation, and contributions. Therefore, I ask that you inform me in writing (email or Canvas) of any class absences, missed or late assignments, or days where you will be attending the class but won't be able to make meaningful contributions (by having your cameras and microphones on and participating in our class activities).

Make-up Exams and Assignments:

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy [here](#).

Religious Observances:

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy [here](#).

Title IX:

Title IX's implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance, so Title IX applies to UCF's programs – and, by extension, provides protections to UCF students. More information [here](#).

WebCourses (a.k.a. Canvas):

WebCourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates and your instructor. Under the "Discussions" section, you will have a designated forum section. My recommendation is to check WebCourses every day for updates from your teammates or myself.

Withdrawal from course:

According to [UCF's academic calendar](#), the withdrawal deadline for Spring 2021 is Friday, **March 26th, 2021 @ 11:59 pm.**

Zoom:

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](#). You may choose to use Zoom on your mobile device (phone or tablet).

Things to know about Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the [Office of Student Conduct](#).
- You can contact Webcourses@UCF Support [here](#) if you have any technical issues accessing Zoom.

Calendario de trabajo tentativo

<u>Fechas</u>	<u>Tema(s)</u>	<u>Páginas</u>	<u>Cortos</u>
11 enero	Introducción al curso, presentaciones y objetivos		
13 enero	Tema #1: La influencia de las nuevas tecnologías <ul style="list-style-type: none"> - La ¿comunicación? en la pareja - La modernidad y la amistad 	3-8 14-18	<ul style="list-style-type: none"> - <i>Yo tb tq</i> - <i>¿Quieres ser mi amiga?</i>
TAREAS DE LA SEMANA	** Preséntate (vídeo). Fecha entrega: 15 de enero **		
18 enero	MLK – Feriado (sin clase)		
20 enero	Tema #1: La influencia de las nuevas tecnologías <ul style="list-style-type: none"> - La era de la (des)conexión - La tecnología y la familia 	19-22 23-27	<ul style="list-style-type: none"> - <i>Connecting People</i> - <i>Desconocidos</i>
TAREAS DE LA SEMANA	**Correo electrónico (Fecha entrega: 18 de enero)** Video reacción #1. Fecha entrega: 23 de enero		
25 enero	Tema #2: Las relaciones de pareja <ul style="list-style-type: none"> - El enamoramiento y sus repercusiones - El destino y las segundas oportunidades 	37-40 41-44	<ul style="list-style-type: none"> - <i>Aunque tú no lo sepas</i> - <i>Ana y Manuel</i>
27 enero	Tema #2: Las relaciones de pareja <ul style="list-style-type: none"> - El amor y los efectos en el estado de ánimo - El desamor y las consecuencias <p style="text-align: center;">**Presentación de noticias #1**</p>	45-49 50-54	<ul style="list-style-type: none"> - <i>Signs (Señales)</i> - <i>10 minutos</i>
TAREAS DE LA SEMANA	***Hoja de servicio (Fecha entrega: 27 de enero)*** Video reacción #2. Fecha de entrega: 30 de enero		
1 febrero	Tema #3: Cultura y sociedad hispana <ul style="list-style-type: none"> - Las bifurcaciones de la vida <p style="text-align: center;">Debate de práctica</p>	57-61	<ul style="list-style-type: none"> - <i>Nada que perder</i>
3 febrero	***Debate #1***		

TAREAS DE LA SEMANA	Video reacción #3. Fecha de entrega: 6 de febrero		
8 febrero	Tema #3: Cultura y sociedad hispana - Picaresca, engaños y estafa **Presentación de noticias #2**	72-75	- <i>El examinador</i> - <i>La entrevista</i>
10 febrero	Tema #3: Cultura y sociedad hispana - Las solicitudes de trabajo y la era moderna Tema #4: Cultura y sociedad hispana - La familia latina y sus costumbres	76-79 82-85	- <i>La entrevista</i> - <i>Ella o yo</i>
TAREAS DE LA SEMANA	Video reacción #4. Fecha de entrega: 13 de febrero		
15 febrero	Tema #4: Cultura y sociedad hispana - Las relaciones familiares intergeneracionales **Presentación de noticias #3**	95-99	- <i>As de corazones</i>
17 febrero	***Debate #2***		
TAREAS DE LA SEMANA	Video reacción #5. Fecha de entrega: 20 de febrero		
22 febrero	Tema #4: Cultura y sociedad hispana - Los sueños, expectativas y los géneros **Presentación de noticias #4**	100-104	- Beta (enlace del manual roto)
24 febrero	Tema #5: Identidad, futuro y presión social - La presión social del físico - La orientación sexual	106-110 111-115	- <i>La suerte de la fea...</i> - <i>No soy como tú</i>
TAREAS DE LA SEMANA	**Reflexiones #1. Fecha entrega: 22 de febrero**		
1 marzo	Tema #5: Identidad, futuro y presión social - La presión social del físico - La orientación sexual	106-110 111-115	- <i>La suerte de la fea...</i> - <i>No soy como tú</i>
3 marzo	Tema #5: Identidad, futuro y presión social - Los estereotipos, la amistad y el tabú	116-120	- <i>Gol</i>

	Presentación de noticias #5		
TAREAS DE LA SEMANA	Video reacción #6. Fecha de entrega: 6 de marzo		
8 marzo	Tema #5: Identidad, futuro y presión social - Las expectativas y los sueños truncados **Presentación de noticias #6**	125-130	- <i>El número</i>
10 marzo	Tema #6: La fantasía y el terror - La fantasía en la niñez: ¿Positiva o negativa? - La fantasía en los adultos: ¿Propósito?	132-137 138-142	- <i>Viaje a Marte</i> - <i>Destino</i>
TAREAS DE LA SEMANA	**Reflexiones #3. Fecha entrega: 8 de marzo**		
15 marzo	***Debate #3***		
17 marzo	Tema #6: La fantasía y el terror - Las fobias, temores y la inocencia **Presentación de noticias #7**	143-146	- <i>Alma</i>
TAREAS DE LA SEMANA	Video reacción #7. Fecha de entrega: 20 de marzo		
22 marzo	Tema #6: La fantasía y el terror - La muerte y el más allá **Presentación de noticias #8**	153-155	- <i>Alexia</i>
24 marzo	**Debate #4**		
TAREAS DE LA SEMANA	**Reflexiones #3. Fecha entrega: 22 de marzo**		
29 marzo	Tema #7: La inmigración - La libertad de religión y las costumbres	158-161	- <i>Hiyab</i>
31 marzo	Tema #7: La inmigración - La inmigración ilegal y sus riesgos	162-167	- <i>El viaje de Said</i>

	Presentación de noticias #9		
TAREAS DE LA SEMANA	Video reacción #8. Fecha de entrega: 3 de abril		
5 abril	<p>Tema #7: La inmigración</p> <ul style="list-style-type: none"> - Las dificultades de los inmigrantes <p>**Presentación de noticias #10**</p>	174-177	- Amanecer
7 abril	<p>Tema #7: La inmigración</p> <ul style="list-style-type: none"> - La relación entre los inmigrantes <p>***Debate #5***</p>	178-184	- <i>Proverbio chino</i>
TAREAS DE LA SEMANA	**Reflexiones #4. Fecha entrega: 5 de abril**		
12 abril	Spring break (no hay clase)		
14 abril	Spring break (no hay clase)		
19 abril	Presentaciones de proyectos		
21 abril	Presentaciones de proyectos		
TAREAS DE LA SEMANA	<p>Video reacción #9. Fecha de entrega: 19 de abril</p> <p>*Grabación de video. Fecha de entrega: 19 de abril*</p> <p>** Diario de servicio. Fecha de entrega: 21 de abril**</p>		Vecinooo
26 abril	Presentaciones de proyectos		
28 abril	****EXAMEN FINAL: De 9:00 am a 5:00 pm**** VÍA ZOOM		