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**COURSE DESCRIPTION**

This intermediate course in Spanish guides students in language development that is relevant to their use of Spanish in community and professional contexts. As a Mason Core course in Global Understanding, Spanish 212 structures language lessons through critical content that is focused on the intersections of Latin American and Latinx history and culture with global patterns and processes of modernity. Students gain intermediate mastery of grammar, listening, speaking, reading and writing skills as they simultaneously learn about ways that Latin American and Latinx popular culture and social movements have emerged in dialogue with historical and contemporary globalizations, including 19th-century neocolonialism, the 20th-century rise of the international left, Cold War discourses and policies and contemporary neoliberalism. Students will use this new knowledge to reflect upon the worldviews and deep narratives belonging to speakers of the language they are learning to use. They will also consider how they can use Spanish to address challenges in Latin America and the Latinx US that have global roots and global reach. In fusing language development with global understanding, Spanish 212 brings a rich meaning to students’ growth as global and multilingual citizens at the University.

**Course prerequisites:** SPAN 201 or equivalent, or permission of instructor.

**LEARNING OBJECTIVES**

In SPAN 212, students will develop intermediate competency in the speaking, reading and writing of Spanish for community and professional contexts while simultaneously pursuing the following learning outcomes in Global Understanding,

- Identify and articulate one’s own values and how those values influence their interactions and relationships with others, both locally and globally.
- Explain how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies.
- Apply intercultural competencies in group and individual projects.
- Using resources appropriate to Spanish-language education and Latin American cultural studies, analyze and create responses to problems and issues of the global society.

**PLACEMENT**

Until the MCL language lab reopens, the Placement Test will not be offered. Students who did not take a Spanish course at GMU should complete the questionnaire on the MCL website [https://mcl.gmu.edu/placement-testing] to guide them in determining their level and self-place themselves, and should notify their instructor on the first day of class or earlier. Students graduating in Fall 2020 who are seeking a FL waiver should contact MCL @ language@gmu.edu. Students who have learned Spanish outside of the classroom (e.g., by speaking Spanish at home, by living in a Spanish-speaking country) should consider enrolling in SPAN 215: Intermediate Spanish for Heritage Speakers or SPAN 315: Spanish in Context for Heritage Speakers. Both courses are offered in Fall 2020. For more information regarding SPAN 215, please contact Dr. Ellen Serafini @ eserafi2@gmu.edu and for SPAN 315 please contact Dr. Carla Burns @ cburns1@gmu.edu

**COURSE MATERIALS**

- Readings and activities available on Blackboard.
- Reference tools such as online dictionaries and Spanish grammar websites available through Blackboard, including:
- Aprendo español con... [https://airtable.com/shrA3HcTaqOjF8SGV](https://airtable.com/shrA3HcTaqOjF8SGV). Base de datos con más de 168 apps, organizadas por categorías, para aprender español.
- Sinónimos.org. [http://www.sinonimos.org](http://www.sinonimos.org)
- Linguee. [https://www.linguee.es/](https://www.linguee.es/)

### TECHNOLOGY REQUIREMENTS

General GMU requirements available here: [https://masononline.gmu.edu/what-technologies-do-i-need/](https://masononline.gmu.edu/what-technologies-do-i-need/). Please remember that

- You will need access to a Windows or Macintosh computer and to a fast, reliable broadband Internet connection (e.g., cable, DSL).
- For optimum visibility of course material, the recommended computer monitor and laptop screen size is 13-inches or larger.
- You must have consistent access to an internet connection to complete the assignments in this course through Blackboard ([https://mymason.gmu.edu](https://mymason.gmu.edu)). Smartphones are not enough to access the technology required for this course.
- You will need computer speakers or headphones to listen to recorded content, and a webcam for oral interaction with your instructor.
- A headset microphone is recommended for live audio sessions using course tools like Blackboard Collaborate.

It is expected that you possess the following technical skills:

- navigate the World Wide Web using different Web browsers
- experience in using the learning management system, Blackboard (Blackboard Learn Videos for Students: [https://help.blackboard.com/Learn/Student/Watch_Videos/](https://help.blackboard.com/Learn/Student/Watch_Videos/) Blackboard Manual for Students [https://help.blackboard.com/Learn/Student](https://help.blackboard.com/Learn/Student). Should you require any assistance, please contact the ITS Support Center @ 703-993-8870 / support@gmu.edu)
- communicate via email including sending attachments
- use office applications such as Microsoft Office (or similar) to create documents
- be comfortable uploading and downloading saved files and assignments in Blackboard
- be capable downloading and installing software and applications.

If you need help with any of these activities you can get assistance from The Division of Instructional Technology [https://its.gmu.edu/service/category/teaching-learning/].

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The page numbers are not mentioned in the input, but they are assumed to be 3.
Specific tools for this course (see instructions here):

- **Padlet** (available through Blackboard)
- **Piazza** (available through Blackboard)
- **Hypothesis** (available through Blackboard)
- **Videoconference tool of your choice** (Zoom and Collaborate are available through Blackboard)
- **Respondus LockDown Browser** (for the online quizzes)

**SPAN 212 Online**

This course is offered completely online via Blackboard Courses (Log into https://mymasonportal.gmu.edu, select the Courses Tab, and the course can be found in the Course List). Learning a language in an online setting requires as much work as learning in the class, along with a great amount of discipline. I strongly advise you to set aside at least 6-10 hours per week for this course. Each week begins on Monday and ends on Saturday. The Course Modules and Weekly Lessons section includes links to all materials, activities and learning goals for each given week. They will be open for you the Friday before each given week, at 11:59PM. Please check your GMU email messages and Blackboard on a daily basis for course announcements, which may include reminders, revisions, and updates. All announcements related to the course will also appear on Bb’s Announcements page. We’ll have a fictional character, **Carolina Yanara Almonte Unquén**, who will be in charge of introducing each week’s course topics.

**IMPORTANT**: Successful learning of a language requires being exposed to large amounts of written and oral input and making the effort to communicate in that language. Therefore, you should try to use the Spanish language as much as possible, even beyond class assignments. You should not expect to comprehend every word you read or hear; instead, you should aim at understanding the overall meaning. After continued practice, the language will start to become more and more comprehensible. Several tips and suggestions to improve your learning efficiency, study skills, and memorization abilities, and for getting the most out of study can be found on the course calendar and Blackboard’s Weekly Modules.

If you encounter any problem, do not hesitate to contact me via email. I will respond in less than 24 hours from Monday to Friday. You can also post your question on **Piazza**, using your name or anonymously. Piazza is our communication environment and I encourage you to use it also to respond to your peers’ questions and comments. Your participation grade will be based for the most part on your participation in Piazza. In addition, I will be on Collaborate during office hours but I can accommodate to your busy schedule and schedule an individual session with you if you can’t make it during my office hours. I am available via Skype, Zoom, Collaborate and almost any other platform of your choice.

**Grading**

The final grade will be computed as follows:

1. Online community (participation) 15%
2. Course activities 15%
3. Compositions (three) 30%
4. Quizzes (two) 30%
5. Oral mini-presentation 10%
The final letter grade for the class will be assigned as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>96+</td>
<td>A+</td>
</tr>
<tr>
<td>93-95</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<td>0-59</td>
<td>F</td>
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</tbody>
</table>

**Assignment deadlines**

When reviewing the course calendar, you will notice that course assignments are divided by category:

- **Grammar Review** due Tuesdays at 11:59PM
- **Compositions**, due Thursdays at 11:59 PM
- **Hypothes.is activities and Quizzes** due Fridays at 11:59 PM
- **Padlet Impressions** due on Saturdays at 11:59 PM
- **Online Community Activities** due on Sundays at 11:59 PM

There is no reason why you can’t skip ahead or complete many of these activities in one day, with the exception of community-based activities that require the interaction with peers. However, I encourage you to manage your time well in the course. More information about each type of assignment is provided below.

**General rules for assignments**

Course work must be submitted by the deadline so that the instructor can provide you with feedback and respond to your posts on a timely basis. Deadlines for each specific type of assignment are included in the following sections of this syllabus. Overdue submissions will be accepted but penalized 5% per day up to a maximum of 20% (i.e., four days late). Please review Blackboard regularly to check your grades. Please use Times New Roman as your font, 12 point, one and a half-spaced and in a Word-compatible format for your compositions. Please do not use GoogleDocs to submit your assignments unless otherwise indicated. Use your last name and the type and number of the assignment as your file name (i.e., romanmendozacomposición1 borrador.doc). Always cite your sources. And please, do not turn in any written assignments without proper accent marks and punctuation. Finally, students may not turn in assignments for this course that have been submitted for a grade in any previous or current course.

1. **Online Community (participation) – 15%**

In order to build a true online community, you are required to participate in the Piazza course discussion with your peers at [https://piazza.com/gmu/fall2020/81527202070](https://piazza.com/gmu/fall2020/81527202070) (minimum: one question and one answer per week). Your contributions are due by 11:59 PM on Sundays. Use the Q&A section of Piazza for questions about course logistics.
In addition, **TWO** mandatory informal chats with the professor, scheduled at your convenience on the week they are due, are also part of your Online Community Grade. More details on Blackboard.

**2. Course Activities – 15%**

Activities on the content for each lesson will be done online on Blackboard using different integrated tools. All coursework is mandatory. PLEASE note that I am happy to discuss extra attempts. Overdue submissions will be accepted but penalized 5% per day up to a maximum of 20% (i.e., four days late).

| **Grammar Review** | Interactive activities, usually auto-corrected. Due on Tuesdays. (5%) |
| **Hypothes.is** | This is a collaborative reading tool that we will be using to translate, annotate, comment, review grammar, debate, and read aloud. More details on Blackboard. Due on Fridays. (5%) |
| **Padlet** | Students will use this tool to post a pictures, videos, audio files or texts that represent what they have learned in the previous Module. Due on Saturdays. (5%) |

**3. Compositions – 30%**

Each composition will be between 200 and 300 words and will be submitted via Blackboard. Your focus on each composition will be to analyze in detail a Spanish-language cultural practice, text or artefact that we have discussed in the preceding two Modules. We will use a draft-review-final version process that will help you identify your most common mistakes in Spanish and improve your writing style. Detailed instructions regarding content, format and evaluation of these writing assignments will be made available in Blackboard prior to each due date. Drafts are mandatory and will count as 40% of the grade for each project. Drafts and final versions will always be due by 11:59 PM on Thursdays.

**4. Quizzes – 30%**

We will have two quizzes during the semester (the midterm exam and the final exam). These will use formats ranging from true/false, multiple choice, and short answer / essay questions. Students do not need to come to campus to take the quizzes, however we will use Lockdown and Respondus Monitor in the course. For an introduction to this technology, please watch this intro video. Please download Respondus Monitor and Lockdown Browser onto the computer you will be using to take your quizzes. Please follow the instructions here. Quizzes are due on Thursdays. Quizzes will pair the assessment of students’ listening and reading comprehension, writing skills, vocabulary and grammar knowledge with their critical understanding of historical and cultural content of the preceding three Modules. A study guide will be provided before each quiz. The Diagnostic Test and the Orientation Quiz will be counted as extra credit at the end of the semester. Quizzes will be due by 11:59 PM on Fridays.

**5. Oral Mini-Presentation – 10%**

Students will prepare one individual oral mini-presentation on a cultural topic situated in a community or professional context of their interest. See Blackboard for additional guidelines.

==========================================================================
**STUDENT EXPECTATIONS**

**Academic Integrity**
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See https://oai.gmu.edu/mason-honor-code/].

**Honor Code**

**MasonLive/Email (GMU Email)**
Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See https://masonlive/login].

**Patriot Pass**
Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See https://password.gmu.edu/index.jsp].

**University Policies**
Students must follow the university policies. [See http://universitypolicy.gmu.edu and http://catalog.gmu.edu].

**Responsible Use of Computing**
Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

**University Calendar**
Check the GMU calendar at http://registrar.gmu.edu/calendars/.

**Students with Disabilities**
Students with disabilities who seek accommodations in a course must be registered with the George Mason University Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See https://ds.gmu.edu/]. Answers to frequently asked questions by faculty, staff, and students related to how the COVID-19 situation is impacting accommodations and services are available here: https://ds.gmu.edu/response-to-covid-19/

---Students are expected to follow courteous Internet etiquette---

**COVID-19 Public Health and Safety Precautions**
Although this course will not take place on campus, this is a friendly reminder about Mason’s new policy on face coverings: https://universitypolicy.gmu.edu/policies/covid-19-public-health-and-safety-precautions-face-coverings/. All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (https://mymason.gmu.edu). Students are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a “green” notification are permitted to attend
courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class. Please also check FAQs for a Safe Return.

If you experience any health issues or encounter unforeseen problems with technology while taking this class, please bring them to your instructor’s attention as soon as possible so that she and your academic advisor can discuss alternatives with you.

PRIVACY STATEMENT
All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

GEORGE MASON DIVERSITY STATEMENT
George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Read more here.

STUDENT SERVICES

University Libraries
University Libraries provides resources for distance students. [See http://library.gmu.edu/for/online].

Writing Center
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the online tutoring here: https://writingcenter.gmu.edu/tutoring/email-tutoring.

Counseling and Psychological Services
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See https://caps.gmu.edu/].

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

IMPORTANT DATES

<p>| First day of classes; last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed | Aug 24 |
| Last day to add classes—all individualized section forms due | Aug 31 |
| Last day to drop with no tuition penalty | Sep 8 |
| Web Withdrawal Period (100% tuition liability) | Sep 9-15 |</p>
<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm progress reporting period (100-200 level classes) — grades available via Patriot Web</td>
<td>Sep 21 – Oct 16</td>
</tr>
<tr>
<td>Selective Withdrawal Period (undergraduate students only, 100% tuition liability)</td>
<td>Sep 29 – Oct 28</td>
</tr>
<tr>
<td>Incomplete work from Spring &amp; Summer 2019 due to Instructor</td>
<td>Dec 5</td>
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<tr>
<td>Incomplete grade changes from Spring &amp; Summer 2019 due to Registrar</td>
<td>Dec 11</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Nov 25-29</td>
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<tr>
<td>Last day of classes</td>
<td>December 7</td>
</tr>
<tr>
<td><strong>Reading Days</strong></td>
<td>Dec 5</td>
</tr>
<tr>
<td>Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.</td>
<td>Dec 9-16</td>
</tr>
<tr>
<td><strong>Exam Period</strong> (beginning at 7:30 a.m.)</td>
<td>Dec 9-16</td>
</tr>
<tr>
<td>Winter Graduation Ceremony</td>
<td>Dec 17</td>
</tr>
<tr>
<td>Degree Conferral Date</td>
<td>Dec 19</td>
</tr>
</tbody>
</table>
Please take note of the deadlines for each type of activity or assignment. Under **Course Modules and Weekly Lessons** on Blackboard, you will find all the assignments for the week in one place. The readings and videos (column 2) introduce the topics and themes of each unit; grammar review assignments (column 3) are due on Tuesdays. Compositions (column 4) are always due on Thursdays. Hypothesis and quizzes are due on Fridays. Padlet Impressions (column 5) are due on Saturdays (column 6). Finally, online community activities (column 7) are due on Sundays. 11:59PM is the deadline for all assignments in this course.

Illustrations by [José Manuel Esteban](#). Thanks to Professors [Lisa Rabin](#) and [Alexia Vikis](#) for her input and ideas for this syllabus.

<table>
<thead>
<tr>
<th>Fecha y tema</th>
<th>Lecturas, vídeos o presentaciones de la profesora</th>
<th>Actividades de gramática, léxico, ortografía y puntuación</th>
<th>Composiciones</th>
<th>Hypothesis y quizzes</th>
<th>Impresiones en Padlet o discusiones</th>
<th>Comunidad Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dónde: Blackboard</td>
<td>Dónde: Blackboard, Under Grammar Review</td>
<td>Dónde: Blackboard. Regular assignment box</td>
<td>Dónde: Hypothesis is available through Blackboard. Quizzes will be administered on Blackboard</td>
<td>Dónde: Padlet is available through Blackboard. Discussion forums are available on Blackboard</td>
<td>Dónde: Piazza is available through Blackboard. Online chats with the professor via videoconference tool of your choice</td>
<td></td>
</tr>
</tbody>
</table>

**Módulo de introducción: Qué significa aprender una lengua**

<p>| Semana 1: Agos. 24–30 | Leer el programa (syllabus). Haz test de comprensión del programa en BB (hasta el 26 de agosto). Haz encuesta sobre tecnología. | Prueba diagnóstica (en BB) – abierta esta vez hasta el sábado 29. Ejercicios de repaso Módulo 0 | Hypothesis 0: Haz una anotación en el programa de SPAN 212 | Foro de discusión 0: Modulo 0 Introductions/ Presentaciones |</p>
<table>
<thead>
<tr>
<th>Semana 2: Agos. 31–Sept. 6</th>
<th>Lección 2. La idea de Latinoamérica</th>
<th>Ejercicios 2. Descripciones en el pasado</th>
<th>Hypothesis 1</th>
<th>Piazza 2</th>
</tr>
</thead>
</table>

### Módulo 2: Movimientos migratorios y desplazamientos de población

| Semana 5: Sept. 21–27  | Lección 5. Dónde vivimos y por qué nos mudamos | Ejercicios 5. Oraciones adverbiales | Versión Final Composición 1 | Padlet Impresiones 2 | Piazza 5 |

### Módulo 3: La lengua como bien de todos

| Semana 7: Oct. 5–11      | Lección 7. La corrección lingüística | Ejercicios 7. Los diccionarios y las gramáticas | Padlet Impresiones 3 | Piazza 7 |

¹ Esta primera charla no cuenta para la nota. Solo quiero averiguar si tienen alguna duda sobre el funcionamiento del curso.
<table>
<thead>
<tr>
<th>Semana 8: Oct. 12–18</th>
<th>Repaso para el primer quiz</th>
<th>Primer quiz</th>
<th>Midterm</th>
<th>[charla informal con la profesora]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Módulo 4: Singularidad y apropiamiento cultural</td>
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<tr>
<td>Semana 10: Oct. 26–Nov.1</td>
<td>Lección 10. Apropiación cultural</td>
<td>Ejercicios 10. Formas de expresar voluntad, ruegos y órdenes</td>
<td>Borrador Composición 2</td>
<td>Padlet Impresiones 4</td>
</tr>
<tr>
<td>Módulo 5: La educación como motor para el cambio</td>
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<tr>
<td>Semana 11: Nov. 2–8</td>
<td>Lección 11. El español en la escuela</td>
<td>Ejercicios 11: Oraciones condicionales</td>
<td>Versión Final Composición 2</td>
<td>Hypothesis 5</td>
</tr>
<tr>
<td>Módulo 6: Gobierno y participación ciudadana</td>
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<td>THANKSGIVING</td>
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<tr>
<td>Semana 15: Nov.30-Dec 6</td>
<td>Repaso para el segundo quiz</td>
<td>Versión Final Composición 3</td>
<td>Mini-presentaciones orales y charla informal con la profesora</td>
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<td>------------------------</td>
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Segundo Quiz - Examen Final – 10 de diciembre