Spanish 1311 - Section 001
Professor: M. Hernández
Office Location = Classroom BH - 103
Office Hours = By Appointment
361-825-5783 = message

Textbook:
• Experience Spanish: Un mundo sin limites. (Textbook and “connectspanish” program required)
• A Spanish/English Dictionary = recommended

Course Description
This is the second part of the First Year Spanish course. It is designed specifically for students with little knowledge of the language. This second semester concentrates on the study of past and future tenses, verb usage, prepositions, the subjunctive mood, sentence structure, and vocabulary. This course is aimed at developing listening, speaking, reading and writing skills, from the most basic notions to more elaborate ones, within a Spanish cultural framework.

Spanish Student Learning Outcomes:
At the end of this course students will demonstrate basic level ability to:
• Communicate in a range of situations at the basic level.
• Understand and use a variety of vocabulary in common usage in different situations.
• Understand and respond to oral and written material.
• Demonstrate an awareness of cultural elements and their role in communication.

Attendance. Regular attendance and active participation are vital in learning a foreign language. To better understand linguistic concepts and practice them in a supportive environment, you must be in class. Therefore, you’re expected to attend all of your classes. Absences will not only set you back, but will affect your final grade (after the third absence, you will lose 3 points of your final average grade for every class you miss thereafter.) Remember: absences do NOT exempt you from material (-s) covered, assigned or due in class during your absence. If you must be absent, it is your responsibility to provide written documentation (medical note, field trip itinerary, police report, or other) to be excused. Also, beware of tardiness; they constitute a class interruption and after the second, it counts as an absence. Please, keep track of your absences and tardiness…I will.

Participation. Class participation is essential to the language learning experience. To maximize your understanding of the language concepts and their role in language proficiency, prepare carefully for class by completing all assignments in advance and be ready to participate. Complete the “connectspanish” exercises, review the assignment for the day, and volunteer in class. A positive attitude and your willingness to participate are key. In this course participation is evaluated by the level of engagement students’ display in class, their general knowledge of the material discussed, and the accuracy of their linguistic performance. Remember: errors are intrinsic to the learning process; therefore, take a chance and participate.

Weekly “Connectspanish” Assignments. You will complete your weekly assignments via McGraw Hill Connect (MGHC). MGHC is a web-based assignment and assessment platform that helps you connect to the coursework assigned by your instructor. It will consist of exercises related to what we do in class, such as writing and listening comprehension exercises. You may complete these assignments, at your own pace, as long as you finish them by Sunday at 10:59 PM. For more information about the operation of MGHC ask your instructor. See addendum #1.

Composition. Your instructor will determine the writing assignment appropriate for his/her class and will inform you on how to get it done. You will be asked to write a one-page composition in Spanish twice. Draft #1 should represent your best effort in this exercise. Draft #2 must contain all the corrections and necessary additions highlighted on Draft #1. Your instructor will provide a correction key to help you in the successful completion of Draft #2. No late work will be accepted without previous arrangements with your instructor. For a more detailed description of the composition guidelines, see addendum #2.

Interview/Presentation. During the semester, you will have a very brief interview (in Spanish, of course) with the professor. This will constitute 5 points of your final average. You will come to class early for a 10 minute meeting in which both of you will answer questions and play out a little dialogue using the material you have learned in class during the semester. Use of the grammar and vocabulary learned during the semester will be expected. As you get closer to your interview, your professor will
give you more information so you can prepare in advance. A roster will be printed and handed out showing “who” will go on a given date and the “time” of the interview. See Addendum #3 - “Interview Guidelines”

**Quizzes.** There will be a total of 10 quizzes during the semester. They will be brief and administered the LAST 10 minutes of class on Monday or Tuesday depending on your class schedule (please see addendum #4 for more details). If you come to class regularly, complete your weekly assignments carefully, and maintain continuous study habits throughout the semester, you should not have any problem with this exercise. If you’re absent at any time, it is your responsibility to consult the syllabus and catch up with the rest of the class with the help of a tutor or by visiting your professor during office hours.

**Exams.** Exams are an important part of your learning experience and progress in class. These examinations give you an opportunity to assess your understanding of language concepts and to identify areas of difficulty. You will have two major exams during the semester (see attached “Programa del curso” for exam dates). No make-ups will be given under any circumstance, unless previously arranged with the instructor.

**Miscellaneous.** Please reduce unnecessary distractions to the minimum. Cell phones must be set on vibration mode and put away…no eating or drinking in class…and…there will be absolutely NO texting in class…at ANY time…for ANY reason. If you insist on doing so…you WILL be asked to leave the classroom and you WILL be counted absent. NO eating…NO drinking is allowed in class. Visitors…children…friends…personal pets are not allowed in class, unless explicitly permitted by the instructor beforehand. Students are expected to follow the Student Code of Conduct as described by the University Student Handbook and to have an amicable and respectful attitude towards their instructor, language lab staff, and fellow students. Pending funding…a tutor will be made available. Do not wait for this class to become unmanageable. Meet with your professor and seek the tutor’s help as soon as possible.

**Grade Distribution:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Weekly assignments (lab)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15 pts</td>
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<tr>
<td>Comp-I (first draft)</td>
<td>5 pts</td>
</tr>
<tr>
<td>Comp-II (final draft)</td>
<td>5 pts</td>
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<tr>
<td>Final interview/presentation</td>
<td>5 pts</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td>100 pts</td>
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</tbody>
</table>

**Dates to remember:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>04</td>
<td>Wednesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September</td>
<td>11</td>
<td>Wednesday</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>November</td>
<td>15</td>
<td>Friday</td>
<td>Last day to drop a class</td>
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<tr>
<td>November</td>
<td>28/29</td>
<td>Thursday/Friday</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>December</td>
<td>09</td>
<td>Monday</td>
<td>Last day to withdraw from university</td>
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<tr>
<td>December</td>
<td>10</td>
<td>Tuesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December</td>
<td>11</td>
<td>Wednesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December</td>
<td>12-13 &amp; 16-18</td>
<td>Tuesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December</td>
<td>21</td>
<td>Saturday</td>
<td>Fall Commencement</td>
</tr>
</tbody>
</table>

**Academic Advising:**

Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college the undergraduate advisor is Linda Miller (825-3466) Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. FMI - please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.
Americans with Disabilities Act:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeal Process:
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, contact the Office of Student Affairs.

ADDENDUM 1 WEEKLY “connectspanish” ASSIGNMENTS (TAREAS)

ASSIGNMENTS/TAREAS

Description. Weekly “connectspanish” Assignments (Tareas) are to be completed every week, to the best of your ability. These assignments are an important part of your coursework, not only because they represent 10% of your grade, but also because they help you study, give you the necessary practice to understand the class material and strengthen your overall proficiency in the language.

1. Tutoring services. Tutoring schedule will be provided by your instructor. (upon funding)

2. Computer proficiency skills. The completion of “Connect” assignments requires that you have a minimum of computer proficiency skills. If you don’t know how to operate a computer, please consult with the Student Computer Help Desk for one-on-one tutorial help.

3. Completion dates. The completion dates for each assignment are very clear on your syllabus. You have a full week to complete an assignment/tarea. Your weekly connectspanish assignment/tarea MUST be completed by Sunday at 10:59 PM and the assignment completion results recorded on Monday. Only in extreme circumstances, may you complete an assignment for credit after the due date. Your instructor must evaluate and approve your situation, then consult with the First Year Coordinator.

4. Material covered by assignments. Weekly “connectspanish” assignments are based on material covered and practiced in class during the week, so you should be familiar with the exercises. If you have problems understanding the material (and consequently the exercises), do not keep it to yourself; discuss it with your instructor. S/he may need to refer you to the tutor for extra help.

*This program has been planned to help you learn Spanish in a natural and relaxed class environment. It requires your best effort and disposition. Above all, it is meant to be a fun activity that can teach you
a useful skill, while you learn about the language and its diverse culture.

**Helpful Websites**: The following websites have been provided to assist you in finding additional information and practice.

- 123teachme.com
- donquijote.org
- dummies.com
- musicalspanish.com
- spanishspanish.com
- Trinity.edu/mstroud/grammar
- Colby.edu/~bknelson/SLC/index.php
- Drlemon.net/grammar
- www.cliffsnotes.com/
- drae.es(diccionario)
- studyspanish.com
- verbix.com
ADDENDUM 2

COMPOSITION GUIDELINES

Description: During the semester you will be asked to write a 200-word composition in Spanish. Your professor will discuss the topic with the class in advance and provide additional information as needed. NOTE: Draft #1 (5 points) should represent your best effort in this exercise. Your instructor will highlight and code the mistakes on your composition (draft #1) without making any corrections. For draft #2 (5 points) you will be asked to make all the corrections and necessary additions highlighted on draft #1. To help you in the successful completion of your final draft, your instructor will provide a correction key. This exercise is meant to help you learn from your own mistakes while developing your writing skills in Spanish. No late work will be accepted without previous arrangements with your instructor.

Objective: Compositions are designed to provide opportunities to practice the concepts taught in the classroom. You are expected to use only the concepts covered in the class up to the time of the composition. Please be sure to follow the guidelines accordingly to avoid any confusion.

Format:
- Compositions must be written entirely in Spanish.
- Length of the composition itself should be N.L.T. 200 words.
- Compositions must be typed and double spaced.
- Compositions WILL have a cover-sheet with...
  a) your name
  b) name and number of he course
  c) name of he professor
  d) date and title of the composition
- Margins must be 1” on each side.
- Use structures, tenses and vocabulary learned up to that point only.
- Avoid using online translators and or friends.

NOTE: THE SECOND PAGE IS DEDICATED ENTIRELY O THE COMPOSITION ITSELF! Failure to comply with these departmental requisites = "0"

Guidelines: Your work should be evidence of your performance in the class. Please write it by yourself and only at your level of proficiency. No more will be expected of you. Should your work not coincide with your overall performance in class, the professor will suspect outside help, such as Internet online translators or Spanish-speaking proofreaders, and he/she will ask you to rewrite your composition. To avoid complicating the writing process, do not write your composition in English and translate it into Spanish; your English structures will be far more advanced than you can handle in Spanish. There are many concepts and expressions that do not translate literally between the two languages. Once again, stick to simplicity. Use grammar and vocabulary covered in class in short basic sentences.

Composition Topic: SPAN1311: “Yo soy…”
Divide your composition in three paragraphs. The first paragraph should address your identity, the second one your occupation(s) and responsibilities, and the third one your pastimes. Keep it SIMPLE and in the present tense. Write it yourself. Tutors’ help can be sought when you write draft II.

Language Laboratory Resources:
The Foreign Language Lab offers state of the art equipment with the latest multimedia resources. Students are encouraged to visit the language lab in Corpus Christi #224 and/or use the virtual language lab any time from home. We encourage you to visit, become familiar and take advantage of the resources available to enhance your learning experience.

****Keep simple...at your level...and...write it yourself****
INTERVIEW GUIDELINES

Objective
This interview will provide the opportunity for you to demonstrate the ability to carry on a simple conversation in Spanish; something all students should be able to do by the end of the semester.

Interview. During the semester, you will have a very brief interview (in Spanish, of course) with the professor. You will come to class early for a 5 minute meeting in which you will answer 15 questions about yourself, your occupation and your hobbies…etc. Use of the grammar and vocabulary learned during the semester will be expected. As you get closer to your interview, your professor will give you more information so you can prepare in advance. A roster will be printed and handed out showing "who" will go on a given date and…the “time” of the interview.

Guidelines
Your work should be evidence of your performance in the class. Your interview should consist of grammatically correct sentences and pertinent vocabulary. As with the compositions, it is suggested that you do not translate your interview from English directly to Spanish to avoid complication the process. There are many concepts and expressions that do not translate correctly between the two languages. Use vocabulary from the chapters we have covered.

Available resources
The language Lab provides word processors with Spanish spell check available, as well as dictionary and verb conjugation software, which you can use to prepare your dialogue.

Remember:
Your interview must be entirely in Spanish.
Your interview will last about 5 minutes.
Your interview must contain usage of the structures, tenses and vocabulary covered in class.

You have a “one week” window to make it up if…for any reason…you cannot comply with the scheduled time (as per the roster). Interview will NOT be accepted “AFTER” one week !

NOTE: You will be given the opportunity to volunteer for a date and time of YOUR choosing…along with the partner of YOUR choice. Failure to do so means that it is “I” who shall choose your partner (randomly)…and the date / time of your “interview”. Rosters will be handed out in class.

NOTE: THE INTERVIEW QUESTIONS YOU WILL BE ASKED INDIVIDUALLY WILL COME FROM THE 30 QUESTIONS BELOW.

INTERVIEW QUESTIONS: YOU WILL BE ASKED 15 QUESTIONS FROM THE GIVEN.
1. Buenos días…¿quién eres tú?
2. ¿Cómo estás?
3. Cuéntame del___ al___.
4. Deletréame tu nombre completo.
5. ¿Cuáles son los días de la semana?
6. ¿Qué día es hoy?
7. ¿Qué día fue ayer?
8. Si hoy es___...¿qué día es mañana?
9. ¿Cuál es tu estación favorita?
10. ¿Cuáles son los meses de esta estación?
11. ¿Por qué es tu favorita?
12. ¿Quién es__? (here...I'll point out your partner)
13. ¿Qué lleva puesto?
14. ¿Qué hora es ahorita?
15. ¿A qué hora empieza la clase?
16. ¿A qué hora termina?
17. ¿Eres tú de Corpus Christi?
18. En este momento...¿dónde estás?
19. ¿Dónde es tu clase? (where is it to be found?)
20. ¿Quién está aquí contigo? (here...name your partner)
21. ¿Tú eres___? (here...I'll give you a profession)...No...yo soy_____.
22. ¿Cómo eres tú?
23. ¿Tú eres casado (-a)?
24. Tú y____...¿son amigos?
25. Cuando tienes frío...¿qué haces?
26. Si tienes dolor de cabeza...¿qué tomas?
27. ¿A qué hora te acuestas cuando tienes sueño?
28. Cuando sales de noche...¿tienes cuidado?
29. Ahorita mismo...¿de qué tienes ganas?
30. ¿Tú tienes miedo de noche?

NOTE: This will take approximately 5 minutes...
### Quiz Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>QUIZ SCHEDULE</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Septiembre 23/24</td>
<td>Quiz # 1</td>
<td>Numbers (1-30), subject pronouns, the verb <em>ser</em>, descriptive adjectives, possessive adjectives, question words, and vocabulario (p. 52).</td>
</tr>
<tr>
<td>Septiembre 30 / 01</td>
<td>Quiz # 2</td>
<td>The verb <em>Gustar</em>, days of the week, telling time, October regular verbs: –ar, –er, –ir, and vocabulario (p. 53).</td>
</tr>
<tr>
<td>Octubre 07 / 08</td>
<td>Quiz # 3</td>
<td>Colors, some irregular verbs (p. 61), <em>Ir +a+ Inf.</em>, and vocabulario (p. 56/7).</td>
</tr>
<tr>
<td>Octubre 14 / 15</td>
<td>Quiz # 4</td>
<td>Weather and Seasons, Numbers 31-100, the verb <em>Estar</em>, the present progressive, and vocabulario (p. 86).</td>
</tr>
<tr>
<td>Octubre 21 / 22</td>
<td>Quiz # 5</td>
<td><em>Deber/Necesitar + Inf.</em>, some stem-changing verbs, idiomatic expressions with <em>Tener</em>, and vocabulario (p. 88/9).</td>
</tr>
<tr>
<td>Noviembre 04 / 05</td>
<td>Quiz # 6</td>
<td>Stem-Changing Verbs, <em>saber vs. conocer</em>, and vocabulario (p. 116).</td>
</tr>
<tr>
<td>Noviembre 11 / 12</td>
<td>Quiz # 7</td>
<td>Numbers (100 –), <em>por vs. para</em>, demonstrative adjectives and pronouns, and vocabulario (p. 120/1).</td>
</tr>
<tr>
<td>Noviembre 18 / 19</td>
<td>Quiz # 8</td>
<td>Comparisons: más/menos que…, tan, tanto/a/os/as… como, and vocabulario (p. 136/7).</td>
</tr>
<tr>
<td>Noviembre 25 / 26</td>
<td>Quiz # 9</td>
<td>Direct object pronouns, <em>ser vs. estar</em>, and vocabulario (p. 154/5).</td>
</tr>
<tr>
<td>Diciembre 02 / 03</td>
<td>Quiz # 10</td>
<td>Reflexive verbs, indefinite and definite words, and vocabulario (p. 169/70).</td>
</tr>
<tr>
<td>Diciembre 09 / 10</td>
<td>Quiz #11</td>
<td>Opcional</td>
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<tr>
<td>Semana #1</td>
<td>En clase</td>
<td>Evaluación inicial</td>
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<tr>
<td></td>
<td>Semana # 1</td>
<td>04-05 (septiembre)</td>
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<tr>
<td>Semana # 2</td>
<td>Capítulo Preliminar</td>
<td>¿Somos semejantes?</td>
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<td>09-12 (septiembre)</td>
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<tr>
<td>Semana # 3</td>
<td>Capítulo 1</td>
<td>¿Qué estudia usted?</td>
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<td></td>
<td>16-19 (septiembre)</td>
<td>Tema I: <em>En la Universidad</em></td>
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<tr>
<td>Semana # 4</td>
<td>Quiz #1</td>
<td>¿Qué estudia usted?</td>
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<tr>
<td></td>
<td>23-26 (septiembre)</td>
<td>Tema I: <em>Estudia y trabaja Ud.?</em></td>
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<tr>
<td>Semana # 5</td>
<td>Quiz # 2</td>
<td>¿Qué hace Ud. en su tiempo libre?</td>
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<tr>
<td></td>
<td>30-03 (sep/oct)</td>
<td>Tema I: <em>Una pasión por los deportes</em></td>
</tr>
<tr>
<td>Semana # 6</td>
<td>Quiz # 3</td>
<td>¿Qué hace Ud. en su tiempo libre?</td>
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<tr>
<td></td>
<td>07-10 (octubre)</td>
<td>Tema II: El tiempo y las estaciones</td>
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<tr>
<td>Semana # 7</td>
<td>Quiz # 4</td>
<td>La vida diaria</td>
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<tr>
<td></td>
<td>14-17 (octubre)</td>
<td>Tema I: <em>Las obligaciones y los quehaceres</em></td>
</tr>
<tr>
<td>Semana # 8</td>
<td>Quiz # 5</td>
<td>Repaso</td>
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<td></td>
<td>21-24 (octubre)</td>
<td>Examen #1</td>
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<tr>
<td>Semana # 9</td>
<td>No hay quiz esta semana</td>
<td>Capítulo 3—La vida diaria</td>
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<td>28-31 (octubre)</td>
<td>Tema II: <em>El tiempo libre</em></td>
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<tr>
<td>Semana # 10</td>
<td>Quiz #6</td>
<td>¿Cómo es su familia?</td>
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<td></td>
<td>04-07 (noviembre)</td>
<td>Tema I: La familia tradicional</td>
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<tr>
<td>Semana # 11</td>
<td>Quiz #7</td>
<td>¿Cómo es su familia?</td>
</tr>
<tr>
<td></td>
<td>11-14 (noviembre)</td>
<td>Tema II: La familia contemporánea</td>
</tr>
<tr>
<td>Semana # 12</td>
<td>Quiz # 8</td>
<td>¡Hogar, dulce hogar!</td>
</tr>
<tr>
<td>Semana # 13</td>
<td>Quiz # 9</td>
<td>¡Hogar, dulce hogar!</td>
</tr>
<tr>
<td></td>
<td>25-27 (noviembre)</td>
<td>Tema II: En casa</td>
</tr>
</tbody>
</table>
Semana # 14  
02-05 (diciembre)  
Quiz # 10  
Capítulo 6— ¡A comer! 
Tema II: ¿Salimos a comer o comemos en casa? pp: 200-216  
Composición – Draft II (el jueves) 

Semana # 15  
09-10 (diciembre)  
Quiz #11 (Opcional)  
Repaso General  

Tarea # 11  

Diciembre 12-18 Exámenes finales

ADDENDUM 5  
ORAL PRESENTATIONS

You will be asked to do an Oral Presentation in front of the class…one at the very beginning of the semester…the second…toward the end of the semester…date-to-be-announced.
O.P. – I

**THIS IS THE FIRST –OF-TWO ORAL PRESENTATIONS:**  **DUE DATE = Mon – 9 Sep – ‘13**

Tell us:

1. Who you are… your age
2. Where you are from
3. Where you went to high school
4. What courses you are taking presently
5. What schools you have attended…other than TAMUCC…if applicable
6. What your field of specialization is
7. Your reason for taking Spanish
8. If you work…what you do
9. Where your future is taking you
10. How comfortable you are with your language acquisition thusfar

O.P. – II

**FOLLOW THE CUES GIVEN ENCOMPASSING SOME OF THE ITEMS COVERED THUSFAR:**

1. Yo soy__X___. Hasta ahorita, me gusta / no me gusta esta clase porque__X__.
2. A mí me gusta__X__...__X__...y...__X__.
3. A veces, yo prefiero__X__ porque__X__.
4. El tiempo (weather) que a mí más me gusta es el / la__X__porque__X__.
5. A mí me gusta jugar al__X___. Por la televisión, me gusta ver__X__.
6. Este semester, yo estoy tomando__X__(name your subjects)...y...quisiera (key-see-ETTA) sacar una__X__porque__X__.
7. Yo sé que la educación es buena porque__X__.

**NOTE:** **DATE FOR THIS SECOND PRESENTATION WILL BE ANNOUNCED IN CLASS.**