

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts and Sciences Department/School Spanish, SILC

Prefix: SPA Number: 203 Title: Intermediate Spanish for Bilinguals Units: 4

Course description: **For Spanish-speaking students, in lieu of SPA 201. Composition, literature, conversation, grammar fundamentals and topics of the Spanish in the US.**

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: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Cultural Diversity in the United States-C **Mandatory Review:** No

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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 course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Dr. Sara Beaudrie E-mail Sara.Beaudrie@asu.edu Phone 480-965-1110

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Nina Berman Date: 9.30.2017

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

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

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus Table of contents chapter 2
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Composition 1 Table of contents/chapter 3

Course Prefix	Number	Title	General Studies Designation
SPA	203	Intermediate Spanish for Bilinguals	C

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)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
C1	In this course, the Latino cultural heritage is explored and discussed, through different cultural topics related to culture and linguistic diversity in Latin America and within Latinos in the U.S. There is an emphasis on studying and analyzing the diversity in the Latino community (e.g. culture, traditions, linguistic variety, immigrant story).	See Syllabus page. 1-2
C2a	<ol style="list-style-type: none"> 1. Students read and investigate the linguistic variety within the Spanish in the U.S. and the diverse Latino speech communities. 2. Students investigate the contribution of legends and traditions of the Latino culture in the U.S. 3. Students investigate and present contributions made by Hispanics in the United States 	<ul style="list-style-type: none"> -See "cultural projects", syllabus page.4 -See Oral presentations in Syllabus page 5. -See table of contents chapter 2
C2c	<ol style="list-style-type: none"> 1. The topic for composition 1 covers different aspects of the students' family Hispanic history/background, culture, traditions, and languages experiences 2. Students have the opportunity to read and discuss several controversial topics relevant to the Hispanic experience, such as codeswitching (the mixing of two languages, and bicultural identity 	<ul style="list-style-type: none"> -See "Composition 1" -See table of contents/chapter 3/Reading:Between two worlds, and Bridges: Code switching between English and Spanish

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SPA 203 - Intermediate Spanish for Bilinguals

Course description: For Spanish-speaking students, in lieu of SPA 201, Composition, literature, conversation, grammar fundamentals.

Enrollment requirements: Students may not enroll in SPA 203 if they have received credit in SPA201, 202, 204, 311, 312,313,314,315,316,325,412

Offered by: College of Liberal Arts and Sciences

Class Details

Hybrid fee: \$50

Fees: \$30 course fee

Syllabus: [View syllabus for this class](#)

Books: [View books for this class](#)

Additional Class Details

Units: 4

Repeatable for credit: No

General Studies: G

Component: Lecture

Session: Session C

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Instruction Mode: Hybrid



Fall 2016

Seats Open: 14 of 28

Add Class

Meeting Details: Class # 84346

Days	Dates	Start	End	Location	Instructor
T Th	08/18 - 12/02	10:30 AM	11:45 AM	Tempe - LSE250	Amezcue
	08/18 - 12/02			Internet - Hybrid	

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

Arizona State University

School of International Letters and Cultures

SPA 203

Intermediate Spanish for bilinguals I

FALL 2016

Bienvenidos y bienvenidas a Spanish 203!!!

Congratulations for choosing to study Spanish in the Spanish heritage program at ASU! Spanish is one of the most widely spoken languages in the world and in the United States. This class will help you strengthen your Spanish and gain confidence in your language and cultural competence.

Enjoy the class!

Course description

This course is designed for students who were exposed to Spanish-speaking environments naturally, typically during childhood. It builds on the linguistic competence students already have in order to expand their proficiency for language use in a wide variety of contexts. Students in this class can typically understand conversations in Spanish and a simple, casual conversation in the language. This class fulfills the same requirements as 201 and it is at the same level.

Spanish 203 is the first course in the series of courses for Spanish heritage learners: SPA 203, 204, 315 and 316. The focus of the class is to expand your bilingual abilities by working on your speaking, writing, listening, and reading in Spanish in a confidence-building environment.

Through course reading and listening activities, videos, class discussions, group-work, written and web assignments, and oral presentations, students will achieve greater flexibility in their abilities in the language. Grammar and/or spelling issues are also reviewed to support students' language development. In addition, learners will deepen their knowledge of their cultural heritage and develop an appreciation for the cultural and linguistic variation present in the Spanish-speaking world. There is a special emphasis on learning about cultural topics relevant to different Latin American countries and Latinos in the US.

By the end of the semester, students will:

1. Strengthen their communicative competence in all language modes
2. Develop fluency especially in speaking and writing

3. Be able to write a well-structured paragraph and essay in Spanish
4. Improve command of spelling and use of written accents in Spanish
5. Strengthen and expand their use of grammatical structures
6. Expand their lexical repertoire in Spanish
7. Understand the nature and extent of language and culture variation in the Spanish-speaking world
8. Gain knowledge about their cultural heritage
9. Appreciate the cultural differences among Spanish speakers in Latin America and in the United States

Required textbook

¡Sí se puede!: Un curso transicional para hispanohablantes, 1st Edition
 María Carreira California State University at Long Beach
 Michelle C. Geoffrion-Vinci Lafayette College
 ISBN-10: 0618061363 | ISBN-13: 9780618061365

Textbook

website: http://college.cengage.com/languages/spanish/carreira/si_se_puede/1e/student_home.html

Evaluation Criteria

Oral component (20%)	Classroom Participation (10%)		10 %
	Classroom Presentations (10%)	Oral presentation I	5 %
		Oral presentation II	5 %
Written component (80%)	Diarios		10%
	Homework (MA) & quizzes (15%)	Homework	10%
		quizzes	5%
	Portafolio (30%)	Composition I	7%
		Final composition	10%
		Reflections (2)	3%
		Cultural projects (4)	10%
	Exams (25%)	Exam I	10 %

		Final exam	15%
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Grading scale: A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C-72-70; D+ 67-69; D 63-66; D-60-62; E 59-0

Extra Credit: No extra credit will be given under any circumstances unless there is a program sponsored event. While students are encouraged to attend various events at and around ASU pertaining to Hispanic Culture, attendance to these events does not offer an opportunity for extra credit.

Attendance Policy

This is a four-credit course. Be aware that the schedule is very rigorous and that attendance is vital for successful completion of the course. Expect to spend 1-2 hours on out-of-class preparation for each hour in class. **Attendance is necessary to facilitate language acquisition.** Understand that failure to attend class on a regular basis will increase exponentially the level of difficulty of the course work. Students are permitted the equivalent of one week's worth of absences. Every absence beyond the maximum allowed absences (**2 absences**), will result in the lowering of your grade by one percentage point (**1.0**) for each absence. **If a student arrives more than 20 minutes late, or leaves more than 20 minutes early, it will be considered an absence.**

For an absence to be considered excused, the student must notify the instructor either before the absence or within 24 hours after the missed class. **The student, however, must have a valid reason for missing class (e.g. religious activities, family emergency, officially documented university or military-sponsored curricular and extracurricular activities, valid excused medical absences).** Student athletes, band members and members of 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. Merely notifying the instructor that you were absent does not guarantee that the absence will be excused. It is left to the instructor's discretion to evaluate the situation/circumstance and decide whether an excused absence will be granted. Printed documentation should be provided. Falsification of excuses will be considered a form of academic dishonesty and will be dealt with in accordance with ASU Academic Integrity Policy

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 the next day. If you are absent, you may not use your absence as an excuse for not being prepared or not turning in your homework.

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

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

Daily Class Participation (10%)

Your participation grade is determined by your willingness to participate in individual, pair and group activities as well as the frequency and quality of your participation. Other factors such as your preparedness for the class (bringing all materials necessary), respect for the instructor as well as fellow students, percentage of time spent utilizing Spanish in the classroom and willingness to help others will also be taken into consideration. Please be advised that the use of cell phones or other electronic devices are not permitted in the classroom. Your instructor will decide the proper disciplinary actions for these situations which will include, but are not limited to, the loss of participation points for that day. Please see the Participation Worksheet for more details.

Your instructor will evaluate your participation eight times per semester (at the end of each chapter). You will also have the opportunity to self-evaluate your participation. Questions regarding your participation grades should be addressed to the instructor during office hours or before/after class, where more feedback and suggestions can be offered. Seek help as the need arises. Do not procrastinate!

The portfolio is a collection of different pieces of work done in this class with the purpose of documenting your progress in Spanish. It should be started the first day of class and will continue to grow as the semester progresses. The portfolio will be electronic, and each student will be given instructions regarding how to prepare and submit the portfolio towards the end of the semester. It will consist of 3 sections: 1) reflections; 2) cultural projects, and 3) compositions.

Cultural Projects: When announced in the syllabus, you will have to write a reflection on the following community projects. The topics are the following:

1. Who am I?
2. Mi poema bilingüe
3. **La variación lingüística**
4. **Los mitos y leyendas**

Compositions: Students will write two typed and double-spaced essays using Times New Roman 12 justified font with a 1-inch margin. **The topics will cover different aspects of the Hispanic cultures and traditions.** All essays will require parts to be written at home and parts to be done in class and in groups so as to engage in a collaborative construction of the texts. The initial rough draft will be

referred to as “Versión 1”, and will be edited in class and will not be graded by your instructor. The second version, or “Versión 2”, will be graded by your instructor along with the rubrics that is found in Blackboard. The second version will then be returned to you with the rubrics, comments and suggestions made by the instructor, and a grade. Up to 10 points will be added to revised papers (“Versión 3”) submitted within one week after the graded writing is returned to the student. All versions will be submitted in Bb. The length varies depending on the composition so make sure to ask your instructor.

Reflections: You will submit a one-page reflection about your learning and amount of progress after each composition.

Please see the course site for more details.

Oral Presentations

Students will prepare and participate in **two presentations** about different aspects of the class, each evaluated for comprehensibility, vocabulary, content, accuracy, and creativity. The first group oral presentations consist of 6-8 minute interactive presentations in groups of 2-3 about contributions made by Hispanics in the United States. Individual 6-minute oral presentations will take place at the end of the semester and will reflect the content of the Final Composition. Please see the course site for more details.

Diarios

Out of class, students will participate in at least 6 discussions in Spanish. You will have the opportunity to get to know other students and discuss interesting and controversial topics with them. Please see the course site for more details.

Spanish/English language use log

Two times during the semester students will be required to record how much Spanish and English they use during one entire day. They will write down the topic, the context, the language, the time, and the interlocutors. Students will hand in the log together with a reflection on the use of these two languages and how to achieve a good balance of use between the two. This project is key in understanding how to maintain Spanish and continue developing your bilingual skills.

Mid-term exam

There will be 1 exam during the semester. It will cover the material covered chapters 1 through 3. Make-up exams cannot be administered without a documented excuse of an emergency. Students should contact the instructor before the date of the exam in case of a time conflict. The exam, however, takes top priority so you will need to cancel any appointment scheduled for the days of the

exams. If an emergency happens the day of the exam, you need to contact the instructor or, if unavailable, the department immediately to make the necessary arrangements before the next class period. Make-up exams cannot be administered after two days of their initial scheduled date.

Final Exam

The final exam is comprehensive but will primarily cover chapters 4 and 5. Students who do not take the final exam on the scheduled date and time will receive a grade of zero. Make-up exams cannot be administered without a documented excuse of an emergency. No other excuses will be considered.

Homework

The instructor will assign a homework assignment for every class. This can consist of a reading or writing assignment, a grammar exercise, a web activity, and/or a language use activity such as participation in chats, club meetings, vocabulary entries, interviews, etc. No late homework will be accepted unless the student provides a documented excuse. Depending on the circumstances, you may occasionally be allowed to hand in your homework up to one day late but will lose 50% of the grade for the assignment. If you are absent when an assignment is due, you are still responsible for the assignment and can submit it online or through email. If you have restricted web access, please discuss your situation with your instructor and arrange for a friend to drop off the homework for you.

Quizzes

All (un)announced quizzes will be based on the topics taught the day before and the homework due that day. Come to class prepared and on time! **No quiz may be made up for any reason.**

Expected Student Behavior

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

- Academic Integrity Policy: <http://www.asu.edu/studentlife/judicial/integrity.html>
 - A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she:
 - Engages in any form of academic deceit
 - Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment

- Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration
- Acts as a substitute for another person in any Academic Evaluation or assignment
- Uses a substitute in any Academic Evaluation or assignment
- Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities
- Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation
- Engages in Plagiarism
- Uses materials from the Internet or any other source without full and appropriate attribution
- Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization
- Claims credit for or submits work done by another
- Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;
- Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity
- Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.
 - For more information on the policy, your obligations and sanctions for violating it, please go to: <http://provost.asu.edu/academicintegrity/policy/StudentObligations>
 - 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 with no option to rewrite or retake.
2. If there is a second violation, the student will receive a 0 for the rubric.

3. A third violation will result in the assignment of the grade XE for the course. Please keep in mind that this grade may not be appealed through the grade appeal process.

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>.

Students with Disabilities

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

- Students requesting classroom accommodations please refer to the ASU Policies and Procedures Manuals Web Page: <http://www.asu.edu/aad/manuals/sta/>

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Composition I: My cultural and linguistic autobiography

In class, we have been discussing our culture and bilingualism. This composition allows you to narrate the events that formed you culturally and linguistically.

Consider the following questions:

1. Who am I? Where do I come from? Where does my family come from? What places did I use to visit when I was little with which I identify today?
2. ¿What is part of my culture? What are my values and traditions?
3. My languages: With what languages did I grow up? With whom did I use to speak each one? What do I remember? What are my attitudes toward my languages?

Instructions and formatting

Este es un escrito formal y por lo tanto debes utilizar formas del español apropiadas para este contexto. Tienes que escribir esta composición en la computadora a doble espacio en **TIMES NEW ROMAN 12** y debe ser de **entre 2 y 2.5 páginas** de extensión. Recuerda que la composición debe tener una clara introducción, desarrollo y conclusión. Ten cuidado con la ortografía y gramática conforme a lo que hemos visto en clase. Edítala varias veces antes de entregarla. **NO SE ACEPTARÁ NINGUNA COMPOSICIÓN TARDE NI ESCRITA A**

MANO Y TODO SE ENTREGARÁ ELECTRÓNICAMENTE EN BB.

Se editará la primera versión en clase y después se entregará la segunda versión junto con la rúbrica para que se califique por tu profesor(a). Una vez que recibas la segunda versión calificada, tendrás una semana para hacer todas las correcciones a fin de obtener 10 puntos adicionales.