



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

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

Academic Unit SILC Department Spanish & Portuguese Section  
 Subject SPA Number 315 Title Spanish conversation and composition for  
binlinguals Units: 3

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:** 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 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: Cynthia.Tompkins@asu.edu

**Department Chair/Director approval: (Required)**  
 Chair/Director name (Typed): Robert Joe Cutter Date: 4/7/15  
 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.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	Syllabus
<input checked="" 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. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	Syllabus
<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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	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."	

Course Prefix	Number	Title	Designation
SPA	315	Advanced Spanish Conversation and Composition for Bilinguals	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)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> 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.
G1	Students will discuss and comprehend the sociopolitical situation that surrounds the use and prestige of certain languages in societies. There will also be an appreciation for the diversity in Hispanic cultures, their respective dialects and backgrounds. Topics like human rights violations and poverty in Latin America will be discussed in class.	See Syllabus p. 1, 9-10
G2a	Latin America will be studied.	See Syllabus p. 1, 8-10
G2b	Spanish is the language used in the course.	See Syllabus p. 1-2

**Global Awareness [G]**

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G2c	The second half of the semester will focus on topics and countries in Latin America.	See Syllabus p. 9-11
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SPRING 2015

Arizona State University  
School of International Letters and Cultures

**SPA 315**  
**Advanced Spanish Conversation and Composition for Bilinguals**

<b>Instructor:</b> José Flores <b>E-mail:</b> Jose.Flores@asu.edu	<b>Office:</b> TA <b>Office Hours:</b> TA
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**Pre-requisite:** SPA 202 or SPA 204 or instructor approval.

***DESCRIPTION AND OBJETIVES***

This course is the third of the Spanish as a Heritage Language Program: SPAN 203, 204, 315 and 316. This course takes as a foundation the linguistic abilities and cultural connections that you already possess, and seeks to expand them in a dynamic cultural context. You will critically reflect on the culture, history, and literature of Hispanics in the United States. Additionally, this course will offer you practice with oral and written academic Spanish, all while developing critical thinking skills. The principal objective of this class is that you develop and value your bilingualism in order to use Spanish with confidence not only at home, but also in professional and academic settings. Our specific goals are:

- (1) expand the academic and professional Spanish register
- (2) develop writing skills in different genres and the capacity of self editing and correction
- (3) perfect spelling and orthography (including the use of the accent marks)
- (4) develop the oral expression in different contexts
- (5) comprehend how the language structure functions
- (6) broaden vocabulary
- (7) comprehend and analyze literary texts
- (8) come to know and appreciate different aspects of bilingualism
- (9) comprehend the sociopolitical situation the surrounds the use and prestige of certain languages in society
- (10) explore the history, literature and culture of Hispanics in the United States and Latin America

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 conscientization of the dialectical differences of Spanish and the political, social and economic backgrounds of the use of each variety or register. Our goal is that you develop the dialectical flexibility so that you may manage the varieties and/or registers of the language according to the context and your own election.

**TEXTBOOKS (required)**

-*Nuevos mundos: Lectura cultura y comunicación*: Ana Roca (libro/cuaderno de actividades) 3rd ed.

-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:

<b>Oral component (20%)</b>	<b>Participation in class (10%)</b>		10 %
	<b>Presentations (10%)</b>	Oral Presentación I	5 %
		Oral Presentación II	5 %
<b>Writing component (80%)</b>	<b>Homework and Mini-Projects (20%)</b>	Homework	11%
		Community Projects (3)	9%
	<b>Quizzes (5%)</b>		5%
	<b>Portfolio (35%)</b>	Blogs	5%
		Composition I	10%
		Final Composition	15 %
		Reflections (3)	3%
		Presentation of the portfolio	2%
	<b>Exams (20%)</b>	Midterm Exam	8 %
Final Examen		12%	

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

There are no grades such as 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 tardies 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 calculatd based on the willingness to particiapte, as well as the frequency and quality of the participation of the student.

The addressing of sexual, religious, political, and violent topics in the compositions and presentations should always be of academic nature, and never propaganda, autobiographic or sarcastic. During this course, there will be many opportunities to express opinions about controversial topics, and it is requested that there be an 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		
3		

**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 (10%):**

One of the most common communicative situations in our society is public speaking. Because of this, there are two presentations. Presentation I will be about your Hispanic roots: your family origins, native cities, and the history of your family customs and traditions. It will be approximately 3 minutes and you should include a visual component. For the Final Presentation, there are two options: 1) an individual oral presentation or 2) a theatrical group presentation. The individual presentation should be 7 minutes, and following a 3 minute discussion. It will take place the end of the course and will be about one of the written assignments (compositions), or another cultural topic related to the course. Such presentation will implicate a deeper investigation of the topic, with the use of reliable authentic sources: television, radio, Internet, and newspapers in Spanish. It is recommended that the student utilize audio-visual aids during his/her presentation, as well as share an outline with classmates about the presentation. The students that choose to do a theatrical presentation as a group cannot have more than 3 persons in the group, and the play should be approximately 15-20 minutes long. There should also be equal amount of participation by all students in the group. Students should write a script, utilize props: these should all be approved by the instructor beforehand. Preparation, organization, cooperation, and the use of Spanish will be evaluated.

**Please see the Evaluation of Oral Presentation sheets for more details.**

### **C. HOMEWORK AND COMMUNITY 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 given. There will be 3 types of homework:

- 1) Exercises to practice the topics seen in class
- 2) Homework to prepare for the activities of class (searches on the internet, reading, etc.)
- 3) Homework to apply and examine the topics seen in class or in your community

There will be three community projects, whose objectives are to connect students to the Hispanic community, applying what they have learned in class. The topics will be: 1) the linguistic varieties; 2) the transmission of Spanish in Hispanic families in southern Arizona; y 3) service learning.

**D. QUIZZES (5%)**

There will be quizzes or pop quizzes during the course that will measure the preparedness to class and your academic progress in the concepts seen in class.

**E. THE PORTFOLIO (35%)**

**1. The blogs:**

(minimum 150 words-maximum 300): You will prepare 8 entries to the blog in “discussions” throughout the semester. The diary is a means to improve your writing and orthography, while reflecting about different topics. You will also leave comments about the entries of your classmates as homework.

**2. The composition:**

There will be two compositions, one short (10%) and one long (15%). 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 (MW), with 12 font, double space, 1” margins and stapled. Hand-written compositions will not be accepted.** The compositions should contain the following information on the first page:

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

**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:**

At the beginning, middle and end of the semester, you will write a 300 to 500 word reflection in which you will examine your challenges, achievements, and goals in Spanish class, your spoken Spanish, and written Spanish in general. For the last reflection you should have in mind the changes that you notice between the first and second diagnostic test.

**3. Portfolio presentation:**

This is a compilation of all the versions of your compositions, the projects and the reflections that were written throughout the semester. You will turn this in the last week of class.

**F. EXAMS (MIDTERM 8% y FINAL 12%)**

Throughout the semester there will be two written exams, one in the middle of the semester and another at the end. These exams will evaluate your ability to express yourself in written form, as well as assess the concepts you have learned 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).

**The final exam will take place...**

**IMPORTANT: IT WILL NOT BE PERMITTED TO TAKE THE EXAM BEFORE THE CORRESPONDING DATE.**

Students should know the date of the final exam and the midterm exam before making plans for their trips. The date of the final exam can be found in the following page:

<http://students.asu.edu/final-exam-schedule#spring>. **The date of the final exam will not be changed under any circumstances.**

### **SPECIAL NEEDS**

If you have a physical or psychiatric impediment, or a specific problem in learning that requires special aid, please communicate this information to your instructor at the beginning of the semester to ensure your needs are met. To guarantee the accommodation you need, you will need to turn in the necessary documentation that is offered by *Disability Resources* located in *Mathews Center*.

## 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. You may consult sources, but may not incorporate their writing into your own. 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](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

Week	Content	Class Activities	Announcements and important assignment due dates*
<p><b>Week 1</b> (1-12/1-15)</p> <p><i>The Hispanic presence in the United States</i></p>	<p>-Introduction to the course and explanation of the program -How to have success in the class: Suggestions and expectations</p>	<p>-Activities to get to know each other -Diagnostic Test written in class</p>	<p>-Linguistic and Cultural Questionnaire Cuestionario (survey on Blackboard) -Visit instructor in his/her office hours -Blog I</p>
<p><b>Week 2</b> (1-19/1-22)</p> <p><i>The Hispanic presence in the United States</i></p>	<p><u>Chapter 1:</u> <u>Readings:</u> -<i>Hispanics in the United States</i> (p.3). - <i>La hispanidad norteamericana</i>, p. 14 -<i>La latinización de los Estados Unidos</i> (p. 42)</p>	<p><u>Orthography:</u> Differences between English and Spanish (compare systems) Workbook activities (WB): pp. 1-6 <u>Focus on language:</u> Maintaining your Spanish: Problems in the United States (PP)</p>	<p>-<i>Reflection I</i></p>
<p><b>Week 3</b> (1-26/1-29)</p> <p><i>The Hispanic presence in the United States</i></p>	<p><u>Chapter 1:</u> The Hispanic presence in the United States</p> <p><u>Reading:</u> -<i>El futuro del español en los Estados Unidos</i> (p. 35)  -<i>En un barrio...</i> (p. 10) -<i>Mi nombre</i> (p. 22)</p>	<p><u>Orthography:</u> Capitalizationñ the differences between English and Spanish WB: pp. 11-13 <u>Debate 1:</u> Being Bilingual; benefits and prejudices in the United States (search and read material about this topic)</p>	<p>Blog II</p>
<p><b>Week 4</b> (2-2/2-5)</p> <p><i>Mexican-Americans</i></p>	<p><u>Chapter 2:</u> Mexican-Americans</p> <p><u>Readings:</u> -<i>Las raíces de los mexicanoamericanos</i> (p. 55)</p>	<p><u>Focus on language:</u> Linguistic Variations</p>	<p>-Oral Presentation I: The Origin of my Family</p>

<p><b>Week 5</b> (2-9/2-12)</p> <p><i>Mexican-Americans</i></p>	<p><u>Chapter 2</u> Mexican-Americans</p> <p><u>Reading:</u> -<i>Se arremangó las mangas</i> (p. 59)</p>	<p><u>Orthography:</u> Syllabic division WB: pp. 6-8 <u>Focus on language:</u> Oral and written language</p>	<p>-<i>Community Project I: Linguistic Varieties</i></p>
<p><b>Week 6</b> (2-16/2-19)</p> <p><i>Mexican-Americans</i></p>	<p><u>Chapter 2</u> Mexican-Americans</p> <p><u>Reading:</u> -<i>My accent</i> (p.65)</p>	<p><u>Focus on language:</u> Academic Spanish and Informal Spanish <u>Orthography:</u> The Tonic Syllable WB: pp. 21-22 -Preparation for Composition I: Structure of the paragraph, parts of the composition.</p>	<p>Blog III</p>
<p><b>Week 7</b> (2-23/2-26)</p> <p><i>Puerto Ricans</i></p>	<p><u>Chapter 3:</u> Puerto Ricans</p> <p><u>Reading:</u> -<i>Los puertorriqueños de aquí y de allá</i> (p. 97)</p>	<p><u>Orthography:</u> The classification according to the tonic syllable WB: pp. 23-26 <u>Focus on language:</u> Language and power -Peer editing (at home and in class)</p>	<p>-Turn in Composition I: Version I</p>
<p><b>Week 8</b> (3-2/3-5)</p> <p><i>Puerto Ricans</i></p>	<p><u>Chapter 3:</u> Puerto Ricans</p> <p><u>Reading:</u> -<i>Como se come una guayaba</i> -<i>Ni te lo imagines</i> (p. 111)</p>	<p>- Puerto Rican variety WB: p. 58 <u>Focus on language:</u> Spanglish: Code switching and borrowing pp. 166-169 <u>Grammatical awareness:</u> False cognates WB: pp. 33-38 WB: pp. 53-57 <u>Debate 2:</u> Should English be the official language of the United States? pp. 124-125 (Search and read material about this topic)</p>	<p>- Turn in Composition I: Version II -Study Guide for Midterm Exam (review)</p>
<p><b>Week 9</b> (3-9/3-13)</p>	<p>Spring break</p>		
<p><b>Week 10</b> (3-16/3-19)</p>	<p><u>Chapter 4:</u> Cubans</p>	<p>Cuban variety WB: pp. 74-75</p>	<p>- Survey about your opinion of the class</p>

<p><i>Cubans and Cuban Americans</i></p>	<p><u>Readings:</u>          -<i>Cubanos y cubanoamericanos</i> (p. 133)          -<i>Mi raza</i> (p. 140)</p>	<p><u>Orthography:</u> Review of the accent mark; ‘b’ and ‘v’          WB: pp. 47-51</p> <p><u>Focus on language:</u>          Maintaining Spanish in the family          pp. 164-165 (“La Torre de Babel”)</p>	<p>- Turn in Composition I: Version III          -Reflection II</p> <p><b>Midterm Exam</b></p>
<p><b>Week 11</b>          (3/23-3/26)</p> <p><i>Cubans and Cuban Americans</i></p>	<p><u>Capítulo 4:</u> Cubans</p> <p><u>Reading:</u>          -<i>Balada de los dos abuelos</i> (p. 142)</p>	<p><u>Grammatical awareness:</u>          Gerund and infinitive          WB: pp. 52-53</p> <p><u>Orthography:</u> ‘c’, ‘s’ and ‘z’, review of the accent mark          WB: pp. 59-63  <i>Movie: Al otro lado</i></p>	<p>Blog IV</p>
<p><b>Week 12</b>          (3-30/4-2)</p> <p><i>Human Rights</i></p>	<p><u>Chapter 6:</u> Human Rights</p> <p><u>Readings:</u>          -<i>Violaciones de los derechos humanos en Latinoamérica</i> (p. 221)          -<i>Cuba y los derechos humanos</i> (p.232)</p>	<p><u>Orthography:</u> ‘g’ and ‘j’          WB: pp. 77-80</p>	<p>- <i>Community Project III: The Intergenerational Transmission of Language in Southern Arizona</i></p>
<p><b>Week 13</b>          (4-6/4-9)</p> <p><i>Human Rights</i></p>	<p><u>Chapter 6:</u> Human Rights</p> <p><u>Readings:</u>          -<i>La ruta de la muerte: El peligroso viaje de los emigrantes de América Central para alcanzar “el sueño americano”</i> (p. 258)          -<i>Caña amarga: Explotación infantil en México</i> (p. 263)</p>	<p><u>Orthography:</u> Review of the accent mark  <u>Debate 3:</u> Immigration, violation of human rights (search and read about this topic)</p>	<p><i>Movie: Real Women have curves (at home)</i>          Blog V</p>
<p><b>Week 14</b>          (4-13/4-16)</p>	<p><u>Chapter 6:</u> Human Rights</p>	<p><u>Orthography:</u> Accent mark- application of rules</p>	<p><i>Community Project III: My Opportunity</i></p>

<p><i>Human Rights</i></p>	<p><u>Readings:</u>  <i>-La pobreza y las más de 4.000 maquiladoras en la frontera: Abusos, violencia y contaminación ambiental</i> (p. 268)</p>	<p>-Preparation of Final Composition (use academic sources in the composition)  - The use of academic sources; search of sources from reliable information</p>	<p><i>for Service Learning</i></p> <p>- Turn in the topic and outline of the Final Composition</p>
<p><b>Week 15</b>  (4-20/4-23)</p> <p><i>Women and Culture</i></p>	<p><u>Chapter 7: Women and Culture</u></p> <p><u>Readings:</u>  <i>-¿Iguales o diferentes? El feminismo que viene</i> (p. 283)</p>	<p>- Peer editing (at home and in class)  <u>Orthography: ‘h’</u>  WB: pp. 111-115</p>	<p>- Turn in Final Composition: Version I  - Survey about the course and Spanish Heritage program on Blackboard</p>
<p><b>Week 16</b>  (4-27/4-30)</p> <p><i>Women and Culture</i></p>	<p><u>Chapter 7: Women and Culture</u></p> <p><u>Readings:</u>  <i>-La mujer y la sociedad en el mundo hispano</i> (p. 281)  <i>-Tú me quieres blanca</i> (p. 297)</p>	<p>-Final Oral Presentations (videos)</p>	<p>- Turn in Final Composition: Version II  -Written progress exam in class  -Study Guide for Final Exam</p>
<p><b>Week 17</b>  (5-4/5-7)</p>	<p>Final Exam  <a href="https://students.asu.edu/final-exam-schedule">https://students.asu.edu/final-exam-schedule</a>  (Time and Date cannot be changed)</p>	<p>- Turn in Final Composition: Version III and electronic portfolio  - Reflection III</p>	

\*\*\* 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.





# NUEVOS MUNDOS

## *Lectura, cultura y comunicación*

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CURSO DE ESPAÑOL PARA BILINGÜES  
TERCERA EDICIÓN

ANA ROCA

*Florida International University*



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