



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>SILC</u>	Department	<u>Spanish & Portuguese Section</u>
Subject	<u>SPA</u>	Title	<u>Spanish conversation and composition for bilinguals</u>
Number	<u>316</u>	Units:	<u>3</u>

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:
Emphasizes comparing standard Spanish with regional Southwest Spanish.

Requested designation: Literacy and Critical Inquiry-L

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 the General Studies Program Office at (480) 965-0739.

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, Fine Arts and Design core courses (HU)
 - Social and Behavioral Sciences core courses (SB)
 - Natural Sciences core courses (SQ/SG)
 - Global Awareness courses (G)
 - Historical Awareness courses (H)
 - Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Mail code 0202 E-mail: sara.beaudrie@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 8-17-15
Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
SPA	316	Spanish Conversation and Composition for Bilinguals	L

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	The writing component of this course comprises 80% of the final grade.	See Syllabus pg. 2 1. Community project (4) require a critical analyses of their experience and their learning outcomes as a result of their involvement in the Spanish speaking community outside and within the ASU campus. 2. End of the semester portfolio: Students' compositions; research paper; free writing; reflection papers. Students' writing is crucial for this course, most writing is attached to student's own presence in the Spanish speaking world, and their research.
C2	Students will do research for their final presentation if they choose to do an individual presentation. They will also do research for their first writing assignment and for the research paper at the end of the semester. Developing research skills in Spanish is an important component of the class as it enhances their biliteracy.	See Syllabus pg. 1 & 5 1. Community projects (4 in total): These projects aim to bridge students and Spanish speaking communities in Arizona and the United States. Students have the opportunity to apply their knowledge and by means of academic and field research gain more acquaintance with the Spanish speaking world. 2. Oral presentations (2 in total): Students are expected to create an informed presentation on cultural topics related to their own Spanish speaking heritage and/or cultural events that highlight Spanish language in the USA.
C3	Besides the research papers, students have to prepare an argueded DEBATE by conducting a library search for academic resources. Students will do significant amount of research and share it through their corresponding team's Blackboard forum. The topics the students research will intertwine with the community/investigative projects.	See Syllabus pg. 1 & 4-5 1. First composition: Students research and write about a topic of choice related to their interpretation of culture and its ties to language. 2. The final research paper topic is limited to issues pertaining the Spanish speaking communities of the United States. For the final paper we highly encourage topics related to language ideologies as it pertains to Spanish and Spanish communities. 3. The Debate is a fundamental component of our course. Students develop research and critical thinking skills by collecting and analyzing information on a

		specific topic. Also, students are giving the opportunity to sustain a verbal debate on a particular topic allowing them to practice their communicative skills.
C4	Students will write three versions of each of the two papers. The instructor will provide feedback for each version and students will revise according to the feedback received.	see syllabus pg. 5 & 8-11 1. Compositions will have three versions and each one will receive feedback: First from classmates, and then from the instructor. 2. The Spanish program also offers free tutoring to all students currently enrolled. Students are highly encouraged to attend at least one section of writing support.

Fall 2015

Arizona State University
School of International Letters and Cultures

SPA 316
Spanish Conversation and Composition for Bilinguals II

Instructor: E-mail:	Oficina: Horas de oficina:
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Pre-requisite: SPA 315 or instructor approval.

DESCRIPTION AND OBJETIVES

This is the fourth course in the Spanish Heritage program: SPAN 203, 204, 315 y 316. It offers the student the opportunity to continue perfecting his/her writing abilities for the professional and academic use. Through the study of political, educational, cultural, sociolinguistic, and literary topics related with Hispanics and Spanish in the United States. Students will learn to write different types of texts, such as an argumentative composition and a research paper. They will be exposed to the writing process with activities such as brainstorming, collaboration, planning, outline, revision and editing. Additionally, students will have the opportunity to develop their speech through debates, speeches, formal presentations, etc. Orthography and grammar will be treated only in response to the specific needs of the students and according what is required in different contexts.

The principal objective of the course is that students continue to develop their bilingualism and biliteracy in order to use Spanish with confidence in the professional and academic setting. Our specific goals are for the student to:

- (1) expand academic and professional register in Spanish
- (2) develop advanced writing skills
- (3) enhance already acquired language skills
- (4) perfect the use of orthography and grammar
- (5) comprehend and analyze literary texts and academic scenarios
- (6) know and appreciate different aspects of bilingualism and bilingual education
- (7) have awareness of the economic, social, and political situation that surrounds the use of the linguistic variety in a society
- (8) explore the history, literature, and culture of Hispanics in the United States
- (9) develop critical thinking skills by analyzing topics such as bilingualism, language maintenance, dialectical varieties, cultural and linguistic identity, Spanish in the United States, and the roles of Spanish and English.
- (10) evaluate and interpret Spanish language research

Jose Juan Gomez 8/16/15 11:33 PM

Comment [1]: CRITERIA - 1

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Comment [2]: CRITERIA - 3

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Comment [3]: CRITERIA - 2

As part of the philosophy of this course, there will be an appreciation of the diversity in Hispanic cultures and their corresponding dialect. There will be a concientization of the dialectical differences of Spanish and the political, social and economic background that take place with respects to the use of each variety or register. Our goal is that students develop the dialectical flexibility and expand their linguistic repertoire so that the varieties and/or registers of the language are managed at the speakers' discretion. The overall outcome should be reflected in the students' agency over their linguistic capital.

TEXTBOOKS (required)

- Potowski, Kim. *Conversaciones escritas: lectura y redacción en contexto*. Hoboken, NJ: John Wiley & Sons, 2011.

-A good bilingual dictionary and/or a Spanish dictionary (to use in class and for homework)

EVALUATION:

Will be based on the grade of the student in the following activities:

Oral component (20%)	Participation in class (10%)		10 %
	Presentations (10%)	Debate	5%
		Presentación oral I	5 %
		Presentación oral II	8 %
Writing component (80%)	Homework and Mini-Projects (22%)	Tareas	10%
		Community and Investigative Projects (4)	12%
	Quizzes (5%)		5%
	Portfolio (30%)	Composition I	10%
		Research Paper	15%
		Reflections (2)	3%
		Free writing assignments	2%
	Exam (15%)	Exam	15 %

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Comment [4]: CRITERIA – 1

Grades: The +/- system will be used, according to the following scale:

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

No hay notas como C-, D+ o D-.

A. PARTICIPATION (10%):

It is expected of the student active participation in the process of their learning. Their participation grade will be based on, among other factors, in 1) preparation for class, 2) the use of Spanish, 3) the cooperation of group work in class, 4) punctuality and 5) assistance to class.

Class assistance is required because it influences the academic progress of the student. Only two absences without excuse are permitted. Two late arrivals will be considered an absence. After the two permitted absences, any other unexcused absence will affect adversely the progress of the student in the class and their participation grade. One percentage point (1%) will be taken away for each additional unexcused absence after the two permitted absences.

The student's participation in the oral and writing activities in class is of fundamental importance. This grade will be calculated based on the willingness to participate, as well as the frequency and quality of the participation of the student.

The addressing of sexual, religious, political, and other controversial topics in the compositions and presentations should always be of academic nature, and never of propagandistic or offensive value. During this course, there will be many opportunities to express opinions about controversial topics; thus, it is required that there be a respectful and tolerant attitude toward the opinions of your fellow students.

If you have any questions regarding the participation in class (or any other grade), it should be directed to your instructor during his/her office hours. Do not hesitate to ask for help from your instructor when you need it.

If you are absent from class, it is your responsibility to find out what was covered that day and what is the homework for the next class. It is important to exchange telephone and email information with two or three fellow students to be able to inquire about these things. Those days you will receive a "0" for your participation grade, but you may speak with your instructor about the possible ways to receive credit.

Name	Telephone	E-mail
1		
2		

Religious holidays: Students who need to be absent from class due to religious observances or due to participation in university- sanctioned activities, should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

OBLIGATIONS OF THE STUDENT

- Read the assigned material, and do all the homework before class.
- Actively participate in the conversation of the class.
- Actively collaborate and contribute information voluntarily

Important:

- a) Cellphone use is not permitted in class.
- b) Do not arrive late to class.
- c) Late assignments, compositions and homework will not be accepted late. No exceptions.
- d) Arrive to class prepared (with books, notebooks, pencils, pens, homework ready and prepared to participate). Read the assigned material as homework to arrive prepared for class.

B. PRESENTATIONS (15%):

In this course there will two presentations and a debate. To further prepare you in the public use of Spanish we will emphasize the development of oral skills, critical analysis and interpretation of research.

1. *The debate:* In pairs or individually (according to the instructor discretion) students will be in charge of presenting and moderating a debate regarding a controversial topic of interest. To prepare for the debate, students are required to conduct a library search for academic resources that will buttress the topic and main arguments of the debate. Students will have to prepare a summary of general information about the topic, points in favor and against, and a glossary that consists of at least 15 academic and professional terms related to the topic. These items will be turned in to the instructor a week before the debate, and uploaded to the group's blackboard page to be shared with the member OF THE SAME DEBATE TEAM. The first debate will be moderated by the instructor, and it will be 30 minutes long. It is recommended that students visit the instructor during office hours to go over possible topics.
2. *Presentation I:* All students will write a speech and will then present it in front of their classmates or in a video that was recorded at home, according to the instructions of the instructor and the preference of the student. The student will choose a topic that relates to his/her community, and will develop a calling about that specific topic.
3. *Presentation II:* There will also be a final oral presentation regarding the topic that was chosen and developed for the Final Research Paper. The content and use of formal Spanish will be evaluated in this presentation, as well as the student's evaluation of his/her research source, and the student's public speaking progress since the beginning of the semester.

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Comment [5]: CRITERIA - 3

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Comment [6]: CRITERIA - 3

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Comment [7]: CRITERIA - 3

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Comment [8]: CRITERIA - 3

C. HOMEWORK AND COMMUNITY/INVESTIGATIVE PROJECTS (20%)

The homework will be collected when the instructor deems convenient. Every homework is worth 10 points. The instructor will give 5 points for the completion of the homework, and 5 points for the content and structural and grammatical elements. An average of these grades will be provided to the students.

There will be four community/investigative projects, whose objectives are to connect students to the Hispanic community applying what they have learned in class. The topics are:

- 1) Attitudes towards Spanish and bilingualism in the United States.
- 2) Spanish in Arizona.
- 3) A community event.
- 4) Service learning: This project combines service in the community with the objective of the course to develop students' oral ability in formal and informal contexts. This way, students will have the opportunity to increase their participation in the Spanish speaking community as it is also a learning experience outside the classroom.

D. QUIZZES (5%)

There will be quizzes or/and pop quizzes during the course that will measure the preparedness and commitment to class and students' academic progress with class subjects.

E. THE PORTFOLIO (30%)

1. Compositions:

There will be two compositions, one argumentative and one research paper. The compositions will have three versions and each one will receive feedback from your instructor and your classmates.

All the compositions should be written in a Word Processor, with 12 font, double space, 1" margins and stapled, according to MLA's latest standards. Hand-written compositions will not be accepted. The compositions should contain the following information on the first page:

Student Name:	Turn in date:
SPA 315 – (time of class)	Composition (no. 1, 2)
Version (no. 1, 2, final)	
Título:	

Jose Juan Gomez 8/16/15 11:11 PM
Comment [9]: CRITERIA – 2

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Comment [10]: CRITERIA – 2

Jose Juan Gomez 8/16/15 11:10 PM
Comment [11]: CRITERIA – 4

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Comment [12]: CRITERI – 2

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Comment [13]: CRITERIA – 4

See rubric for the composition in Bb for more information.

The format utilized for the compositions will be given to you in class.

2. The reflections:

After every composition, students will write an auto-reflection of at least 500 words in which he/she examines their challenges, achievements, and goals in the Spanish class, spoken Spanish, and written Spanish experiences of the semester. For the last reflection it should be kept in mind the progress achieved between the first and second diagnostic test.

3. Free-writing assignments:

These are writing exercises in class to practice free-writing and the application of grammatical and orthographical concepts seen in class.

F. EXAM (15%)

In the semester there will be an exam to evaluate students' ability to express themselves in written form, as well as assess the concepts that have been covered in the course.

There will not be any make-up exams for either of the two exams. If any student cannot attend class for the exam, he/she should bring to the instructor a legitimate written excuse (such as a note from a physician).

SPECIAL NEEDS

Students with physical or psychiatric impediment, or a special ability or complication in learning that requires greater assistance, please communicate this information to the instructor at the beginning of the semester to ensure your needs are met. To guarantee appropriate accommodation, students are encouraged to contact the *Disability Resources Centered* (<https://eoss.asu.edu/drc>) located in *Mathews Center*. Also, it is the student's responsibility to provide the instructor with the adequate documentation on the terms of how to better assist him/her with the learning process; such documents are facilitated to the students by the Disability Resource Center: (480) 965-1234.

TUTORING

The Spanish program offers free tutoring to all of its students at the "Writing and Tutoring Center". Consult with your instructor about location and times.

EXPECTED STUDENT BEHAVIOR

Students are **REQUIRED** to read and act in accordance with ASU and Arizona Board of Regents' policies, including:

A. Academic Integrity Policy:

In accordance with this policy, it is expected that **all work** (exams, compositions, Workbook activities **or any other evaluation assigned** or offered for a grade or credit) **will be the student's own work.**

A tutor or other qualified person may help with **explanations of grammatical points and/or answer specific questions.** However, compositions and all other graded assignments are to be **done and corrected by the student without assistance.**

ALSO, the use of electronic or any other written information (including online translation programs and web pages) is prohibited. Students may consult sources, but may not incorporate them to their writing as their own work. For more detailed information about unauthorized use of materials (plagiarism), please refer to the Computer, Internet and Electronic Communications Policy at

<http://www.asu.edu/aad/manuals/acd/acd125.html>.

Sanctions:

Students violating the Academic Integrity Policy will receive the following sanctions:

1. The first time a student violates the Academic Integrity Policy he/she will receive a "0" for the assignment/exam/homework **with no option to rewrite or retake.**
2. If there is a second violation, the student will receive a "0" for the rubric (exam / composition / workbook assignment, etc.).
3. A third violation will result in the assignment of the grade of "XE" (the XE grade may not be appealed through the grade appeal process) for the course.

To see the entire ASU Student Academic Integrity Policy, please go to:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.

B. Student Code of Conduct.

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>.

Horario del curso

CA: Cuaderno de actividades

Week	Content	Grammatical and Orthographical Objectives	Class Activities	Announcements and important due dates*
Week 1 (1-12/1-15)	-Introduction to the course and explanation of the program -How to have success in the class: Suggestions and expectations	Use the revision of orthography in Spanish program (p. 17-18)	-Activities to get to know each other -Diagnostic Test written in class - Hispanics in the United States (PowerPoint)	- Linguistic and Cultural Questionnaire Cuestionario (survey on Blackboard) -Visit instructor in his/her office hours - Workbook (WB): Activities 1-2 (p. 3-4)
Week 2 (1-19/1-22) - <i>Immigratio n</i>	<u>Chapter 1:</u> <u>Readings:</u> - <i>Cómplice de los indocumentados</i>	Accent marks: rules of accentuation	- Model debate: Undocumented Immigrants - Free-write 1: "Defining oneself as a cultural being" - Quiz 1	- WB: Activities 1-2 (p. 1-2) - Activity 1 (p. 34)
Week 3 (1-26/1-29) - <i>Immigratio n</i>	<u>Chapter 1:</u> <u>Readings:</u> - <i>Qué aportan los inmigrantes a Estados Unidos?</i>	Accent marks: Third person preterite (p. 34-35)	- Review of accent marks (p. 34) - Preparation for Composition I: The parts and thesis (p.13)	- WB: Activity 2 [Focus on writing], Activities 2-3 [Grammar and use] (p. 6-7)
Week 4 (2-2/2-5) - <i>Immigratio n</i>	<u>Chapter 1:</u> <u>Readings:</u> - <i>Un ensayo sobre la inmigración desde la perspectiva de los Minutemen</i>	Accent marks: Homonyms (p. 36)	- Preparation for Composition I: sources (p.25) - Debate 1 - Quiz 2	- <i>Investigative Project 1: Attitudes</i> - WB: Activity 1 (p. 6)
Week 5 (2-9/2-12)	<u>Chapter 2:</u> <u>Readings:</u>	"ha" vs. "a" (p. 49)	- Preparation for Composition I: "Se	-Turn in proposal and outline for

-Latino Identity	-Latinos o hispanos: "Un debate sobre la identidad"(Prueba 4)		dice..." (p. 52) - Free write 2: "Internal Perspectives on Foreign Culture"	Composition I - WB: Activities 1-2 (p. 15-16)
Week 6 (2-16/2-19) -Latino Identity	Chapter 2: Readings: Latinos o hispanos: <i>Qué sigue? Algunas reflexiones sobre las políticas de identidad en Estados Unidos</i>	The use of "a" in verbal periphrasis (p. 67-68)	- Debate II - Quiz 3	- Turn in Composition I: Version I - WB: Activity 1 (p. 17)
Week 7 (2-23/2-26) <i>Spanish in the United States and Bilingualism</i>	Chapter 3: Readings: - <i>Hambre de memoria: la educación de Richard Rodríguez</i>	More about accent marks (p. 74-75)	- Free writes 3: "External Perspectives of your own culture"	- Turn in Composition I: Version II - WB: Activities 1-3 (p. 9-12)
Week 8 (3-2/3-5) <i>Spanish in the United States and Bilingualism</i>	Chapter 3: Readings: -Es el Spanglish un idioma? -Pardon my Spanglish – porque because!	Other words with accent marks and the preterite "hablé" v. subjunctive "hable". (p. 89-90)	- Debate III - Quiz 4 - Powerpoint: "Spanish in the United States"	- Turn in Composition I: Version III - Reflection I - WB: Activities 1-2 (p. 25)
Week 9 (3-9/3-13)	Spring Break			
Week 10 (3-16/3-19) <i>Spanish in the United States and Bilingualism</i>	Chapter 3: Readings: -¿Traje de baño o traje de gala?: respetar el Spanglish en la clase de español -"Bilingüe": una palabra dirty en la educación	Identification of informal uses (p. 108-109)	- Preparation of Presentation I: The Speech - Free write 4: Politics of language -Reading: "Does the United States Need a Language Policy?" (Spolsky 2011)	- Survey of your opinion about the course (in Blackboard) - <i>Investigative Project II: Spanish in Phoenix</i> - WB: Activity 1 (p. 26-28)

	pública			
Week 11 (3/23-3/26) <i>The World of Labor</i>	Chapter 4: Readings: "Immokalee: tierra fértil para que la esclavitud florezca" "Asfixiados por el salario mínimo"	Definite Articles (p. 128-129)	- Oral presentations - Quiz 5 -Bilingualism (PowerPoint)	- WB: Activity 1 (p. 31)
Week 12 (3-30/4-2) <i>The World of Labor</i>	Chapter 4: Readings: "El precio de la maternidad"	Infinitive v. Gerund (p. 149-150)	- Preparation for the Research Paper - Debate IV -Special guest (use of Spanish in the professional setting)	- Bibliography for the Research Paper - WB: Activities 1-2 (p. 33)
Week 13 (4-6/4-9) <i>Hispanic Literature</i>	Chapter 8: Readings: - "Introducción a la literatura chicana" (pdf) -"Primera comunión"	The verb "haber" (p. 168-169) Sino v. pero (p. 185) Relative Pronouns	- Debate V - Preparation for the Research Paper	- Outline for the Research Paper <i>Community Project III: A cultural event</i> - WB: Activities 1-2 (p. 35-36) - WB: Activity 1 (p. 37)
Week 14 (4-13/4-16) <i>Hispanic Literature</i>	Chapter 8: Readings: -"Odisea del Norte" -"El Súper"	Passive Voice (p. 279) Relative Pronouns (p. 292-293)	-Free write 5: -Response to the video "Paraíso" - Quiz 6	<i>Community Project IV: My Opportunity for Service Learning</i> - WB: Activities 1-2 (p. 52-54) -Survey about the course and Spanish Heritage program (in blackboard)
Week 15 (4-20/4-23)	Chapter 8: Readings: -"Paletitas de	Relative pronouns (p. 292-293)	- Debate VI -Peer editing -Study guide for the	-Turn in Research Paper: Version I - WB: Activities 1-

<i>Hispanic Literature</i>	Guayaba"		exam	3 (p. 54-56) -Prueba de progreso escrita en clase
Week 16 (4-27/4-30)	-Final Oral Presentations			-Turn in Research Paper: Version II - Turn in Research Paper: Final version - Turn in electronic portfolio - Reflection II
Week 17 (5-4/5-7)	Final Exam https://students.asu.edu/final-exam-schedule			

*** Topics, readings, and due dates of the course are subject to change with prior notice to students, at the discretion of the instructor and according to the needs of the students. ***

*This does not represent a complete list of homework because the instructor may omit or add homework depending on the needs of the students and the development of the course.

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Capítulo 2: ¿Qué importa el nombre?	Los términos “latino,” “hispano”, etc. Las etnicidades mixtas.	Incluir un “se dice” Cómo generar buenos resúmenes	Acentuación: más homónimos. “ha” vs. “a”
Capítulo 3: Cuestiones de lengua	La educación bilingüe El “Spanglish”	Cómo evaluar fuentes electrónicas Buenos títulos e introducciones	Acentuación: más homónimos y verbos 1ª persona pretérito. La identificación de fenómenos de lenguas en contacto.
Capítulo 4: El mundo laboral	El salario mínimo Los derechos de los trabajadores	Palabras de transición Conclusiones	Artículos definidos El gerundio vs. el infinitivo
Capítulo 5: La tecnología	Los derechos del autor y la propiedad intelectual La brecha digital	Imágenes Oraciones complejas, parte I	Haber “sino” vs. “pero”
Capítulo 6: Lo biológico y lo social del género	La construcción de género. Lo que la sociedad dominante espera de hombres y mujeres	Palabras precisas Oraciones complejas, parte II	El futuro simple Acentuación: futuro simple vs. pasado subjuntivo
Capítulo 7: El bienestar y la salud	Los retos para mantener una vida saludable Problemas de salud que plagan muchas comunidades latinas	Ajustar un texto para diferentes públicos Desarrollar un propósito convincente	El futuro y el condicional de probabilidad El uso de diccionarios para buscar expresiones
Capítulo 8: La literatura hispana en EE.UU.	Obras cortas de Tomás Rivera, Erlinda González-Berry, Mario-Bencastro e Iván Acosta	Cómo presentar y defender una tesis sobre una obra literaria	La voz pasiva con ser vs. con se Pronombres relativos: cuyo/a/os/as, etc.

