

Welcome!

**Hola** **Hasta luego** **Buenos días** **Buenas noches**  
¿Cuál es tu nombre? **Esto no me gusta** **Mi nombre es**  
Buenos días **¿Con mucho gusto!**  
¿Me puedes ayudar por favor? **¿Dónde puedo encontrar un hotel?**  
¿Quieres ir a un restaurante? **¿Dónde queda el aeropuerto?**  
¿Podría decirme cuánto cuesta? **¿Me puedes ayudar por favor?**  
**Muchas gracias** **Esto me gusta mucho**  
**Buenos días** **¿Puedo ayudarte?**  
¿Cuál es tu nombre? **¿Cómo te llamas?** **Buenas noches**  
¿Cuál es la estación de metro más cercana? **Hola**  
**La pasé muy bien** **¿Cuánto vale esto?**  
¿Quieres ir a un restaurante?  
¿Cuál es tu nombre? **Mi nombre es** **¿Cómo**  
**BUENAS** **EL**



Get Started



## Introduction

### New to the course?

---

Be sure to review information in the [Syllabus](#) carefully.

To succeed in this course, complete a [Personal Study Schedule](#) and submit it via Modules within 7 days of enrolling in the course.

The first time you login to **McGraw Hill Connect**, you'll need to [set up your account](#)

Click [Get Started](#) to begin your course.

### Returning to the course?

---

- Click **Modules** to resume where you left off.
- Refer to the course pacing guide that you emailed to your instructor to assess your progress against the deadlines you set for yourself.

### Important reminders:

---

- **This is a 6-month, online, correspondence self-paced course.**
- **All submissions, including exams, must be completed by the course expiration date.**  
When you registered for the course, you were sent an email to your Texas State account indicating registration and expiration dates.
- **You may not submit more than two assignments per week.**
- You may not take an exam until all previously submitted assignments have been graded and returned.

















At the end of the course, you will be asked to complete a brief course evaluation. Your input will help improve the course.

## Navigation

The left-side navigation menu includes a "Modules" button, which acts as a gateway to the Start Here module, About Your Instructor page, learning content, and other helpful resources (including Canvas support).

If you are accessing this course from a mobile device, please review the following: [Mobile Guides - Canvas Student](#)

## Table of Contents

 <a href="#">Get Started</a>	 <a href="#">Personal Study Schedule</a>	 <a href="#">Capítulo 9</a>
 <a href="#">Oral Activity #1</a>	 <a href="#">Capítulo 10</a>	 <a href="#">Capítulo 11</a>
 <a href="#">Exam 1</a>	 <a href="#">Capítulo 12</a>	 <a href="#">Capítulo 13</a>
 <a href="#">Oral activity #2</a>	 <a href="#">Capítulo 14</a>	 <a href="#">Capítulo 16</a>
 <a href="#">Capítulo 17</a>	 <a href="#">Oral Activity #3</a>	 <a href="#">Exam 2</a>
	 <a href="#">Course Evaluation</a>	

### Get Started



[Meet Your Instructor](#)



[Correspondence Course Information](#)





**Technical Requirements and Support**



**Free Tutoring Resources**



**Academic Integrity**



**Video Behavior Code**

0 pts



**Students Requiring Accommodation Through the Office of Disability Services**



**Tips for Success**



**Syllabus**





Get Started

## Meet Your Instructor

---

### Carolina Wilson, M.A.

Carolina Wilson joined the Department of Modern Languages at Texas State University as a Spanish Lecturer in 2011. She has a Bachelor's degree in Elementary Education, a Master's degree in Education Administration – both from Universidad Latina de Costa Rica – and a Master's degree in Spanish from Texas State University. For more than 25 years, she has taught various levels of Spanish languages and culture courses in San José, Costa Rica and in the United States. Ms. Wilson is interested in Central American literature, culture, and other languages. Along with teaching Spanish, she enjoys nature, gardening, hiking, traveling, and drinking coffee with friends and family.



[Click here to learn more](#)

about your instructor and the course.

# Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#)

---

## Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

---

## Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

---

Click Next to proceed to Technical Requirements and Support.

# Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.  
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.

- 

Many users encounter fewer problems when they use [Chrom](#)  [to access Canvas courses](#).

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)

- [Tool-specific help](#)  \_\_\_\_\_

Click Help in the left navigation of any Canvas course

- 

**If you are new to Canvas**, click Student Guide in the left navigation of any course site to learn the basics.

---

Click Next to proceed to Free Tutoring Resources.

# Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



## FREE TUTORING



## University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are



# Academic Integrity

## Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

## Definitions

*As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).*

\*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

**Plagiarism** in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

**Collusion** in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

**Abuse of resource materials** in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of **standard bibliographical practice** as explained on the **Alkek Library site**.

Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

---

## Notice of Intellectual Property Rights

The text and images on this page and pages linked to it are protected by **copyright**. Lectures and examination questions are also protected by copyright law. You are authorized to take notes in class and to use the online

materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

---

Click Next to proceed to Students Requiring Accommodation Through the Office of Disability Services.

# Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](#) (<http://www.correspondence.txstate.edu/>) at [corrstudy@txstate.edu](mailto:corrstudy@txstate.edu) (<mailto:corrstudy@txstate.edu>) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

---

Click Next to proceed to Tips for Success.

## Course Syllabus

You will find your syllabus for the course posted here:

[SPAN 1420.21 Syllabus.pdf](#)



Be sure to download a copy and add important due dates to your planner or calendars!

✓ Published

 Edit



# Personal Study Schedule

## Instructions

Download and add target dates to your [Personal Study Schedule](#).

Then click Submit Assignment and attach and submit your completed document.

After you upload your document, click Next to proceed with the course.

**Points** 100

**Submitting** a text entry box or a file upload

Due	For	Available from	Until
-	Everyone	-	-

+ [Rubric](#)



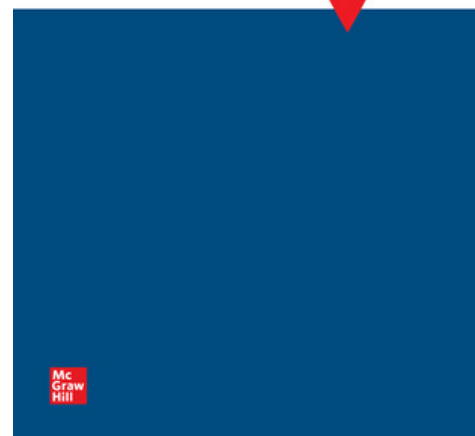
## Module 9

# Objetivos y contenido del capítulo 9

## Capítulo 9. Los días festivos

- Talk about celebrations and holidays
  - Celebraciones y días festivos
- Talk about actions in the past
  - Repaso del pretérito regular y verbos -car, -zar, -gar, dar, hacer, ir, y ser
  - Verbos irregulares en pretérito (raíz y terminación irregular)
  - Otros verbos irregulares en pretérito (cambio de raíz)
- Use double object pronouns to avoid repetition
  - Pronombres directos e indirectos juntos

**PUNTOS**  
DE PARTIDA





## Module 9

# Celebraciones y días festivos

Read the corresponding pages in your eText and follow the links to watch the videos or listen to a lesson.

### Lee

*Puntos de Partida*, la página 272: [El vocabulario de preparación](#)

### Escucha

Listen to the recording and think about the word they are describing. Write your responses in your notebook and compare them with the speaker at the end of the audio section.

### Asociaciones



## Module 9

# Pretérito Irregular

Read the corresponding pages in your eText and follow the links to watch the videos or listen to a lesson.

### Lee

*Puntos de Partida*, las páginas 278-279: [Las formas irregulares](#)

### Mira

La lección sobre este grupo de verbos siguiendo este enlace: [Pretérito Video 2](#)

### Practica

Identify the actions that are shown in the image from page 278.

**Important note:** You don't need to submit this practice activity. You can complete them verbally or a piece of paper for your own practice. After you have worked on them, make sure that you **mark it as done**.

1. Estuvo hablando por teléfono.
2. No fue a la fiesta.
3. No quiso beber más.
4. Puso el martini sobre la televisión.



5. Tuvo que traer los niños a la fiesta.

Lee

*Puntos de Partida*, las páginas 282-285: [Preterite of stem-changing verbs](#)

Mira

La lección sobre este grupo de verbos siguiendo este enlace: [Pretérito Video 3](#) 

---

**STOP!** Don't forget to **MARK DONE** before continuing.

# Oral Activity 1

✓ Published

 Edit



## El verano pasado

Record a video talking about what you did or wanted to do last summer. In your 2-minute video recording, describe your real or imaginary vacation, including as many details as possible. Use the following ideas as a guide:

- Where did you go?
- How did you get there and what did you do during your trip?
- All activities you did in the morning, afternoon and evenings during your vacation.
- The things or equipment you needed and used to do these activities.
- How long did you stay?
- People, places and other interesting things you saw.
- Any sports you played, parties or celebrations you attended while there.
- Mention one single, particular event that happened during your visit and you will never forget.
- How you feel at the end of your trip?

As you prepare and before you record, scroll down and review the rubric I will use to grade your recording. Remember to prepare, practice, memorize, and rehearse your presentation since you cannot read it while recording. You must look at the camera while recording and follow the [video behavior code for this course](#).

---

### To record video:

1. Click **Submit Assignment**.
2. Click **Media** (to the right of File Upload).
3. Click **Record/Upload Media**.
4. Click **Allow** if requested to allow access to your microphone.
5. Click **Webcam** and select **with Video**.
6. Click **Start Recording** and record the oral activity assignment. (Tip: First record a brief test to ensure your microphone is working and then click Start Over.)
7. Click **Save** once your recording meets the assignment requirements.
8. Click **Submit Assignment** or Cancel to start over.
9. Depending on your Internet speed, the file might take longer to upload, do not leave the assignment window until the video has been completely uploaded.

When you have completed the activity, click Next to proceed to the next module.

**Points** 100

**Submitting** a media recording or a file upload

<b>Due</b>	<b>For</b>	<b>Available from</b>	<b>Until</b>
-	Everyone	-	-

### **Oral Activity Rubric**

You've already rated students with this rubric. Any major changes could affect their assessment results.



Criteria	Ratings				Pts
Speaks Clearly	<b>20 pts Excellent</b> Speaks clearly and distinctly 95-100% of the time and rarely mispronounces words.	<b>15 pts Good</b> Speaks clearly and distinctly 95-100% of the time, but occasionally mispronounces words.	<b>10 pts Developing</b> Speaks clearly and distinctly 85-94% of the time, and often mispronounces words.	<b>0 pts Unacceptable</b> Often mumbles, cannot be understood OR frequently mispronounces words.	20 pts
Content & Preparedness	<b>20 pts Excellent</b> Student is completely prepared and has obviously rehearsed. Oral presentation content has been memorized with no reliance on notes. Shows a full understanding of the topic.	<b>15 pts Good</b> Student seems prepared but might have needed a few more rehearsals. Oral presentation content has been mostly memorized with some reliance on notes. Shows a good understanding of the topic.	<b>10 pts Developing</b> The student is somewhat prepared, but it is clear that rehearsal was lacking. Oral presentation content has not been memorized with extensive reliance on notes. Shows a good understanding of parts of the topic.	<b>0 pts Unacceptable</b> Student does not seem at all prepared to present. Oral presentation content has not been memorized with complete reliance on notes. Does not seem to understand the topic.	20 pts
Vocabulary	<b>20 pts Excellent</b> Rich use of vocabulary taught in previous chapters without relying on English.	<b>15 pts Good</b> Adequate and accurate use of vocabulary for this level without relying on English.	<b>10 pts Developing</b> Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level. Sometimes relies on English when unsure of vocabulary.	<b>0 pts Unacceptable</b> Inadequate and/or inaccurate use of vocabulary. Often relies on English when unsure of vocabulary.	20 pts
Grammar	<b>20 pts Excellent</b> Complete mastery of grammar appropriate for the level.	<b>15 pts Good</b> Uses grammar appropriate for the level. May have difficulty with some structures, but	<b>10 pts Developing</b> Uses limited grammar appropriate for the level. Has difficulty with many	<b>0 pts Unacceptable</b> Uses mostly incorrect grammar for the level. Meaning difficult to discern.	20 pts

Criteria	Ratings				Pts
		meaning not obscured.	structures that obscure meaning.		
Time-Limit	<b>20 pts Excellent</b> Presentation is 3-5 minutes long without blank spaces.	<b>15 pts Good</b> Presentation too brief (2 minutes) without blank spaces.	<b>10 pts Developing</b> Presentation is too brief (1 minute).	<b>0 pts Unacceptable</b> Presentation is less than 1 minute.	20 pts
					Total Points: 100