



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 210 Title Intensive Spanish II 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: 9/29/15

Chair/Director (Signature): 

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"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Syllabus with textbook information, and table of content
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	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>	

Page 4 of 5

Course Prefix	Number	Title	Designation
SPA	210	Intensive Spanish II	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)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>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.</p>
<p>1: The course addresses and leads the understanding of contemporary world outside of United States.</p>	<p>The course presents and examines different cultural topics, like Hispanic identity and diversity, legends and traditions, art and achitecture, sports, leisure activities, technology, food, family relationships, natural resources and their preservation, and globalization, etc. from different Hispanic countries.</p>	<p>Syllabus with information of the textbook (page 4) Identidades, 3rd. Edition, and table of content. With emphasis in Hispanic countries, all chapters present, examine, and compare cultural topics from different Hispanic countries, and the United States.</p>
<p>2b: study the cultural significance of a non-U.S. centered global issue</p>	<p>The course presents and examines different Hispanic cultural topics, like art, food, family, spsports, places, social and economic issues, health, celebrations, etc. from Spain, Mexico, Caribbean, Central, and South American countries.</p>	<p>Syllabus, page 4. Textbook Identidades 3rd. Edition. Chapter 2 Presents information about the Spanish speaking community in U.S (divirsity and identity through language). Chapter 3 presents traditions, regional festivities, personal changes, and cultural treds from Bolivia, Chile, Mexico, and Spain. Chapter 4 presents ancient and modern architecture, handicrafts, calendars, sculpture, painting, and music from Colombia, Peru, Spain, and Mexico (Mayans) . Chapter 7 presents Hispanic family relationship, friendship, and human behaviors in relation to social change. Chapter 8 presents political changes, health services, education, and social issues from different Hispanic countries. Chapter 10 presents Globalization: multinational corporations, global economy, and opportunities for Hispanic countries.</p>

<p>3b: Comparative cultural studies with no emphasis on non U.S. areas</p> <p>2c</p>	<p>The course compares different cultural aspectos between Hispanic countries. Also compares cultural aspects beteen Hispanic countries and U.S. with emphasis on Hispanic countries.</p>	<p>Syllabus, page 4. Textbook Identidades 3rd. Edition. Chapter 1 compares and contrasts people's customs and beliefs from different Hispanic countries, and United States. Chapter 5 presents and compares between cities and towns of some Hispanic countries/cities the impact of technology, sports, and leisures. Chapter 6 compares the Hispanic food origen and influences between Uruguay, Peru, Argentina, Mexico, etc. Chapter 9 compares natural resources and their preservation, pollution and other environmental problems in Spain, Mexico, the Caribbean, Central and South America.</p>

Spanish 210 is a second semester intensive course for students who 1) have successfully passed SPA 110; or, 2) have authorization from the Spanish section. If you have any questions or concerns about this course, and you have already talked to your instructor, please contact the Spanish Language Programs Coordinator. If you do not fulfill any of these requirements, you should NOT be in SPA 210. This is a six-credit hour course that meets on Mondays, Tuesdays, Wednesdays and Thursdays for 75 minutes in the classroom. To achieve the maximum level of proficiency, the course is focused on the development of speaking and written skills.

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

Course Number: SPA 210

Course Title: Intensive Spanish

Credits: 6

Faculty

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

DESCRIPTION OF THE COURSE

Bienvenidos a Spanish 210!

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 210 is a second semester intensive course in Spanish as a second language at ASU and is specially designed for students who 1) have successfully passed SPA 110; or, 2) have authorization from the Spanish section. 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.

If you do not fulfill any of these requirements, you should **NOT** be in SPA 210. 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

- Students who successfully complete Spanish 210 will be able to communicate at the intermediate-high level according to the ACTFL Guidelines. This means that students will be able to converse confidently in a variety of routine tasks and social situations. They will be able to carry on a conversation on personal information related to their work, school, recreation, particular interests, and areas of competence.
- Students will begin to be able to successfully participate in conversations with native speakers and be aware of cultural differences.
- Students will be able to explain and draw comparisons of a wide variety of cultural differences between their own culture and Hispanic cultures.

Textbook and Computer Requirements

Guzmán, Lapuerta & Liskin-Gas: *Identidades: Exploraciones e interconexiones* Multi-Semester Package for Arizona State University, 1/e Multi-semester Access – SPA 201/202

Title: *Identidades: Exploraciones e interconexiones: Multi-Semester Package for Arizona State University, 1/e*
13 Digit ISBN: 978-1323227947

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 VERSION 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.
 - 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)

Polytechnic Campus
480-727-1165 (Voice)

West Campus
University Center Building (UCB), Room 130
602-543-8145 (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.

ENERO				
SEMANA	LUNES	MARTES	MIÉRCOLES	JUEVES
1 Capítulo Preliminar	11 <i>Classes Begin</i> <i>Introducción</i>	12	13	14
2 Capítulo 1	18 <i>Martin Luther King</i>	19	20	21
3 Capítulo 2	25 Community Project 1	26	27	28 Quiz 1

FEBRERO				
SEMANA	LUNES	MARTES	MIERCOLES	JUEVES
4 Capítulo 3	1 MediaShare 1	2	3 MediaShare 1 Comments	4 Writing Assignment 1.1
5 Capítulo 4	8 Community Project 2	9	10	11 Quiz 2
6 Capítulo 5	15 MediaShare 2	16	17 MediaShare 2 Comments	18 Writing Assignment 1.2
7 Capítulo 6	22 Community Project 3	23	24	25 Quiz 3

MARZO				
SEMANA	LUNES	MARTES	MIERCOLES	JUEVES
8 Capítulo 7	29 EXAMEN ORAL 1 MediaShare 3	1 EXAMEN ORAL 1	2 MediaShare 3 Comments	3
9 Spring Break	7 Spring Break	8 Spring Break	9 Spring Break	10 Spring Break
10 Capítulo 7 / 8	14 MediaShare4	15	16 MediaShare 4 Comments	17
11 Capítulo 8	21 Community Project 4	22	23	24 Quiz 4
12 Capítulo 9	28 MediaShare 5	29	30 MediaShare 5 Comments	31 Writing Assignment 2.1

SPA210

SPRING 2016

SEMANA	LUNES	MARTES	MIÉRCOLES	JUEVES
13 Capítulo 10	4	5	6	7 Quiz 5
14 Capítulo 11	11 MediaShare 6	12	13 MediaShare 6 Comments	14 Writing Assignment 2.2
15 Capítulo 12	18	19	20	21 Quiz 6
16 Última semana	25 MediaShare 7	26 EXAMEN ORAL 2	27 EXAMEN ORAL 2 MediaShare 7	28 <i>Last Day of Classes</i>

Brief Contents

Preface xiii

¿Quiénes somos y de dónde venimos?

Nuestra lengua 31

Las leyendas y las tradiciones 65

El arte y la arquitectura 93

La tecnología y el ocio 121

La comida 151

Las relaciones humanas 177

Cambios sociales y políticos 205

Nuestro entorno físico 231

Nuestro futuro 265

Guía gramatical 293

Peer-editing or self-assessment editorial checklist 301

Verb charts 305

Spanish-English glossary 314

Índice 318

Créditos 321

**¿Quiénes somos
y de dónde
venimos?** 1

- Hispanic identity and diversity
- Ethnic groups
- Diversity in customs, beliefs, and language

Nuestra lengua 31

- Diversity and identity through language
- *Spanglish* as a linguistic and cultural phenomenon
- The Spanish-speaking community in the United States

**Las leyendas y
las tradiciones** 65

- Legends and traditions
- Regional festivities
- Personal changes and cultural trends

**El arte y la
arquitectura** 83

- Ancient and modern architecture
- Handicrafts, calendars
- Sculpture, painting, music

**La tecnología
y el ocio** 121

- Technology, sports, and leisure activities

La comida 151

- Variety of foods in the Spanish-speaking world
- Origins of foods and food products
- Work in food-related settings

Communicative Goals and Linguistic Content Recycling

- | | |
|--|--|
| <ul style="list-style-type: none"> • Identifying characteristics and facts about Hispanic communities • Describing people and their activities • Comparing and contrasting people's customs and beliefs | <ul style="list-style-type: none"> • Uses of ser and estar 8 • Ser and estar with adjectives 9 • Comparisons of equality 19 • Comparisons of inequality 20 • <i>Algo más</i>: Superlatives 22 |
|--|--|

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Narrating in the past • Discussing language variation and language use • Describing events, people, and objects in the past | <ul style="list-style-type: none"> • Preterit 39 • Imperfect 52 • Preterit and imperfect 55 • <i>Algo más</i>: Hacer with time expressions 58 | <ul style="list-style-type: none"> • Comparisons of equality and inequality • Ser and estar |
|---|--|---|

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Talking about legends and traditions • Narrating in the past • Analyzing past and present cultural practices | <ul style="list-style-type: none"> • More about the preterit and imperfect 72 • Verbs with different English equivalents in the preterit and imperfect 73 • Present perfect 83 • <i>Algo más</i>: Past participles used as adjectives 87 | <ul style="list-style-type: none"> • Preterit • Imperfect • Ser and estar |
|--|--|--|

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Describing the origins, purposes, and features of cultural products • Expressing preferences and tastes • Talking about artistic expression | <ul style="list-style-type: none"> • Se + <i>verb</i> for impersonal and passive expressions 100 • Indirect object nouns and pronouns 108 • Gustar and similar verbs 111 • <i>Algo más</i>: Infinitives 114 | <ul style="list-style-type: none"> • Present indicative • Preterit and imperfect |
|---|---|--|

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Reacting to and commenting on technology, sports and other leisure activities • Describing and interpreting behaviors • Expressing wishes, hopes, emotions, and advice | <ul style="list-style-type: none"> • Direct object nouns and pronouns 129 • Present subjunctive: Wishes, hopes, emotions, advice 140 • <i>Algo más</i>: Adverbs 145 | <ul style="list-style-type: none"> • Present indicative |
|--|--|--|

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Giving and following instructions • Avoiding repetition when reacting to and commenting on issues • Making polite requests | <ul style="list-style-type: none"> • Direct and indirect object pronouns together 160 • Formal commands 168 • Informal commands 170 • <i>Algo más</i>: Equivalent of English <i>let's</i> 172 | <ul style="list-style-type: none"> • Present indicative • Present subjunctive • Preterit and imperfect |
|--|---|---|

Title**Thematic Content****Las relaciones humanas 177**

- Family relationships
- Friendship
- Human behaviors in relation to social change

Cambios sociales y políticos 205

- Political changes
- Human rights
- Social issues

Nuestro entorno físico 231

- Natural resources and their preservation
- Natural phenomena
- Pollution and other environmental problems

Nuestro futuro 265

- Globalization and multinational corporations
- Advantages and disadvantages of technology

Apéndices 293**Guía gramatical 293**

Adjectives 293

Pronouns 295

Passive voice 297

Numbers 298

Rules of accentuation and punctuation 300

Peer-editing or self-assessment editorial checklist 301**Verb charts 305**

Spanish-English glossary 314

Índice 318

Créditos 321

Communicative Goals and Linguistic Content

Recycling

- Analyzing and discussing human relations
- Describing and interpreting human behaviors
- Expressing opinions, doubts, and concerns about human relations

- Reflexive verbs and pronouns 185
- Present subjunctive with expressions of doubt and denial 195
- *Algo más:* Reciprocal verbs 199

- Present indicative
- Present subjunctive
- Preterit and imperfect

- Analyzing past and present social conditions and political issues
- Reporting and discussing social changes
- Supporting and opposing a point of view about social and political issues

- Indefinite and negative expressions 212
- Indicative and subjunctive in adjective clauses 221
- *Algo más:* Relative pronouns 224

- Present Indicative
- Present subjunctive
- **Gustar** and similar verbs

- Reporting on geography and the environment
- Discussing causes and effects of current environmental problems
- Expressing purpose and conjecture
- Talking about future consequences of current situations

- Future tenses 238
- Indicative and subjunctive in adverbial clauses 254
- *Algo más:* Verbs followed by an infinitive 259

- Present indicative
- Present subjunctive
- **Se** in impersonal and passive expressions
- Infinitives

- Talking about current issues and values
- Giving opinions on controversial issues

- Imperfect subjunctive 272
- Hypothetical conditions using imperfect subjunctive and conditional 282
- *Algo más:* Summary of uses of **se** 284

- Future and conditional
- Present subjunctive
- Reflexive and reciprocal verbs
- **Se** in impersonal and passive expressions
- **Se** in double object pronoun constructions