



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit School of International Letters & Cultures Department Spanish

Subject SPA Number 110 Title Intensive Spanish I Units: 6

Is this a cross-listed course? No
 If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
 Course description: _____

Requested designation: Global Awareness-G
Note- a separate proposal is required for each designation requested

Eligibility:
 Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
 For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
 A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

- Checklists for general studies designations:**
 Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
 - Criteria Checklist for the area
 - Course Catalog description
 - Course Syllabus
 - Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

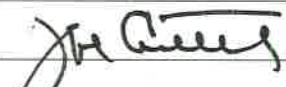
Contact information:

Name Carmen V. Scales Phone (480) 727-9140

Mail code 0202 E-mail: Carmen.scales@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Joe Cutter Date: 8/13/15

Chair/Director (Signature): 

Course description: First-semester intensive course for students who (1) have never taken Spanish language courses before, or (2) have studied Spanish for one year at the high school level, or (3) have authorization from the Spanish section. This six-hour course meets on Mondays, Tuesdays, Wednesdays and Thursdays for 75 minutes in the classroom. To achieve the maximum level of proficiency, the course focuses on the development of speaking and written skills.

Enrollment requirements: None



Units: 6

Repeatable for credit: No

General Studies: No

Offered by: [College of Liberal Arts and Sciences](#)

Class meeting details

Class #:	Days:	Start:	End:	Location:	Instructor:	Seats open:
91789	M T W Th	10:30 AM	11:45 AM	Tempe - LL108	Scales	13 of 28  

Additional class details

Component: Integrated Lecture/Lab

Session: Session C

Dates: 8/20/2015 - 12/4/2015

Last day to enroll: August 26, 2015

Drop deadline: August 26, 2015

Course withdrawal deadline: November 04, 2015

Instruction Mode: In-Person

Fees: None

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus with textbook information, and table of content.
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	Syllabus, page 2 -you will also further grow your intercultural competence by being exposed to the rich cultures of the Spanish-speaking world. Page 4 -• Have a solid understanding of practices, values, and perspectives and good knowledge of cultural products in the Hispanic world and Hispanics in the United States.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>Syllabus, page 2 -you will also further grow your intercultural competence by being exposed to the rich cultures of the Spanish-speaking world and the United States, and be able to draw comparisons between Spanish-speaking cultures and your own. Page 4- Students will begin to be able to successfully participate in simple conversations with native speakers and be aware of cultural differences. Students will be able to explain and draw comparisons of some cultural differences between their own culture and Hispanic cultures.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	

Course Prefix	Number	Title	Designation
SPA	110	Intensive Spanish I	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1: The course addresses and leads the understanding of the contemporary world outside of United States.	The course presents and examines different Hispanic cultural topics, like art, food, family, sports, places, social and economic issues, health, celebrations, etc. from Spain, Mexico, Caribbean, Central, and South American countries.	Syllabus with information of the textbook (page 4) Unidos, 2nd. Edition, and table of content. With emphasis on Hispanic countries, each one of the chapters (P, 1-12) presents, examines, and compares cultural topics from different Hispanic countries, and US.
2b: study the cultural significance of a non-U.S. centered global issue	The course presents and examines different Hispanic cultural topics, like art, food, family, sports, places, social and economic issues, health, celebrations, etc. from Spain, Mexico, Caribbean, Central, and South American countries.	Syllabus with information of the textbook (page 4) Unidos 2nd Edition, and table of content. Chapter 2 Presents information about Hispanic influences in U.S. Chapter 3 presents places to visit in Peru, Bolivia, and Paraguay. Chapter 4 presents famous Colombians, and the family. Chapter 8 presents Mexican celebrations. Chapter 10 presents food, and public health in Ecuador, and other Latin American countries. Chapter 11 presents present music and dance traditions in Cuba, The Dominican Republic, and Puerto Rico. Chapter 12 presents the social and economic impact of the Panama Canal.
2c Comparative cultural studies with no emphasis on non U.S. areas	The course compares different cultural aspects between Hispanic countries. Also compares cultural aspects between Hispanic countries and U.S. with emphasis on Hispanic countries.	Syllabus with information of the textbook (page 4) Unidos 2nd Edition, and table of content. Chapter 1 compares the educational system between Spain and U.S. Chapter 5 compares cultural and geographic information of Nicaragua, El Salvador, and Honduras. Chapter 6 Compares Simón Bolívar and Venezuela with leaders in the history of U.S. Chapter 7 compares ranching and fishing industries in Argentina, Uruguay, and

		Chile, and U.S. Chapter 9 compares demographic and economic changes in Guatemala and U.S.

**Arizona State University
School of International Letters and Cultures
Lower Division Spanish Language Program**

Course Number: SPA 110

Course Title: Intensive Spanish I

Credits: 6

Faculty

Name:
Instructor:
Office Location:
Office Hours:
Email:
MediaShare Course ID:

DESCRIPTION OF THE COURSE

Bienvenidos a Spanish 110!

Congratulations for choosing to study Spanish at ASU! Spanish is one of the most widely spoken languages in the world and in the United States. It's a very useful language if you live in the U.S. or if you are planning to live or travel abroad!

Who is this course for?

Spanish 110 is a first semester intensive course in Spanish as a second language at ASU and is specially designed for students who have had *no previous contact with the language or less than two years of high school study*. If you are a *heritage learner* and you were exposed to Spanish at home or in a Spanish-speaking community, you belong in Spanish a heritage course. Please contact your instructor immediately or the SHL program coordinator, Dra. Sara Beaudrie at sara.beaudrie@asu.edu.

You belong in **SPA 110** if you:

1. obtained between 0-249 (internet exam) on the Spanish Placement Exam.

If you do not fulfill any of these requirements, you should NOT be in SPA110. Please talk to your instructor immediately to find a better course for you.

Note: Your instructor, the School of International Letters and Cultures, and the Dean of Students at ASU reserve the right to administratively drop from 100/200 level language courses any student whom they consider is inadequately placed.

What is this course about?

This course is designed to help you continue to develop your Spanish language proficiency in all four language skills (speaking, writing, reading, and listening) integrated across the three modes of communication outlined by ACTFL (interpersonal, interpretive, and presentational). All classes adopt the communicative approach and will be taught almost entirely in Spanish. Learning a language is so much more than simply learning grammar and vocabulary. Your ability to understand and communicate in written and oral Spanish will be expanded and you will also further grow your intercultural competence by being exposed to the rich cultures of the Spanish-speaking world and the United States, and be able to draw comparisons between Spanish-speaking cultures and your own. Becoming proficient in a foreign language is a journey that requires a lot of consistent practice to be successful. You are expected to work diligently on a daily basis in class and at home. Get ready to learn and have some fun! This course offers an unforgettable experience!!!

What is a flipped course?

This course is a flipped course. This means that you will be expected to learn and practice Spanish on your own prior to each class meeting. Class time is devoted to communicating in Spanish and using the structures and vocabulary that you have practiced on the computer before coming to class. The course incorporates the *flip teaching model* by capitalizing on the use of technology so that you will learn outside of class and then apply what you have learned in the communicative environment of the in-person. We expect you to take responsibility for studying the basic rules of grammar, the uses of the tenses, and vocabulary items. The grammar explanations and tutorials are located in the Tutorials folders of each chapter in MySpanishLab and in the textbook. The *Tutorials* will help you both study and assess your comprehension of the rules of Spanish grammar. The *Readiness Check* and *your instructor's feedback* will also accomplish the same goal.

This flipped model offers the following advantages to you as you learn Spanish:

- Self-pacing: you can take the time you need to complete the homework in the textbook's online component
- Immediate feedback: you will receive instant feedback and immediate results, which will allow you to learn from your mistakes.

- Easy access: you can complete online activities from any computer that accesses the Internet through a reliable Internet browser.

It is your responsibility to get familiar with the online component of this course. MySpanishLab has “How to videos” that can help. Visit the tab on the left in Blackboard to learn more about it.

When attending a class session it is expected that you:

- will arrive on time
- will be prepared at the scheduled class time with all appropriate materials
- will come thoroughly prepared by
 - reviewing any materials your instructor has assigned to you to complete before class
 - completing any homework assignments due the week of your meeting

** If you do not come fully prepared with the knowledge of the course material you cannot receive full participation points.*

Also, it is important to keep in mind that this is a SIX credit-hour class and you are expected to work an average of 3 to 4 hours every week for each credit hour in this course.

What is our approach?

We believe that a foreign language is learned through interaction. To make sure you are successful, we will provide a lot of opportunities for you to receive input in the language and practice new forms and vocabulary. Also, learning is easier when communication is authentic and for real purposes. We will spend the majority of each class on real-world pair and small group interactions in Spanish. We will also go over strategies for reading, listening, and writing in Spanish. It is important for you to understand that when you have questions about grammar, you have many resources available to you: instructor office hours, grammar tutorials in MySpanishLab, the Spanish Writing and Tutoring Center, etc. Please take advantage of all these opportunities available to you at ASU.

Learning Goals

Upon completion of the course, students should be able to:

- Express themselves in Spanish in extended oral and written discourse and in more abstract discussions;
- Understand authentic oral discourse in Spanish to comprehend the main ideas and extract some details;
- Read and understand basic authentic texts in a variety of genres; and

- Have a solid understanding of practices, values, and perspectives and good knowledge of cultural products in the Hispanic world and Hispanics in the United States.

Learning Outcomes

- 1) Students who successfully complete Spanish 102 will be able to communicate at the intermediate-low level according to the ACTFL Guidelines. This means that students will be able to communicate successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations.
- 2) Students will begin to be able to successfully participate in simple conversations with native speakers and be aware of cultural differences.
- 3) Students will be able to explain and draw comparisons of some cultural differences between their own culture and Hispanic cultures.

Textbook and Computer Requirements

- *UNIDOS: An interactive approach (2st Edition, Prentice Hall, 2015) (Chapters Preliminary to 12)*
- *My SpanishLab* course code for *UNIDOS* Student Activities Manual.

For SPA 110 the multi-semester package is the best choice!

- **Multi-semester Access**
- Title: Unidos Classroom Manual Multi Semester Package for Arizona State University, 1/e
- Net Price - \$119.50
- 13 Digit ISBN: 978-1323193242
- 10 Digit ISBN: 1323193243

EVALUATION CRITERIA

Course Work and Exams (70%)	MySpanishLab Assignments and Quizzes (30%)
Participation: 10%	Lesson Preparation: Grammar tutorials + SAM Activities + Cultural videos + Online Activities: Pre-test + Study plan = 20%
Mid Term Written Exam: 10%	
Final Written Exam: 10%	
Oral Presentation: 5%	
Final Oral Exam: 5%	
Writing Assignments (2): 15%	
Community & MediaShare Projects: 15%	Quizzes = 10%

Grading Scale

Grade	Percent	Grade	Percent
A+	97% to 100%	B-	80% to 82%
A	93% to 96%	C+	77% to 79%
A-	90% to 92%	C	70% to 76%
B+	87% to 89%	D	60% to 69%
B	83% to 86%	E	0% to 59%

ONLINE ASSIGNMENTS / MySpanishLab (20%)

MySpanishLab is the online platform that will assist you in your learning throughout this course. Please view the MSL tab for eText and Student Activities Manual (SAM) assignments. In MSL, you can find a calendar containing all due dates for the site's assignments. Please note that this calendar contains ONLY the exercises from MySpanishLab, NOT other course assignments.

Online practice is the most important activity you will do on your own in this course. Your online work will constitute **20%** of your final grade. Your completion of these exercises and activities will have a strong impact on your overall performance in this course. All students should complete the online exercises assigned in the MySpanishLab calendar. You should also view the video tutorials assigned in the MySpanishLab calendar.

Under no circumstances will MySpanishLab assignments be accepted late. These assignments are designed to help you prepare for class meetings and get valuable practice outside of class. The Vocabulary and Grammar Tutorials and the Interactive Presentations help you to familiarize yourself with concepts before you practice them in class. This ensures that you come to class prepared and maximizes the time spent in class on interactive and communicative activities. Also, MySpanishLab provides personalized reports to help you become aware of your mistakes and thus anticipate areas of difficulty when studying. Please use these resources and treat your work in MySpanishLab as an important opportunity to practice and learn the material.

Note: We cannot excuse you for not completing the online portion of the course by the deadline due to technical problems. Technical problems with MySpanishLab are not the responsibility of the instructor. Your instructor will not be able to offer technical support for MySpanishLab. If you have any problems with this online program, please contact Pearson customer service immediately at <http://247pearsoned.custhelp.com> or call (800) 677-6337.

COURSE ASSIGNMENTS

All course assignments have specific instructions and rubrics in Blackboard. You are expected to read them thoroughly before completing each assignment.

To receive full credit on all Blackboard and MediaShare assignments, they need to be handed in by the due date and time.

Students may hand in assignments **up to 2 days late** but they will receive 50% of the grade they deserve for the assignment. Assignments turned in more than **2 days** after the due date will receive no grade. **No exceptions!** It is the student's responsibility to notify the instructor through email if an assignment was handed in late and is ready for feedback. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities. For more information, visit <http://www.asu.edu/aad/manuals/acd/acd304-04.html> and <http://www.asu.edu/aad/manuals/acd/acd304-02.html>.

If you miss an assignment due to an emergency, appropriate written documentation that demonstrates your inability to complete an online assignment must be submitted immediately (i.e., documentation showing that you are physically unable to get to or use a computer and complete an assignment). **Failure to provide accurate and appropriate documentation of an emergency in a timely manner will result in a grade of 0.**

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard or in MySpanishLab. Do not submit an assignment via email.

PARTICIPATION (10%)

Active participation and attendance is a must for any successful language learner. Your oral performance and participation in class activities will constitute **10%** of your final grade. This grade is determined by the quality and quantity of your participation in class/group discussions and your preparedness and willingness to participate in paired and group activities as outlined in the Rubric. You are also expected to use adequate Spanish for the level of the class you are taking (with instructors and classmates) and to cooperate with your instructor and classmates. Every instructor will assign the grade according to his or her discretion based on the rubric provided. You will receive a participation score of 0 for all unexcused absences. You will be assessed every class meeting but will receive an average grade 6 times during this course.

Questions regarding your participation grades should be addressed to the instructor during office hours, where more detailed feedback and suggestions can be offered.

Please see the Participation tab and Rubric in Blackboard for more details.

ATTENDANCE POLICY

Class attendance is **mandatory**. Regular class attendance is expected and essential for successful completion of the course. You are only allowed to miss **four classes** for a justified reason but no absences will be excused. For each absence beyond the one allowed, regardless of the reason,

your final course grade will be lowered by 1.0 percent. NOTE: each class you are absent you will automatically receive a grade of zero "0" for your participation grade that class. Also, documentation for absences should be given to your instructor right after the absence took place.

If you are absent for any reason, **YOU ARE RESPONSIBLE FOR THE MATERIAL GIVEN IN CLASS.** Call or e-mail a classmate for the information needed to perform adequately in the course. If you are absent you MAY NOT use your absence as an excuse for not being prepared or not turning in your homework or assignments on the due date designated in the course calendar.

Classes/exams are **NOT CANCELED** before/after any holidays. If you do not want to affect your grade or miss your quiz/exam dates, make sure you **make travel arrangements accordingly.**

Student athletes, band members, and members of other such university organizations should bring an *original* letter from their supervisor of their specific department by the fifth day of instruction indicating the dates they will miss class. Students in online courses should scan the document and email it to their instructor by the end of the second week of the session.

If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must inform to the instructor in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Tardiness: classes will always start on time. **Arriving late three times**, which means after the instructor has started class, will count as **ONE** absence.

CHAPTER QUIZZES (10%)

We will cover 12 chapters of the text during this course. Every two chapter have a quiz (**1.6% each**) which will be taken in MySpanishLab.

NOTE: There are **NO MAKE-UPS** for quizzes. If a quiz is missed due to a **documented police, court or medical emergency of your own**, the next quiz will count double. If you miss the last quiz due to a **documented police, court or medical emergency of your own the previous quiz you took will count double.**

WRITING ASSIGNMENTS (15%)

You will have two (2) writing assignments during the semester that will contribute to the development of your written skills. The first draft of each assignment will constitute **80%** of your final grade, and the second draft with the "Error Awareness Sheet" will constitute the remaining **20%**. You are advised to familiarize yourself with the Writing Assignment Rubric, as this will aid you in creating a better draft.

***Note:** For all writing assignments, whether they are part of the exam or independent assignments, you may not use your textbook to copy phrases or sentences or any electronic device with the exception of a dictionary. Please be aware that we encourage the use of spell checkers, but the use of online translation tools, copying information from websites, or consulting a Spanish-speaking person while completing assignments is not allowed. All work that you submit must be your own and must be written in your own words. Translating or having a tutor or native speaker alter your work will be treated as violations of the Academic Integrity Policy.*

Your Writing Assignments are due on the dates indicated in the Calendar. After you hand in VERSION 1, your instructor will provide you with:

- (1) corrective feedback in the form of highlighted areas and,
 - (2) an overall evaluation in the form of a grade (please refer to the Writing Assignment Rubric).
- After you receive your corrected VERSION 1, you should make the necessary changes and submit VERSION 2 to your instructor **by the date indicated in the Calendar in order to receive full points**. VERSION 2 should include 3 parts:

- (a) The first version of the writing assignment with the errors highlighted by your instructor numbered,
- (b) the changes/improvements made according to the feedback given by the instructor, and
- (c) an **Error Awareness Sheet** that explains the rationale behind the changes you made.

Please follow the example below:

First Version with Errors Highlighted by the Instructor Numbered

Queridos amigos,

En honor de el (1) diez (2) aniversario(3) de nos(4) padres, mi familia y yo vamos a tener una fiesta. Tendremos mucha diversión (5)...

Second Version with Errors Corrected and Highlighted

En honor del **décimo aniversario** de **nuestros** padres, mi familia y yo vamos a tener una fiesta. Nos vamos a divertir mucho.

Error Awareness Sheet

1. de + el = del – should be one word, it is like a contraction in English

2. This was a vocabulary mistake. 10th en español se dice décimo.
3. Spelling, 'aniversario' only has one n, in Spanish there are never 'nn' in a word
4. wrong word. 'nos' is a direct or indirect object. I was trying to say 'our' which would be 'nuestro/a'. In this case, since nuestros padres is plural, I would say 'nuestros'
5. I was thinking in English and translated the phrase "We will have a lot of fun". Natives would say "Nos divertiremos mucho".

Your final grade for one writing assignment will include the percentages of the grades received on EACH VERSION. The grade you receive for VESION 1 is worth **80%** of your final grade, while the grade you receive for VERSION 2 will count for **20%** of your final grade. Should you fail to turn in VERSION 2, the grade you obtained for VERSION 1 (80% of the grade) will be the **ONLY** one recorded, and you will lose the 20% of your composition grade. **The Error Awareness Sheet will constitute 10% of your second draft grade.**

It is recommended that you save your work, since this will make it easier for you to make your corrections. **NO LATE WRITING ASSIGNMENTS WILL BE ACCEPTED.**

See the Writing Assignment Rubric and tab in Blackboard for more details.

MIDTERM WRITTEN EXAM (10%)

This exam is designed to assess all the areas covered in this class (Vocabulary, Grammar, Reading Comprehension, Culture, and Writing) and all material covered to the mid-point of the course. The exam date is listed in the course Calendar. There will be no alternate date for the exam, so plan accordingly. Documented emergencies should be discussed before or on the date of the exam.

FINAL WRITTEN EXAM (15%)

This exam is designed to assess all the areas covered in this class (Vocabulary, Grammar, Reading Comprehension, Culture, and Writing) and is cumulative (covering all chapters studied during the course). The exam date is listed on the course Calendar. **ALL STUDENTS ARE REQUIRED TO TAKE THE FINAL WRITTEN EXAM.** There will be no alternate date for the final exam, so plan accordingly.

ORAL PRESENTATION in MediaShare (5%)

This assignment should be based on a topic of your interest. It is preferred that you can relate this assignment to your major or minor. It is important that this presentation is conducted in a formal manner. Be aware of vocabulary, grammatical forms, the way you are dressed and your demeanor. When presenting, look at the camera, do not read your notes, and make sure you have a video that has good image and sound quality. For this assignment you will have to complete, and turn in by the deadlines specified by your instructor, the following four steps:

- **Step one (10 points):** provide your instructor with two internet articles in Spanish related to your topic of interest. Please turn in at least one page of text in Spanish that has vocabulary that will be useful to you as you prepare your presentation. To obtain all the possible points please follow the instructions and see the model provided in the Oral Presentation tab in Blackboard.
- **Step two (10 points):** turn in an outline of your presentation in Spanish. Your outline should include a thesis statement that introduces your reader to the focal point of your presentation, and the manner in which you will organize the information. To obtain all the possible points please follow the instructions and see the model provided in the Oral Presentation tab. For example:

THESIS: My family is the most important part of my world, because all that I do in life is geared towards their safety, well-being, and enjoyment.

Description of my family unit...

SUPPORTING PARAGRAPHS

I protect my family...

I work to provide for my family...

Activities I enjoy doing with my family...

- **Step three (20 points):** create a flyer for your presentation that includes the following three sections:
 - vocabulary
 - summary
 - resource list or bibliography (use MLA or APA formatting to quote and cite your sources).

To obtain all the possible points please follow the instructions and see the model provided in the Oral Presentation tab.

- **Step four (60 points):** turn in a 2-minute video presentation that is documented with the articles you turned in and follows the outline and flyer you created for this project. You will be deducted 2.5 points if you read your presentation. To obtain all the possible points please follow the instructions and see the model provided in the Oral Presentation tab.

Please see Oral Presentation Rubric and tab in Blackboard for more details.

FINAL ORAL EXAM (5%)

Situational dialogues in groups of 2-3 will be administered at the end of the course to assess oral proficiency. The instructor will provide each pair/group of students the topic to be discussed. The topics are similar in format and content to the paired and group exercises and activities practiced throughout the chapters. Students will be given 10 minutes to **prepare** their role-play. The role-play itself is to be presented as a natural conversation. In other words, no one will be allowed to read anything or recite rehearsed or memorized sentences that sound unnatural and not

spontaneous. All points for content and interaction will be deducted if the conversation is not spontaneous (impromptu).

The course Calendar gives the dates for the oral exam. **THIS DATE IS SET AND WILL NOT BE CHANGED. Please see Oral Exam Rubric and tab in Blackboard for more details.**

COMMUNITY PROJECTS & MEDIASHARE PROJECTS (15%)

In order to develop fluency in Spanish and practice Spanish for real communication with a community member who speaks the language, students will engage in several Community Projects in this class. You will be provided with many options for where to find Spanish speakers at ASU, your community, or online environments. You will also complete videos in MediaShare to practice your oral skills.

Please see the Community Project Rubric and tab in Blackboard for more details.

SURVEYS

In order to ensure the continued improvement of this course and the entire Spanish Language Program at ASU, we ask you that you take a few minutes to complete the Mid-Semester and End-of-Semester Surveys in Blackboard. These are different from the student evaluations conducted by SILC and ASU at the end of the semester. We really appreciate your participation!!!

STUDENT CONCERNS

If you have a concern about your Spanish class, try to resolve it with your instructor first. Concerns not resolved by students and instructors may be brought to the attention of the Spanish Lower Division Course Supervisor. See the Problems and Concerns tab in Blackboard for more details.

ACADEMIC INTEGRITY

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

According to the Student Academic Policy, **ALL** work completed in Spanish classes **must be the work of the student.**

The following constitute a violation of the Academic Integrity Policy and will be sanctioned accordingly:

- Cheating on exams (by using your textbook, crib sheets, electronic devices, classmates or any other form).
- Plagiarism (Even when quoting from the book or text in the exam, you must use your own words).
- Assistance from any individual on any assignment, including:
 - Writing Assignments
 - Oral Presentations
 - Quizzes and Exams
 - MySpanishLab exercises
 - Community Projects
- Use of any form of translation programs or electronic translators.
- Submitting your work twice for different courses.

Sanctions

- Any student who violates the academic integrity policy will receive 0 on the assignment/exam in question.
- The second offense will result in 0 for the entire assignment category (i.e. exam, composition, etc.).
- The third offense will result in a final grade of XE in the course.

You are required to abide by ASU's Academic Integrity Policy. Please go to the following link to get all the required information: <http://provost.asu.edu/academicintegrity/policy/StudentObligations>

STUDENT CODE OF CONDUCT

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Students are expected to act in accordance with the Student Code of Conduct. This includes, but is not limited to, NOT “endangering, threatening, or causing harm to any member of the university community or to oneself or causing reasonable apprehension of such harm.” For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to: <http://www.asu.edu/aad/manuals/sta/sta104-01.html>

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

You are required to communicate in a respectful, courteous and professional manner at all times with your fellow classmates and with your instructor. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Inappropriate discussion board posts may be deleted by the instructor. Remember that discussion boards are not chat rooms, and emails to your instructor are not text messages. Posting, sending or speaking inappropriate, rude or offensive content **will not be tolerated and can result in the loss of points.**

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Communication with Your Instructor & Classmates

This course uses a discussion board, which contains discussion threads for your benefit: one for general questions about the course, and one for specific vocabulary and grammar questions. Prior to posting a question, please check the Syllabus, Announcements, and existing posts as well as your textbook. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

- Questions of a personal nature should be emailed to your instructor. You can expect a response within 24 hours. If you do not, please kindly resend your email.
- **ASU email** is an official means of communication among students, faculty, and staff. **Students are expected to read and act upon email in a timely fashion.** Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account. We assume that you received all emails if the sent emails don't bounce back.*
- The best way to contact your instructor is via email. Check your ASU email and visit Blackboard Announcements daily for regular course communications, to-do items, and important information. Your instructor checks email frequently and will respond as soon as she can, usually within 24 hours. Please be aware that any emails received after 9:00 pm will not be read until the following day. ALL emails to your instructor MUST:
 - Be from your official ASU email account.
 - Include the course title in the subject line and the subject of your message (for example, "SPA 201 Community Project #1").
 - Begin with "Hola Profesor(a) _____," "Buenos días Profesor(a) _____," "Estimada(a) Profesor(a) _____," or other appropriate salutation.
 - End with "Gracias," "Atentamente," "Saludos," or other appropriate, professional closing, and your full name.

- o Your instructor may NOT respond to any emails lacking any or all of the above items.

ACCESSIBILITY STATEMENT

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let your instructor know early in the course so that your learning needs may be met appropriately. You will need to provide documentation of your disability to the Disability Resource Center.

To make our courses accessible, we use tools that are compliant with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008. Professional disability specialists and support staff at the Disability Resource Center (<https://eoss.asu.edu/drc>) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus

University Center Building, Suite 160
602-496-4321 (Voice)

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

Polytechnic Campus

480-727-1165 (Voice)

Tempe Campus

480-965-1234 (Voice)

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (see the ASU Academic Calendar: <https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>), Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>), and a Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

ASU Course Evaluation

Students are expected to complete the ASU course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu/> or the Blackboard home page at <https://myasucourses.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

SYLLABUS DISCLAIMER

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course calendar but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

AGOSTO				
SEMANA	LUNES	MARTES	MIÉRCOLES	JUEVES
				20 <i>Classes Begin</i> Introducción
2 Capítulo Preliminar & 1	24	25	26 <i>Last day</i> <i>drop/add</i>	27

SEPTIEMBRE				
SEMANA	LUNES	MARTES	MIÉRCOLE S	JUEVES
3 Capítulo 1	31 MediaShare 1	1	2 MediaShare 1 Comments	3 Writing Assignment 1.1
4 Capítulo 2	7 Labor Day	8 Community Project 1	9	10 Quiz 1
5 Capítulo 3	14 MediaShare 2	15	16 MediaShare 2 Comments	17 Writing Assignment 1.2
6 Capítulo 4	21	22	23	24 Quiz 2
7 Capítulo 5	28 MediaShare 3	29	30 MediaShare 3 Comments	1 Writing Assignment 2.1

OCTUBRE				
SEMANA	LUNES	MARTES	MIÉRCOLES	JUEVES
8 Capítulo 6	5	6 Community Project 2	7	8 Quiz 3
9 mediosestremestre	12 Fall Break	13 Fall Break	14 EXAMEN ORAL 1 MediaShare 4	15 EXAMEN ORAL 1 MediaShare 4 Comments

SPA110

FALL 2015

10 Capítulo 7	19	20	21	22 Writing Assignment 2.2
11 Capítulo 8	26 MediaShare 5	27	28 MediaShare 5 Comments	29 Quiz 4

NOVIEMBRE


SEMANA	LUNES	MARTES	MIÉRCOLES	JUEVES
12 Capítulo 9	2	3 Community Project 3	4 <i>Course withdrawal Deadline</i>	5
13 Capítulo 10	9 MediaShare 6	10	11 <i>Veterans Day</i>	12 Quiz 5 MediaShare 6 Comments
14 Capítulos 11/12	16	17	18	19
15 Capítulo 12	23 MediaShare 7	24	25 Quiz 6 MediaShare 7 Comments	26 <i>Thanksgiving</i>




DICIEMBRE


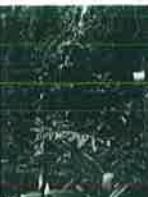

SEMANA	LUNES	MARTES	MIÉRCOLES	JUEVES
16 Última semana	30 EXAMEN ORAL 2	1 EXAMEN ORAL 2 Community Project 4	2 MediaShare 8	3 <i>Last day of classes</i>



SCOPE & SEQUENCE

Unidos 2nd Ed.

Capítulo	Learning Outcomes	Vocabulario en contexto	Gramática en contexto	Unidos	Enfoque cultural
Preliminar Bienvenidos a Unidos 2	<ul style="list-style-type: none"> Introduce yourself, greet others, and say good-bye Identify people and classroom objects and tell where they are in the classroom listen to and respond to classroom expressions and requests spell names and addresses and express phone numbers express dates and tell time comment on the weather 	<p><i>Las presentaciones</i></p> <p><i>Los saludos y las despedidas</i></p> <p><i>¿Qué hay en el salón de clase?</i></p> <p><i>Los meses del año y los días de la semana</i></p> <p><i>El tiempo</i></p> <p><i>Expresiones útiles en la clase</i></p> <p><i>El alfabeto</i></p>	<p>Identifying and describing people: Singular forms of ser</p> <p>Locating people and things: <i>¿Dónde está?</i></p> <p>Using numbers: Los números de 0 a 99</p> <p>Telling time: La hora</p>		
1 ¿Qué estudias? 22	<ul style="list-style-type: none"> talk about studies, campus, and academic life describe daily routines and activities specify gender and number express location and states of being ask and answer questions compare the educational system of Spain to that of your own country 	<p><i>Los estudiantes y los cursos</i></p> <p><i>La universidad</i></p> <p><i>Las actividades de los estudiantes</i></p>	<p>Talking about academic life and daily occurrences: Present tense of regular -ar verbs</p> <p>Talking about academic life and daily occurrences: Present tense of regular -er and -ir verbs</p> <p>Specifying gender and number: Articles and nouns</p> <p>Expressing location and states of being: Present tense of the verb estar</p> <p>Asking and answering questions: Interrogative words</p>	<p>Escucha</p> <ul style="list-style-type: none"> Listen for the gist <p>Habla</p> <ul style="list-style-type: none"> Ask questions to gather information <p>Lee</p> <ul style="list-style-type: none"> Identify the format of a text <p>Escribe</p> <ul style="list-style-type: none"> Brainstorm key ideas before writing 	<p>Cultural focus:</p> <p>España</p> <p><i>Escuelas y universidades en España</i></p>
2 ¿Quiénes son tus amigos? 52	<ul style="list-style-type: none"> describe people, places, and things express origin and possession talk about where and when events take place describe what someone or something is like and express changeable conditions identify what belongs to you and others discuss the people, things, and activities you and others like and dislike present information about Hispanic influences on state flags and other U.S. symbols 	<p><i>Mis amigos y yo</i></p> <p><i>Las descripciones</i></p> <p><i>El origen</i></p> 	<p>Describing people, places, and things: Adjectives</p> <p>Identifying and describing, expressing origin, possession, location of events, and time: Present tense of ser</p> <p>Expressing inherent qualities and changeable conditions: Ser and estar with adjectives</p> <p>Expressing ownership: Possessive adjectives</p> <p>Expressing likes and dislikes: Gustar</p>	<p>Escucha</p> <ul style="list-style-type: none"> Listen for specific information <p>Habla</p> <ul style="list-style-type: none"> Describe a person <p>Lee</p> <ul style="list-style-type: none"> Scan a text for specific information <p>Escribe</p> <ul style="list-style-type: none"> Consider audience and purpose 	<p>Cultural focus:</p> <p>Estados Unidos</p> <p><i>Los hispanos y la expansión de Estados Unidos</i></p>
3 ¿Qué hacen para divertirse? 82	<ul style="list-style-type: none"> describe leisure activities and food plan your daily activities and express intentions identify prices and dates state what and whom you know describe places to visit in Peru, Bolivia, and Paraguay 	<p><i>Las diversiones</i></p> <p><i>Los planes</i></p> <p><i>La comida</i></p>	<p>Talking about daily activities: Present tense of hacer, poner, salir, traer, and oír</p> <p>Expressing movement and plans: Present tense of ir and ir a + infinitive</p> <p>Talking about quantity: Numbers 100 to 2,000,000</p> <p>Stating what you know: Saber and conocer</p> <p>Expressing intention, means, movement, and duration: Some uses of por and para</p>	<p>Escucha</p> <ul style="list-style-type: none"> Use background knowledge <p>Habla</p> <ul style="list-style-type: none"> Inform yourself before you do a survey <p>Lee</p> <ul style="list-style-type: none"> Look for and use key words <p>Escribe</p> <ul style="list-style-type: none"> Identify your audience 	<p>Cultural focus:</p> <p>Perú, Bolivia y Paraguay</p> <p><i>Perfiles de Perú, Bolivia y Paraguay</i></p>

Capítulo	Learning Outcomes	Vocabulario en contexto	Gramática en contexto	Unidos	Enfoque cultural
4 ¿Cómo es tu familia? 116	<ul style="list-style-type: none"> talk about families and their daily routines express opinions, plans, preferences, and feelings express obligation express when, where, or how an action occurs express how long something has been going on talk about daily routines relay information you have researched about famous Colombians from a variety of fields 	<p><i>Los miembros de la familia</i> <i>¿Qué hacen los parientes?</i> <i>Las rutinas familiares</i></p> 	<p>Expressing opinions, plans, preferences, and feelings: Present tense of stem-changing verbs: e → ie, o → ue, e → i</p> <p>Expressing obligation: Tener que + infinitive</p> <p>Expressing when, where, or how an action occurs: Adverbs</p> <p>Expressing how long something has been going on: Hace with expressions of time</p> <p>Talking about daily routine: Reflexive verbs and pronouns</p>	<p>Escucha</p> <ul style="list-style-type: none"> Listen for a purpose <p>Habla</p> <ul style="list-style-type: none"> Organize information to make comparisons <p>Lee</p> <ul style="list-style-type: none"> Use title and illustrations to anticipate content <p>Escribe</p> <ul style="list-style-type: none"> Choose between informal and formal language to express the desired tone 	<p>Cultural focus: Colombia <i>La riqueza de Colombia</i></p> 
5 ¿Dónde vives? 146	<ul style="list-style-type: none"> talk about housing, the home, and household activities express ongoing actions describe physical and emotional states avoid repetition in speaking and writing point out and identify people and things compare cultural and geographic information of Nicaragua, El Salvador, and Honduras 	<p><i>En casa</i> <i>La casa, los muebles y los electrodomésticos</i> <i>Las tareas domésticas</i></p>	<p>Expressing ongoing actions: Present progressive</p> <p>Describing physical and emotional states: Expressions with tener</p> <p>Avoiding repetition in speaking and writing: Direct object nouns and pronouns</p> <p>Pointing out and identifying people and things: Demonstrative adjectives and pronouns</p>	<p>Escucha</p> <ul style="list-style-type: none"> Create mental images <p>Habla</p> <ul style="list-style-type: none"> Plan what you want to say <p>Lee</p> <ul style="list-style-type: none"> Inform yourself about a topic before you start to read <p>Escribe</p> <ul style="list-style-type: none"> Select the appropriate content and tone for a formal description 	<p>Cultural focus: Nicaragua, El Salvador y Honduras <i>La geografía espectacular de Nicaragua, El Salvador y Honduras</i></p>
6 ¿Qué te gusta comprar? 178	<ul style="list-style-type: none"> talk about shopping and clothes talk about events in the past indicate to whom or for whom an action takes place express likes and dislikes describe people, objects, and events compare Simón Bolívar and Venezuela with leaders in the history of your own country 	<p><i>Las compras</i> <i>La ropa</i> <i>¿Qué debo llevar?</i></p>	<p>Talking about the past: Preterit tense of regular verbs</p> <p>Talking about the past: Preterit of ir and ser</p> <p>Indicating to whom or for whom an action takes place: Indirect object nouns and pronouns</p> <p>Expressing likes and dislikes: Gustar and similar verbs</p> <p>Describing people, objects, and events: More about ser and estar</p>	<p>Escucha</p> <ul style="list-style-type: none"> Take notes to recall information <p>Habla</p> <ul style="list-style-type: none"> Negotiate a price <p>Lee</p> <ul style="list-style-type: none"> Use context to figure out the meaning of unfamiliar words <p>Escribe</p> <ul style="list-style-type: none"> Recounting events in sequence 	<p>Cultural focus: Venezuela <i>El mundo fascinante de Simón Bolívar</i></p>
7 ¿Cuál es tu deporte favorito? 208	<ul style="list-style-type: none"> talk about sports emphasize and clarify information talk about past events compare ranching and fishing industries in Argentina, Uruguay, and Chile with those in your own country 	<p><i>Los deportes</i> <i>El tiempo y las estaciones</i> <i>¿Qué pasó ayer?</i></p> 	<p>Talking about the past: Preterit of reflexive verbs</p> <p>Talking about the past: Preterit of -er and -ir verbs whose stem ends in a vowel</p> <p>Talking about the past: Preterit of stem-changing -ir verbs (e → i) (o → u)</p> <p>Emphasizing or clarifying information: Pronouns after prepositions</p> <p>Talking about the past: Some irregular preterits</p>	<p>Escucha</p> <ul style="list-style-type: none"> Differentiate fact from opinion <p>Habla</p> <ul style="list-style-type: none"> Focus on key information to report what was said <p>Lee</p> <ul style="list-style-type: none"> Predict and guess content <p>Escribe</p> <ul style="list-style-type: none"> Use supporting details 	<p>Cultural focus: Argentina, Uruguay y Chile <i>El ganado y el pescado en la vida de Argentina, Uruguay y Chile</i></p>

Capítulo	Learning Outcomes	Vocabulario en contexto	Gramática en contexto	Unidos	Enfoque cultural
8 ¿Cuáles son sus tradiciones? 240	<ul style="list-style-type: none"> discuss situations and celebrations describe conditions and express ongoing actions in the past tell stories about past events compare people and things talk about a Mexican celebration 	<p><i>Las fiestas y las tradiciones</i></p> <p><i>Otras celebraciones</i></p> <p><i>Las invitaciones</i></p> 	<p>Expressing ongoing actions and describing in the past: The imperfect</p> <p>Narrating in the past: The preterit and the imperfect</p> <p>Comparing people and things: Comparisons of Inequality</p> <p>Comparing people and things: Comparisons of equality</p> <p>Comparing people and things: The superlative</p>	<p>Escucha</p> <ul style="list-style-type: none"> Draw conclusions based on what you know <p>Habla</p> <ul style="list-style-type: none"> Conduct an interview <p>Lee</p> <ul style="list-style-type: none"> Make inferences <p>Escribe</p> <ul style="list-style-type: none"> Select and sequence details to write effective narratives 	<p>Cultural focus: México</p> <p><i>Cultura y tradiciones mexicanas</i></p>
9 ¿Dónde trabajas? 274	<ul style="list-style-type: none"> talk about careers and employment avoid repetition describe past events in more detail give instructions and suggestions compare demographic and economic changes in Guatemala and in the United States 	<p><i>El trabajo</i></p> <p><i>Los oficios y las profesiones</i></p> <p><i>Buscando trabajo</i></p>	<p>Avoiding repetition: Review of direct and indirect object pronouns</p> <p>Avoiding repetition: Use of direct and indirect object pronouns together</p> <p>Talking about the past: More on the imperfect and the preterit</p> <p>Giving instructions or suggestions: Formal commands</p>	<p>Escucha</p> <ul style="list-style-type: none"> Use contextual guessing <p>Habla</p> <ul style="list-style-type: none"> Gather information strategically to express a decision <p>Lee</p> <ul style="list-style-type: none"> Organize textual information into categories <p>Escribe</p> <ul style="list-style-type: none"> Focus on purpose, content, and audience 	<p>Cultural focus: Guatemala</p> <p><i>Historia y trabajo en Guatemala</i></p> 
10 ¿Cuál es tu comida preferida? 306	<ul style="list-style-type: none"> talk about ingredients, recipes, and meals state impersonal information talk about the recent past give instructions in informal settings talk about the future present information, concepts, and ideas about food and public health in Ecuador and other Latin American countries 	<p><i>Los productos y las recetas</i></p> <p><i>En el supermercado</i></p> <p><i>La mesa</i></p> 	<p>Stating impersonal information: Se + verb constructions</p> <p>Talking about the recent past: Present perfect and participles used as adjectives</p> <p>Giving instructions in informal settings: Informal commands</p> <p>Talking about the future: The future tense</p>	<p>Escucha</p> <ul style="list-style-type: none"> Record relevant detail <p>Habla</p> <ul style="list-style-type: none"> Give and defend reasons for a decision <p>Lee</p> <ul style="list-style-type: none"> Learn new words by analyzing their connections with known words <p>Escribe</p> <ul style="list-style-type: none"> Summarize information 	<p>Cultural focus: Ecuador</p> <p><i>Ecuador: alimentación y salud pública</i></p>

Capítulo	Learning Outcomes	Vocabulario en contexto	Gramática en contexto	Unidos	Enfoque cultural
<p>11</p> <p>¿Cómo es tu salud? 338</p>	<ul style="list-style-type: none"> discuss health and medical treatments express expectations and hopes describe emotions, opinions, and wishes express goals, purposes, and means present information about music and dance traditions in Cuba, the Dominican Republic, and Puerto Rico 	<p>Médicos, farmacias y hospitales</p> <p>Las partes del cuerpo</p> <p>La salud</p> 	<p>Expressing expectations and hopes: Introduction to the present subjunctive</p> <p>Expressing emotions, opinions, and attitudes: The Subjunctive with expressions of emotion</p> <p>Expressing goals, purposes, and means: Uses of por and para</p>	<p>Escucha</p> <ul style="list-style-type: none"> Listen for the main idea <p>Habla</p> <ul style="list-style-type: none"> Select appropriate phrases to offer opinions <p>Lee</p> <ul style="list-style-type: none"> Focus on relevant information <p>Escribe</p> <ul style="list-style-type: none"> Persuade through suggestions and advice 	<p>Cultural focus:</p> <p>Cuba, República Dominicana y Puerto Rico</p> <p>Cuba, República Dominicana y Puerto Rico: la música y el baile</p>
<p>12</p> <p>Buen viaje 368</p>	<ul style="list-style-type: none"> talk about travel arrangements and preferences express possession and clarify what belongs to you and others express affirmation and negation express doubt and uncertainty talk about past travel experiences talk about the social and economic impact of the Panama Canal 	<p>Los medios de transporte</p> <p>El alojamiento y las reservaciones</p> <p>Viajando en coche</p> 	<p>Expressing possession: Possessive pronouns and negative expressions</p> <p>Expressing affirmation and negation: Affirmative and negative expressions</p> <p>Expressing doubt and uncertainty: Subjunctive with expressions of doubt</p> <p>Talking about the past: Review of the preterit and Imperfect</p>	<p>Escucha</p> <ul style="list-style-type: none"> Use background knowledge to support comprehension <p>Habla</p> <ul style="list-style-type: none"> Engage and maintain the interest of your listeners <p>Lee</p> <ul style="list-style-type: none"> Focus on logical relationships <p>Escribe</p> <ul style="list-style-type: none"> Use facts to support a point of view 	<p>Cultural focus:</p> <p>Panamá y Costa Rica</p> <p>Centroamérica: un puente entre dos océanos</p> 