

Spanish Language (SPANLANG) Program Stanford Language Center Stanford University

The Spanish Language Program at Stanford University is designed to develop students' abilities to:

- engage in interactions with speakers of Spanish in a variety of contexts and for a variety of purposes, using socially and culturally appropriate forms
- understand and interpret written and spoken language of different levels on a range of topics and demonstrate a growing awareness of the social and cultural influences shaping the production and use of Spanish
- present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics
- expand on strategies that allow them to continue their study and use of Spanish outside the classroom.

Each quarter of the sequence has a set of functional objectives ("Progress Card") that students are expected to meet as they develop their language skills.

An Overview of the First-Year Sequence

In the first-year sequence, SPANLANG 1, 2, and 3, students acquire essential Spanish by using the language in meaningful ways and learn to function appropriately in a variety of social and cultural contexts. The first-year program objectives revolve around three key axes:

- (1) Interpersonal Objectives:** Interacting with others in order to, e.g.,
 - ask and answer questions
 - exchange information about people, places, experiences, and events
 - express likes/dislikes
 - state opinions
- (2) Interpretive Objectives:** Understanding spoken and written Spanish in, e.g.,
 - television news reports and oral presentations
 - social interactions in contexts students themselves can engage in
 - readings of up to 3 pages in length
- (3) Presentational Objectives:** Using academic/professional language to, e.g.,
 - give rehearsed oral presentations with limited reliance on notes
 - ask and respond to questions related to formal presentations
 - write essays of up to 3 pages in length.

The First-Year Accelerated Program

First-Year Accelerated Spanish covers in two quarters (SPANLANG 1A and SPANLANG 2A) the same material that other languages cover in three quarters. The course is designed for students familiar with another Romance language (for example, French, Italian, or Portuguese), or with previous exposure to Spanish in the classroom. Students must place into the Accelerated Program if they wish to enroll.

The Second-Year Program

The overarching goal of the second-year program is to prepare students for study abroad alongside native speakers of Spanish. This preparation is realized through increasing focus on presentational discourse, with emphasis on academic and professional registers of the language.

As in the first year of Spanish study, program objectives revolve around three key axes, but in the second year the emphasis shifts from interpersonal to presentational language:

- (1) Presentational Objectives:** Using academic/professional language to, e.g.,
 - write reports of increasing length and complexity, including persuasive papers and a research paper of 5-7 pages by the end of the third quarter
 - give increasingly lengthy and more extemporaneous oral presentations, of 10 to 20 minutes in length
 - compare and analyze extemporaneously
- (2) Interpretive Objectives:** Understanding spoken and written Spanish in, e.g.,
 - analyze and synthesize the main ideas and supporting data in authentic written texts
 - follow shifting topics in a conversation
 - compare different regional varieties and registers of Spanish
- (3) Interpersonal Objectives:** Interacting with others with, e.g.,
 - socially appropriate expression of respect, politeness, gratitude, friendliness, and distance
 - appropriate use of *tú* and *usted* express likes/dislikes
 - increasing sophistication in discussions of academic and professional topics

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

SPANLANG 5C – Intensive First-year Spanish

Mon Tue Wed Thu Fri 8:45 AM – 12:30 PM

Instructor: Adam Morris

Office and phone: TBD

Office hours: 1:00-1:30 daily

Email: ajmorris@stanford.edu

NB: Due to the intensive nature of this course, the instructor requires 24 hours to respond to emails. Please do not expect a same-day or overnight response during the course. Please visit office hours instead.

For a complete syllabus, calendar and course information, see <http://spanlang.stanford.edu>. (Click on "First Year" – "Spanlang 3" – "Spring")

Materials

¿Sabías que...? 4th or 5th edition: textbook, audio CD, and online manual, vols. 1 and 2

Available at the Stanford Bookstore and on reserve in Green Library

a. Class format

Class meets 5 days a week. The major part of each class session will be spent listening to and actively using Spanish. Your job will be to **focus on deriving meaning** from what is said using all of the cues at your disposal (your background knowledge of the topic or context, visuals that may be present, your instructor's intonation, etc.); **participating in class** by using the language you have; and interacting in Spanish with your classmates, instructor, and invited speakers. All materials used in the course are connected to the topics presented in the text and the larger functional objectives.

The program objectives (see above and Progress Card) are what principally guide the course, with the textbook, workbook, and other supplementary materials as tools to help you reach those objectives. Sometimes we will discuss grammatical structure in class; most of the time, though, it will be assigned for home study so that class time can be dedicated to active use of Spanish.

b. Spanish-speaking Conversation Partner

You will be asked to get to know someone in the Stanford community who is a native speaker of Spanish. This activity is also included in your Portfolio activities (see Portfolio document). Ideally, you will get to meet with him or her frequently, every week if possible. Common interests are one of the best ways to locate and develop a lasting friendship with a conversation partner. Ask your friends or instructor if they know anyone on campus or in the area who speaks Spanish, or consult <http://tutoring.stanford.edu> and request a native conversation partner. You may also visit Bechtel International Center to set up a language exchange with international students/scholars and their families. Remember to use common courtesy when arranging to meet with your partner and be prepared to return a favor for one extended.

c. Portfolio

You will be asked to keep a portfolio of your contact with Spanish during the quarter outside of class. See the Portfolio document for details. Sample activities may include, for example, reflections on your attempts to watch the news, recordings of your conversations (or attempted conversations) with your conversation partner, attempts to read magazines in Spanish, etc.

d. Self-Assessment

At the end of each unit, you will be expected to assess your own progress using your Progress Card (see document). Your instructor or conversation partner will either concur with your assessment or suggest that you need more work.

e. Diagnostics and Exams

There will be six 10-20 minute diagnostic quizzes throughout the quarter; a 50-minute midterm; and a final exam during finals week (date to be determined by the Registrar). All assessments will focus on functional skills, i.e. your ability to understand the written and spoken language, and your ability to produce oral and written Spanish. For oral diagnostics, you'll be asked to go to the Meyer Language Laboratory, on the second floor of Meyer Library.

f. Oral Proficiency Interview

At the end of the quarter, you will schedule a conversational interview with your instructor in order to assess your level of oral proficiency. In the spring quarter, you will take a Simulated Oral Proficiency Interview (SOPI). You will have a great deal of choice in demonstrating what you are able to do in Spanish.

g. Class homework and lab assignments

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

Daily language activity is essential to mastering a language. You will be assigned various exercises online to help you master the vocabulary and other material. Doing these regular practice exercises helps solidify your Spanish through consistent reinforcement and enables you to produce it with increasing automaticity. You should plan to spend one or more hours daily on language exercises, activities, and/or study.

h. Compositions

You will be assigned two (2) compositions to help you synthesize your language skills and practice writing. Each composition consists of a first draft (double-spaced with 1-inch margins) on which you'll receive comments from your classmates or instructor on the content, style, and structure of the essay. You will incorporate these comments into a second, revised draft. Your instructor will then require a third, edited version of your essay, with spelling and grammar corrections. Please remember to include your name, assignment number or page numbers, and the date in the upper right-hand corner of all your assignments. The Spanish Language Program highly discourages the use of online or machine translators. Overuse of translators may constitute plagiarism (see below), and even minimal use can render a paper incomprehensible. Instead, students should use the Spanish they know with the occasional aid of a dictionary (online or print).

ACADEMIC POLICIES

Statement on Academic Integrity and Outside Assistance

All students are expected to abide by the [Stanford Honor Code](#) with regard to classwork, activities, and assignments related to their language classes. Plagiarism refers to the unattributed, direct copying of language and/or ideas from a source other than yourself. This includes translations of source material into the target language. Plagiarism is strictly forbidden as a part of [Stanford's Fundamental Standard](#).

Assistance on take-home written assignments may take various forms. We expect you to use dictionaries and grammar books in the composition process. Under no circumstances is another person to compose an essay for you or contribute to the ideas or substantive expression of individual assignments. For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount of assistance you have received on any written or oral assignment.

We do not discourage assistance in the preparation of oral assignments. It is always helpful to have another person listen to you practice your oral presentations and provide helpful feedback on your manner of expression. Of course, under no circumstances is another person to compose or develop your oral presentation for you or contribute to its ideas or substantive expression. In preparing for oral proficiency interviews, it is always helpful to practice conversation with native speakers or someone more knowledgeable in the language. Divulging the content of the interview, as with any exam, is not permitted, as this violates Stanford's Honor Code.

Stanford Honor Code: <http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code>

Stanford's Fundamental Standard:

<http://studentaffairs.stanford.edu/judicialaffairs/policy/fundamental-standard>

Statement on Electronic Testing:

The testing program in the Stanford Language Center meets Stanford's Fundamental Standard. When you log into an examination or diagnostic assessment, whether oral or written, you are indeed bound by [Stanford's Honor Code](#). Our electronic tests are timed tests that are to be taken in the Digital Language Laboratory facility. Ancillary materials (notes, print or online resources) are not be used at any time when you are logged into a test.

Students with Documented Disabilities:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>).

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

Grade Distribution

Administrative: 10%

- Daily in-class participation and advance preparation (homework, class exercises, Internet activities, etc.) 10%

Interpersonal: 20%

- Portfolio work with native conversation partner 5%
- Final SOPI/interview with instructor 15%

Interpretive: 10%

- Other portfolio entries 10%

Presentational: 20%

- Compositions (2) 15%
- Oral presentation 5%

Evaluative: 40%

- Diagnostic assessments (interpersonal, interpretive, presentational) 5%
- Portfolio Compilation and Progress Card self-assessment 5%
- Midterm 10%
- Final Exam 20%

Please see your instructor for class policy on late or missing assignments.

Attendance Policy

Students are to attend and actively participate in all hours of language instruction. In first-year Spanish, this means 50 hours per quarter. Unless you are in class to hear spoken Spanish geared to your level of acquisition, you will not acquire the ability to understand and interact in the language. **Given the complexity of distinguishing between the concept of 'excused' versus 'unexcused' absences, the Language Center guidelines refer only to 'absences.'** **The record of absences is not included in the grading scale (i.e., the performance grade) but rather in the overall final grade.** Each absence of one class hour will result in a 1% deduction for each of the first two class hours, and a 2% deduction from each subsequent hour, from the final class grade, i.e. missing a week of class (8%) = a 92% ceiling for calculating a final grade.

Number of Absences	Deduction from final grade
0	0%
1	1%
2	2%
3	4%
4	6%
5*	8%

*Two (2) percentage points taken off the final grade for each successive absence.
Note that three (3) tardies are taken as equal to one absence.
Any tardy of more than 15 minutes will count as one hour's absence.

In Spanlang 5C, missing more than two days results in an automatic grade of failure of this course.

No electronic devices (cell phones, tablets, laptops, etc.) will be allowed during class at any time.

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

Information for undergraduate students who seek to:

Major or minor in Spanish:

<https://www.stanford.edu/dept/DLCL/cgi-bin/web/dept/ilac/programs>

Minor in Modern Languages:

<https://www.stanford.edu/dept/DLCL/cgi-bin/web/students/undergrad>

Pursue the Proficiency Notation in Spanish:

<https://www.stanford.edu/dept/lc/language/requirement/proficiencynotation.html>

Study abroad through the Bing Overseas Studies Program:

<http://bosp.stanford.edu/>

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

CALENDARIO PROVISIONAL

NOTE: In Spanlang 5C, we will follow the syllabus for Spanlang 3 on the Spanlang website, but adapted to the dates listed below. Many of the materials needed for class are linked from the Spanlang 3 site: http://spanlang.stanford.edu/first_year/springcalendar_span3.html

Email policy (redux): Please allow at least 24 hours for a response. If you have a question regarding homework or assignments, ask a classmate or wait to ask the next day in class. I highly encourage you to exchange email and phone contacts with two classmates for this purpose.

SQ = ¿Sabías que ...? (Textbook)

Online Manual = online exercise manual to accompany *¿Sabías que...?* available at <http://books.quia.com/>. Instructions on how to access the manual come with your textbook.

Using Your Online Manual: This is an essential component of your learning experience. Doing daily practice exercises in your manual may seem tedious, but consistent reinforcement is necessary to solidify your Spanish and enable you to produce it with increasing automaticity. You should plan to spend about one hour daily on written exercises and self-study in addition to time spent completing other assignments. As the calendar indicates, you will complete **ALL** the workbook (QUIA) exercises **ONLY** for the first lesson (Lección 13). Use the first chapter to determine which exercises you find most helpful. After that, you will select **your favorite 8 exercises** to do per lesson. You are encouraged, however, to do as many exercises as possible in order to enhance your learning of Spanish. **Manual** = online exercise manual to accompany *¿Sabías que...?*

Diagnostics (Quizzes): There will be **six diagnostics** administered throughout the session. Diagnostics will be based on themes (as noted in the calendar), and will emphasize the most recent chapter under study but will also be cumulative. Oral Diagnostics will be available on-line through CourseWork. **No make-up diagnostics can or will be offered.** Instead, the lowest diagnostic grade will be dropped from your overall diagnostic grade, allowing you to miss a diagnostic in an emergency.

Portfolio Assignments and Composition Assignments: These enrichment activities are noted in the calendar below. For the specifics on these assignments, see the Spanlang website.

Portfolio:

<http://spanlang.stanford.edu/downloads/span3portfolio.pdf>

*In Spanlang 5C, we will do portfolios 2A, 3A, 2B, 3B.

Portfolios 1A and 2A are optional substitutions for the above; **four portfolio entries are required.**

Compositions:

*In Spanlang 5C, we will do Compositions 2 and 3

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

Spanish 5C - Calendario provisional

Semana 1 Temas: Repaso Las personalidades La gente famosa		
Objectives: Interpersonal: <ul style="list-style-type: none"> • Ask and answer questions • Describe your personal interests as well as those of the community • Give and request information • Introduce yourself to others • Describe personalities • Talk about things you have done • Express opinions about personality traits • Express opinions about the environment • Describe famous people or personal heroes • Ask for favors or assistance using polite language Interpretive: <ul style="list-style-type: none"> • Understand questions • Understand descriptions of personal interests and community interests • Understand personal introductions • Understand personality descriptions • Understand when people talk about what they have done • Understand opinions • Understand expressions of sympathy, admiration, anger and surprise • Identify a point of view in a text dealing with contemporary issues • Draw comparisons among socio-geographic features of the Spanish-speaking world • Understand connected discourse in an expository text • Understand opinions • Understand requests for assistance • Talk about your personal interests as well as those of the world community, especially with respect to the environment • Use the Internet and newspapers to seek and read articles that correspond to your academic interests Presentational: <ul style="list-style-type: none"> • Write using a wide array of language functions, such as talking about past events, and describing people and their activities • Edit your writing for errors • Present written descriptions of people 		
Semana 1	Class Activities	Preparation for the next class (at home/in lab)
lunes 29 de julio Repaso Unidad 5: Lección 13	Introduction to the Course Review: Expressing likes and dislikes Review: Describing and comparing people. Review: Ser y estar. Review: Talking about the past. Describing personalities (340-344). Expressing sympathy, admiration, anger and surprise.	Study: SQ pp. 345-357 Supplementary reading: Me llamo Rigoberta Menchú, “Los nahuales” Portfolio 2A: Read carefully the instructions available on Coursework. Due Friday Online manual: All exercises for Lección 13

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

<p>martes 30 de julio</p> <p>Lección 13: cont.</p>	<p>Talking about completed actions in the past using present perfect (345-348). Talking about personalities using verbs that require reflexive pronouns (349-351). Using reflexive verbs to describe personalities (356-357). Discussion: Me llamo Rigoberta Menchú Pre-Writing activity for Composition 1.1. Reading Diagnostic /Theme: La personalidad</p>	<p>Study: SQ pp. 363-377 Supplementary functions: asking for favors and offering assistance using polite language (handout/ web) Portfolio 2A Carefully read the instructions at http://spanlang.stanford.edu/first_year/spanlang3.html Note: for this assignment, you may watch on TWO separate occasions instead of three Due tomorrow Composition 1.1 Rough Draft due on Friday Portfolio 2A: reminder, due Friday. Online Manual: get a start on 8 exercises from Lesson 14</p>
<p>miércoles 31 de julio</p> <p>Lección 14</p>	<p>Describing people using more adjectives (363-364). Describing famous characters. Expressing hypothetical situations using the conditional (367-369) Expressing contrary to fact or hypothetical concepts using the Past Subjunctive (369-372). More pre-writing for Composition 1.1. Listening Diagnostic/ Theme: Gente famosa Due: Portfolio 2A</p>	<p>Study: SQ pp. 377-389 Online Manual due: 8 exercises from Lesson 14 Supplementary vocabulary: La ciudad</p>
<p>jueves 1ero de agosto</p> <p>Lección 15</p>	<p>More on talking about hypothetical situations (374-376). Telling where things are (383-384). La ciudad. Describing destinations using <i>por</i> and <i>para</i> (388-389). Giving and receiving directions (384-388). Vistazos culturales: El medio ambiente en el mundo hispano (358-360) More pre-writing for Composition 1.1.</p>	<p>Study: SQ pp. 389-400 Portfolio 2A due TOMORROW Portfolio 3A Begin this assignment this evening. You will be looking for articles to help you research your topic for Composition 2.1. Portfolio 3A is due Monday 6. For details go to: http://spanlang.stanford.edu/first_year/spanlang3.html Online Manual: get a start on 8 exercises from Lesson 15</p>
<p>viernes 2 de agosto</p> <p>Lección 15 Cont.</p>	<p>More on La ciudad. Expressing opinions about something using <i>lo</i> + adjective (389-391). Vistazos culturales: La economía en el mundo hispano (398-400). Asking for favors and offering assistance using polite language. Due: Composition 1.1 – Revision for content, style, and organization. Writing Diagnostic/ La personalidad.</p>	<p>Study for Midterm Online manual due: 8 exercises from Lesson 15 Supplementary function: making travel reservations. Composition 1.2 Second draft, Revised version for Tuesday. Portfolio 3A due Monday.</p>

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

Semana 2 Temas: ¿Por naturaleza o crianza? El turismo Las profesiones		
<p>Objectives:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Express opinions • Express hypothetical situations and concepts • Talk about likes and dislikes • Give and receive directions • Express opinions about economic issues • Clarify and restate information • Talk about clothing and what you are wearing • Talk about travel • Give advice to friends about what to wear • Make travel reservations • Complain <p>Interpretive:</p> <ul style="list-style-type: none"> • Use the Internet and newspapers to seek and read articles that correspond to your academic interests • Understand connected discourse in an expository text • Understand arguments and supporting evidence • Understand issues in a world community • Understand advice about clothing and travel • Summarize key points and main ideas expressed in longer presentations or readings • Understand directions • Understand complaints <p>Presentational:</p> <ul style="list-style-type: none"> • Write a 2.5 page argumentative essay • Revise your essay for content, organization, and style 		
Semana 2	Class Activities	Preparation for the next class (at home/in lab)
<p>lunes 5 de agosto</p> <p>Midterm</p>	<p>Midterm Review MID-TERM EXAM: Unidad 5 (Lessons 13-15) Due: Portfolio 3A</p>	<p>Study: SQ pp. 406-411 Supplementary function: complaining Composition 1.2 Revised draft, due tomorrow Portfolio 2B Begin to work on this assignment this evening. Due Friday. For detailed instructions see http://spanlang.stanford.edu/first_year/spanlang3.html (you may view 2 times instead of 3) Online Manual: get a start on 8 exercises from Lesson 16</p>
<p>martes 6 de agosto</p> <p>Unidad 6: Lección 16</p>	<p>Discussion of Science Reading: La naturaleza o la crianza. Talking about clothing (406-409). Talking about appearances and how clothes fit using reflexive verbs (409-411). Composition 1.2 - Peer Revision for content, style, and organization</p>	<p>Study: SQ pp. 411-426 Online Manual if you haven't already, get a start on 8 exercises from Lesson 16 Supplementary function: Looking for an apartment (review of house vocabulary) Composition 1.3 Final draft, DUE TOMORROW Composition 2.1 Rough draft due Thursday</p>

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

<p>miércoles 7 de agosto</p> <p>Lección 16 (Cont.)</p>	<p>More on talking about clothing. Talking about trips and traveling (411-418). Making travel reservations.</p> <p>Complaining.</p> <p>Due: Composition 1.3 Reading Diagnostic/ Theme: La naturaleza o la crianza.</p>	<p>Study: SQ pp. 418-423 Portfolio 2B due Friday Online Manual: due: 8 exercises from Lesson 14 Composition 2.1 Rough draft due tomorrow</p>
<p>jueves 8 de agosto</p> <p>Lección 16 (Cont.)</p>	<p>Telling others what to do using formal commands (418-420).</p> <p>Talking about hypothetical events using the conditional (420-423). Intercambio: Un viaje al extranjero (423). Due: Composition 2.1: Review for content, style, and organization Listening Diagnostic/ Theme: El turismo</p>	<p>Study: SQ pp. 430-441 Online Manual due: 8 exercises from Lesson 17 Supplementary function: expressing opinions and (lack of) agreement Portfolio 3B You will be looking for additional sources for Composition 2. For detailed instructions see http://spanlang.stanford.edu/first_year/spanlang3.html Due Tuesday</p>
<p>viernes 9 de agosto</p> <p>Lección 17</p>	<p>Talking about professions (430-434). Talking about required traits for different professions (439-441).</p> <p>Describing indefinite or unknown people, places and things using the present subjunctive (435-439). Writing Diagnostic /Theme: Las profesiones Due: Portfolio 2B</p>	<p>Study: SQ pp. 441-457 Online manual Choose 8 exercises from Lesson 18 Composition 2.2 Second draft due Monday.</p>

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

Semana 3 Temas: Las Profesiones Presentaciones Finales		
<p>Objectives:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Look for an apartment • Describe the type of apartment or home you'd like to rent or purchase • Talk about professions and job-searching preferences • Express intentions for the future • Express uncertainty, doubt, possibility, and probability • Express agreement or lack thereof <p>Interpretive:</p> <ul style="list-style-type: none"> • Understand descriptions of different professions • Understand connected discourse in an expository text • Understand advice regarding career choices • Become more familiar with the socio-geography of the Spanish speaking world <p>Presentational:</p> <ul style="list-style-type: none"> • Revise your essay for content, organization, and style • Present a rehearsed report (20 minutes) on topics of broad interest reflecting your knowledge of academic topics of particular interest to you and in relation to the Spanish-speaking world • Ask and answer questions about the prepared presentation topic using appropriate language for an academic presentation 		
Semana 3	Class Activities	Preparation for the next class (at home/in lab)
<p>lunes 12 de agosto</p> <p>Lección 17 (Cont.)</p>	<p>Looking for an apartment</p> <p>Describing nonexistent people, places and things using the present subjunctive (441-442).</p> <p>Making professional plans for the future (445-446)</p> <p>Intercambio: Recomendaciones para elegir una profesión (447)</p> <p>Talking about women in professional fields (457)</p> <p>Due: Composition 2.2: Peer review for content style, and organization</p>	<p>Study: SQ pp. 457-467</p> <p>Composition 2.3 Final draft due Wednesday</p> <p>Portfolio 3B due tomorrow</p>
<p>martes 13 de agosto</p> <p>Lección 18</p>	<p>Expressing uncertainty, doubt, probability, and possibility using the present subjunctive (457-460).</p> <p>Talking about the future using the simple future tense (454-456)</p> <p>Talking about the future (460-467).</p> <p>Expressing opinions and (lack of) agreement</p> <p>Review for Final Exam</p> <p>Due: Portfolio 3B</p>	<p>Composition 2.3 due tomorrow</p> <p>Prepare for the Final Presentation</p>

**Spanish Language (SPANLANG) Program
Stanford Language Center
Stanford University**

miércoles 14 de agosto	ORAL PRESENTATIONS Composition 2.3 due	Study for Final Exam
jueves 15 de agosto	FINAL EXAM: Unidades 5 (Lessons 13-15) and 6 (Lessons 16-18)	
viernes 16 de agosto	All remaining work and interviews must be completed by 1PM.	