Course Description:
This course is a continuation of SPN 101, with an emphasis on the acquisition of intermediate oral and written language skills through continued practice in reading, writing, listening and speaking. Hours: 39 lecture. Prerequisites: ENG 095 and ENG 096, or ENG 097, with grades of “C” or better, or acceptable reading and writing placement test scores, and either SPN 101 with a grade of “C” or better, high school Spanish II with a grade of “C” or better or permission of the instructor. Usually offered in the spring and summer.

Required Materials:
iLrn Heinle Learning Center Access Card for Para siempre.

These materials are available bundled in the bookstore as ISBN 978-1285927725 (about $205). The unbundled textbook is available as ISBN 978-1133952718 and the iLrn access card is ISBN 978-1133952053. If you have a tablet, you may opt to purchase only the iLrn access card as it includes the textbook in electronic format. Cell phones and laptops do not provide easily navigable access to the eBook for in-class use.

The use of Blackboard is required for the completion of course assignments. Additional graded activities will be completed via iLrn. To access course content in Blackboard and iLrn, you need to have access to a computer with an Internet connection. Computers that meet these requirements are available on campus in FOH 305, HH 100, GH 204, and AHB 108. To access Blackboard, above Quick Links on the college homepage (www.worwic.edu), click on myWor-Wic. Enter your username and password to login to your myWor-Wic student portal. In the “My Blackboard Classes” box, click on our class, and you will be directed to our Blackboard site. iLrn content has been embedded into your Blackboard site.

Recommended Books:

Contacting your Instructor:
I am happy to meet with you outside of class. I am available for drop-in assistance during my scheduled office hours and during other times of the day by appointment. Individual concerns should be addressed in my office, not in the classroom, so that I may give you individual attention. Feel free to call or email with questions. I check email and voicemail daily Monday-Friday.
Course Content

Students will develop their listening, speaking, reading and writing skills to meet the course objectives through the study of basic grammar and vocabulary of the Spanish language. The specific topics covered include:

- **Grammar**: Conjugation of regular, irregular and reflexive verbs in the present, present progressive, preterite, imperfect, past progressive and future tenses; Use of comparative, superlative, infinitive, and impersonal constructions; Use and agreement of direct, indirect, and reflexive object pronouns, possessive and relative pronouns, and demonstrative adjectives and pronouns
- **Vocabulary**: Health and medical; Parts of the body; Seasons and weather; Classes and the university; Time; Traveling, modes of transportation; Internet and technology; Daily routine and personal hygiene; Stages of life and major life events; Sports, skills, hobbies, and pastimes

**Course Objectives:**

By the end of SPN 102, the course participant who has actively participated in in-class speaking and listening activities, memorized the vocabulary and grammar structures presented in the course, and regularly completed and reviewed homework activities for listening, reading, writing, and grammar practice should be able to:

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<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
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| 1. Participate in a conversation in Spanish with intermediate-mid proficiency or higher. (GEO 2, 4) | Given interview questions and/or a role-play scenario:  
   a. Ask and answer simple questions, and expound upon their answers.  
   b. Exchange personal preferences and feelings and provide limited explanation.  
   c. Make suggestions in response to personal needs or circumstances.  
   d. Ask for clarification to ensure understanding.  
   e. Recognize and use nonverbal communication strategies. | In-Class Speaking Oral Proficiency Test |
| 2. Demonstrate listening comprehension at intermediate-mid proficiency or higher. (GEO 3, 4) | Given an aural text (conversation, words, phrases, sentences, and/or paragraph length discourse):  
   a. Match a word or phrase to its target language definition or another associated idea.  
   b. Use prediction, context clues, word order, and word attack skills to derive meaning.  
   c. Identify the main idea and supporting details of authentic aural texts.  
   d. Make inferences and draw conclusions to answer questions about an aural text.  
   e. Transcribe an audio text. | In-Class Listening Online Homework Physical Responding Written Tests Final Examination |
| 3. Demonstrate reading comprehension at intermediate-mid proficiency or higher. (GEO 3, 4) | Given a written text (words, phrases, sentences, and/or paragraph length discourse):  
   a. Match a word or phrase to its target language definition or another associated idea.  
   b. Use prediction, context clues, word order, and word attack skills to derive meaning.  
   c. Identify the main idea and supporting details of authentic written texts.  
   d. Make inferences and draw conclusions to answer questions about a written text. | Online Homework Written Tests Final Examination |
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<th>Course Objectives</th>
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| 4. Give an oral presentation in Spanish on a topic of cultural import with intermediate-mid proficiency or higher. (GEO 2, 5) | Given a question or other prompt:  
  a. Orally list vocabulary in context (i.e.: a shopping list).  
  b. Create an oral narrative or description.  
  c. Apply correct pronunciation, intonation, and the rhythm of spoken Spanish by reading aloud a written text or dialogue. | In-Class Speaking  
Online Homework  
Oral Presentation |
| 5. Write a narrative or description in Spanish on familiar topics with intermediate-mid proficiency or higher. (GEO 1) | Given a question or other prompt:  
  a. Create a written list of vocabulary in context (i.e.: a shopping list).  
  b. Create a written narrative, description or dialogue. | Online Homework  
Written Tests  
Paragraphs  
Final Examination |
| 6. Identify appropriate grammar structures and vocabulary words when given a variety of linguistic situations in Spanish with 75% or higher accuracy. (GEO 4, 8) | a. Given a vocabulary list, match the words to pictorial representations of their meanings, pronounce the words, identify synonyms and/or antonyms within the list, choose the correct vocabulary word to correctly complete a sentence, and use vocabulary words in original Spanish-language sentences.  
  b. Given a list of fixed expressions, choose the best expression for a given situation, and correctly complete an open-ended expression with appropriate information about themselves or others.  
  c. Conjugate regular, irregular and reflexive verbs in the present, present progressive, near future, preterite, and imperfect tenses and the imperative mood.  
  d. Identify the gender (masculine/feminine) and number (singular/plural) of a noun.  
  e. Make agreement between nouns and their determiners (definite articles, indefinite articles, demonstrative adjectives and pronouns, possessive adjectives and pronouns, and other adjectives).  
  f. Identify and correctly use direct and indirect object pronouns and negative and indefinite words to replace nouns or groups of nouns in context.  
  g. Given unknown words in Spanish, identify English-Spanish cognates and cognate word parts to determine word meanings. | Textbook Exercises  
Online Homework  
Active Participation  
Written Tests  
Final Examination |
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| 7. Identify and describe practices, people and products of Spanish and Latin American cultures both at home and abroad and discuss their importance with 75% accuracy or higher. (GEO 1, 3, 4, 5, 8, 9) | Given instruction, a cultural passage to study, and/or a research assignment:  
a. Describe cultural characteristics of language such as levels of politeness, as compared to English.  
b. Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations.  
c. Identify some common beliefs and attitudes within the cultures studied.  
d. Identify the historic and/or contemporary influences that underlie selected practices of the cultures studied.  
e. Identify objects and symbols that are used day-to-day and represent the target cultures.  
f. Identify selected contributions, notable figures, and historic events from the target cultures.  
g. Identify some significant historic and contemporary influences from the target cultures such as explorers, artists, musicians, and athletes.  
h. Identify countries, regions, and geographic features where Spanish is spoken.  
i. Discuss the meaning of selected perspectives, practices, and products in different cultures as compared to their own.  
j. Describe the concept of culture in common perspectives, practices and products of the target cultures as compared to their own. | Online Homework Research Assignment Final Examination |

*These objectives are based on the Maryland Voluntary State Curriculum for Foreign Language, which is in turn based on the National Standards for Foreign Language Learning established by ACTFL, AATF, AATG, and AATSP.

**Guidelines for Success**

- If you miss a class, you are responsible for finding out what you missed and learning that material before the next class session. Language learning builds from one class to the next. You will be confused if you don’t keep up.
- You should expect to spend between 2 and 2½ hours outside of class for every 1 hour spent in class working on course material. **This equals 6-7½ hours of outside work per week.**
- This is a college level language course and we move quickly through material. What we do not practice enough in class, you are expected to practice on your own. See the previous bullet point.
- If you need extra assistance, **you must ask for it.** Your instructor is more than happy to work with you during office hours or at a scheduled appointment and to direct you toward outside resources as necessary.
- It is very important to memorize vocabulary and grammatical forms. Without these you cannot communicate.
- Things get easier as the semester progresses. **Work hard at the beginning and things will get clearer as we continue.**
- **YOU ARE RESPONSIBLE FOR YOUR OWN LEARNING.** You instructor is here to guide you along the way, but you must learn for yourself.
- Instruction will be given in Spanish.
General Course Policies

Late Work & Make-up Work:
Generally speaking, late work and make-up work will not be honored in this class. It is very easy to fall behind in an introductory foreign language class and accepting late and make-up work only serves to encourage poor pacing. However, in cases of prolonged absence due to severe medical illness and/or death of an immediate family member, special consideration may be made within reason. It is imperative, however, that any such prolonged absence be accompanied by official documentation (doctor’s note, obituary in which your relation to the deceased is mentioned). Without documentation, your request for special consideration will be denied.

MLA Handbook Research Guidelines:
This course follows the research guidelines of the Modern Language Association (MLA) which were most recently revised in 2016 in the *MLA Handbook for Writers of Research Papers* (8th ed.). You can find a summary of these guidelines at the Wor-Wic media center.

Academic Honesty Policy:
Academic honesty is expected of all students. Students should refer to the “Student Conduct” section of the college catalog for an explanation of the violations of academic values and the procedures that will be followed if a student is charged with one of these primary offenses, which include:

- Cheating
- Plagiarism
- Facilitating academic dishonesty
- Fabrication
- Other forms of academic dishonesty

For the purposes of this class the use of electronic or human translation services constitutes cheating.

SPN 102 Grading Criteria

Grading (2000 points available):

<table>
<thead>
<tr>
<th>Assignment</th>
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<th>Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>Out-and-About Assignment</td>
<td>100</td>
<td>Mid-Term Exams</td>
<td>200</td>
<td>A = 1800-2000 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
<td>eSAM Homework</td>
<td>300</td>
<td>B = 1600-1799 points</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>200</td>
<td>Participation</td>
<td>300</td>
<td>C = 1400-1599 points</td>
</tr>
<tr>
<td>Conversation Test</td>
<td>200</td>
<td>Final Exam</td>
<td>300</td>
<td>D = 1200-1399 points</td>
</tr>
<tr>
<td>Spanish Compositions</td>
<td>200</td>
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<td>F = 0-1199 points</td>
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Out-and-About Assignment (100 points):
This assignment is designed to give you real world practice using your Spanish while developing your intercultural competence. A variety of assignment options exist to meet your individual needs. Please see the assignment sheet for more information.

Research Paper in English (200 points) & Oral Presentation in Spanish (200 points):
Students will write a 3-4 page typed report in English using the Electronic Library Database Collection at Wor-Wic Community College (and other sources if desired) on a Spanish-speaking country. Specific guidelines will be given in class. Additionally, students will prepare an oral presentation in Spanish on the topic of their research paper to be delivered at the end of the course.
Conversation Test (200 points):
At the end of the semester, each student will meet with their instructor one-on-one for a conversation test. This interview test is designed to elicit student production of spoken Spanish. Language production will be rated according to the Oral Proficiency Guidelines established by the American Council of Teachers of Foreign Languages (ACTFL). See assignment sheet for more details.

Spanish Paragraphs (2 x 100 points = 200 points):
Students will complete two different composition assignments in Spanish to practice the language learned in class. Students will prepare two drafts of each assignment at home. Topics, revision symbols and guidelines for submission can be found on the assignment sheet. Students who fail to turn in a first draft of a composition will not be permitted to submit a second draft. A student who submits a second draft identical to the first draft with no obvious effort for revision will receive a zero grade for the second draft.

Mid-Term Exams (2 x 100 points = 200 points):
Students will take two mid-term exams. The first will cover the content of Chapters 5 & 6 while the second will cover the content of Chapters 7 & 8. Exams will be designed to take a full 90 minute class period. If a student must miss an exam for any reason, they should contact their instructor before the scheduled exam date to schedule for a make-up test. Only in cases of major medical or legal emergency with documentation will a make-up be scheduled when contact is made after the exam date and then only when contact is made within 24 hours of the start of the exam session.

eSAM Homework via iLrn Heinle Learning Center (300 points):
Students will complete daily homework assignments from the eSAM (Student Activities Manual) at hlc.quia.com/books/ on the material covered in class. An access card should be available as part of your new textbook purchase or may be purchased separately. If you have any difficulty accessing the site with your book key, see Mrs. Tusing immediately! It is not possible to extend deadlines for individual students. Students may view their eSAM average at any time via the iLrn platform. Scores from the eSAM will be converted to course points at mid-term and at the end of the semester. The final eSAM grade will be curved slightly, to represent two chapter segments missed (i.e. Chapter 1.A or Chapter 3.C).

Participation (300 points):
Participation will be given a grade out of 10 points daily. Grades will be converted to course points at mid-term and at the end of the semester. The breakdown of this grade is as follows:
- Preparation for class (via submission of chapter worksheets) = 2 points
- Two contributions to class (preguntas personales, asking a question, providing activity answers, etc.) = 2 points
- Completion of daily listening, writing & speaking activities for the entire 90 minute class period = 6 points

One point will be deducted from the daily participation grade for the following reasons:
- Absence from class, per 15 minutes of absence
- Not having appropriate materials
- Using English during a designated “Spanish only” segment of class
- Using a telephone for non-course related activities.

A student not in attendance in class will receive a participation grade of zero for that day. There are no excused or unexcused absences. However, the lowest two participation grades will be dropped.

Final Exam (300 points):
A comprehensive final exam will be given at the end of the course.
General College Policies

Writing Assistance:
You may seek writing assistance from a qualified instructor in the Reading/Writing Center (MTC 204). These “drop in” conferences are available on a “first-come, first-served” basis during the regular hours of the Reading and writing Center, so do not wait until the last minute to seek writing assistance. Come prepared with your original assignment and a printed copy of your written work. Center hours are: M&Th. 8:30-6:30; T&W: 8:30-8:00; F: 10:00-1:30; Sat 10:00-1:00. Do not wait until the day before an assignment is due to seek assistance.

Academic Integrity & Computer Usage:
All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:

* Using the campus computing network and facilities to violate the privacy of other individuals.
* Sharing of account passwords with friends, family members or any unauthorized individuals.

Violators are subject to college disciplinary procedures.

Emergency Information Statement
In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College's website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies.

Services for Students with Disabilities
Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410) 334-2899. For more information, see Wor-Wic's Services for Students with Disabilities web page.

Sexual Violence Disclosures
Wor-Wic Community College seeks a campus free of sexual violence which includes sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Please be aware that if a student discloses a personal experience verbally or in writing as a Wor-Wic student to a faculty or staff member, the employee cannot maintain confidentiality and has the mandatory responsibility to notify one of the college’s Title IX coordinators. However, if you’d like to make a confidential disclosure of any such violence, you can contact Wor-Wic’s director of counseling (410-334-2900) or you can contact the Life Crisis Center at 410-749-HELP or 2-1-1.

Information on rights of victims of sexual violence and related resources is available in the college catalog and at the public safety page of Wor-Wic’s website: http://www.worwic.edu/Administration/PublicSafety.aspx.

End-of-course evaluations will be available in during the last two weeks of class.
The College has selected SmartEvals as the vendor for electronic course evaluations. SmartEvals maintains the highest level of security with the evaluation information and the information resides only on SmartEvals’ computer servers. Faculty are unable to identify individual evaluations and any data which has the potential to reveal the identity of a student (i.e. the only male in class) is blocked from viewing. Please disable your pop-up blockers on your internet browser in order to access the evaluation. Your cooperation in completing the online evaluation at the designated time is greatly appreciated. The results from the course evaluation provide valuable feedback to your instructor in order to make changes as needed with curriculum and teaching. Please direct any questions about the online course evaluation system to Hope Ellis at hellis@worwic.edu.
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<th>IN CLASS</th>
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<td>Capítulo 5 – A – Me duele mucho (p. 154-163) Introduction to Tech Resources, Pt. 2 (Socrative)</td>
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<td>1/24</td>
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