

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Integrative Sciences and Arts Department/School Culture and Languages
 Prefix: Spa Number: 317 Title: Introduction to Spanish for the Professions Units: 3

Course description: **Advanced-level course that serves as an introduction to the Spanish for the Professions minor or certificate. Develops oral and written skills that prepares students to use their Spanish in their careers and/or professional fields of interest. Also covers several cultural points that facilitate effective interaction with Spanish speakers in the professional world and global community.**

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. Chair/Director Initials _____ (Required)

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** Yes

*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 Lorena Cuya Gavilano E-mail lcuyagav@asu.edu Phone 602-496-2505

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Jacqueline Martinez Date: Feb. 21, 2019

Chair/Director (Signature): Jacqueline M. Martinez

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

Rationale and Objectives

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

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

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

Notes:

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

Revised April 2014

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

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	<p>Syllabus: Assesment Criteria (pg.2)</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	<p>Syllabus: Ensayos investigativos, i.e. Research papers (pg. 3) Final Project (pgs.4-5)</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>Syllabus: Ensayos investigativos, i.e. Research papers (pg. 3) Final Project (pgs.4-5)</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Syllabus: Calendario del curso Research Paper 1 (pg.11.) Research Paper 2 (pg.12) annotated in blue</p> <p>Final Project, part 1, 2, 3 (Pgs 12-13) highlighted in yellow</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: 20px auto; padding: 10px; text-align: center;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
SPA	317	Introduction to Spanish for the Professions	L

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

Criteria (from 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)
C-1	The course comprises 2 research papers and the creation of a professional portfolio which includes a 3 rd research paper and the compilation of other professional documents written for the class.	Syllabus: Assesment Criteria (pg.2) Ensayos Investigativos (pg.3) Proyecto Final (pg. 4)
C-2	Every written assignment demands that students gather, interpret, and evaluate evidence through academic research and interactions within their communities. Moreover, based on their findings, students elaborate strategies to improve their work and the work in their specific professional fields. In so doing, students improve their critical thinking skills.	Syllabus: Ensayos investigativos (pg. 3) Proyecto final (pg.4-5)
C-3	Every course project requires substantial research and analysis in a second language. Students should present lists of bibliographic work and write 4-5 pages in the target language for each project. By the end of the semester, students should have written more than 20 pages in Spanish.	Syllabus: Ensayos investigativos (pg. 3) Proyecto final (pg. 4-5)
C-4	Writing assignments require that students received timely feedback for the subsequent versions of parts of their projects.	Syllabus: Calendario del curso Research Paper 1 (pg.11,) Research Paper 2 (pg.12) annotated in blue Final Project, part 1, 2, 3 (Pgs 12-13) highlighted in yellow

CATALOGUE COURSE DESCRIPTION

Advanced-level course that serves as an introduction to the Spanish for the Professions minor or certificate. Develops oral and written skills that prepares students to use their Spanish in their careers and/or professional fields of interest. Also covers several cultural points that facilitate effective interaction with Spanish speakers in the professional world and global community.



SPA 317 | Introduction to Spanish for the Professions

Course information

Course Description:

This advanced Spanish course serves as an introduction to the Spanish for the Professions program. Students registered in this course develop written and oral skills that prepare them to use Spanish professionally in the U.S. and abroad. The course explores cultural, professional, and linguistic topics that are fundamental to interact properly with native and bilingual Spanish speakers in the work place. In examining the characteristics of different professional fields from Latinx and Latino American perspectives, the course prepares students to successfully interact in a global setting.

Pre-requisite: SPA314/316 or instructor's permission.

Course objectives:

Al completar este curso, los estudiantes deberán ser capaces de:

- Articular ideas clara y efectivamente a través de documentos profesionales.
- Expresar ideas clara y efectivamente de forma oral en contextos profesionales.
- Ejercitar razonamiento crítico para identificar y analizar necesidades presentes y futuras en los servicios profesionales ofrecidos a hispanoparlantes.
- Desarrollar habilidades interpersonales para alcanzar objetivos comunes en proyectos grupales.
- Identificar y fortalecer habilidades tanto como conocimiento relevantes para el crecimiento profesional en posiciones laborales específicas.
- Presentar y argumentar un punto de vista en intercambios y propuestas profesionales.
- Reconocer, respetar y aprender la etiqueta y perspectivas profesionales del mundo latino
- Construir relaciones colaborativas con trabajadores en su campo profesional y en la comunidad.

Required Textbook:

Spanish for the Professions (Abridged Edition), Marta Boris Tarré and Lori Celaya
ISBN 978-1-5165-3224-7

To purchase the textbook, please follow the instructions below. Video instructions for placing an order and downloading an eBook are available at: <https://vimeo.com/195821361>.

1. Visit <https://students.universityreaders.com/store/>.
2. Create an account or login if you have an existing account.
3. Select your state and then your university from the dropdown menu.
4. Scroll to find your course listing and select your textbook from the list of available course materials.
5. Choose your preferred textbook format, and follow the checkout instructions to complete your purchase.

Assessment Criteria:

Participación (virtual & clase)	10%
Tareas semanales	10%
Proyectos x 2	20%
Examen parcial	10%
Ensayos investigativos x 2	25%
Proyecto final	25%
TOTAL	100%

Commented [Office1]:
C-1

The final project and two research papers constitute 50% of the final grade.

Escala de evaluación:

A+ (≥ 97); A (≥ 93); A- (≥ 90); B+ (≥ 87); B (≥ 83); B- (≥ 80); C+ (≥ 77); C (≥ 70); D (≥ 60); E (≤ 59)

Participación (10%)

El desarrollo y práctica de la habilidad oral, la asistencia, así como la participación tanto en clase como en el aula virtual (blogs, videoposts, chats, etc.) son de vital importancia. Cada unidad está enfocada en un ámbito profesional específico, el cual será desarrollado por medio de lecturas, estudio de casos y discusiones con expertos en el área. Para el desarrollo de estos temas, los estudiantes serán responsables de preparar las lecturas y el vocabulario correspondientes a cada tema, el cual se asignará con anterioridad.

Tareas semanales (15%)

Se asignarán tareas tanto en línea como en clase que se deben entregar semanalmente. Todas las tareas se articulan con los temas desarrollados en el aula. Después de explorar y desarrollar cada eje temático, los estudiantes serán responsables de continuar la discusión en línea mediante

reacciones críticas, participaciones en foros, blogs, ensayos críticos, etc. Todas las tareas serán publicadas el domingo de la semana de clase. Se considera una entrada al blog completa cuando se publica su reacción crítica y se responde a la reacción de otro compañero de clase.

All assignments are due on SUNDAYS before midnight. NO LATE WORK will be accepted.

Ensayos investigativos (25%)

Ensayos investigativos (x 2): siguiendo el formato académico APA, los estudiantes deberán escribir 2 ensayos que reflejen su capacidad de investigación y pensamiento crítico. Los temas de dichos ensayos son los siguientes:

- Sistemas jurídicos: El derecho civil vs. el common law
- La seguridad ciudadana en mi comunidad y en Latinoamérica.

En estos documentos, el estudiante deberá discutir y presentar una posición clara (tesis) sobre el tema asignado basándose en el planteamiento de argumentos, recolección e interpretación de evidencias. Los ensayos tendrán una extensión de entre 1000 y 1500 palabras dependiendo del tema y deberán incluir:

- a. un título creativo y original,
- b. introducción donde se presenta el tema en cuestión y su respectiva tesis
- c. cuerpo del ensayo que desarrolla claramente la tesis propuesta e incluye citas bibliográficas y evidencias que apoyan el argumento.
- d. conclusión que resume y/o brinda nueva información sobre los puntos principales del ensayo.
- e. lista de referencias bibliográficas citadas.

Proyectos (20%)

Los proyectos de clase serán *continuos* y se basarán en producción académica que refleje la comprensión, evaluación e interpretación de los materiales propuestos en el curso.

1. Campaña de promoción y prevención: este proyecto será de carácter grupal, todos los estudiantes trabajarán cooperativamente en el diseño, publicación y posterior presentación de una campaña que promueva la prevención de enfermedades que aquejen a la comunidad latina en nuestra comunidad.
2. Correspondencia profesional: en este proyecto, de carácter individual, los estudiantes desarrollarán los documentos profesionales listados abajo partiendo de una vacante que se encuentre disponible en el mercado y que sea de su interés. Se espera que los estudiantes usen expresiones, formatos formales apropiados y que realicen la investigación necesaria para conocer más sobre la misión de la empresa para la que desean trabajar.
 - a. Carta de presentación
 - b. curriculum vitae
 - c. carta de recomendación

Commented [Office2]: C-2 & C-3 Research Papers

Research Paper 1: Students research and critically evaluate the differences of the judicial systems in the U.S. and the Latin American world. Students should argue which differences and particularities are crucial for the development of a bilingual professional.

Research Paper 2: Students investigate issues related to the work and social reality of security forces in the U.S. and in Latin America. The goal is to identify cultural and linguistic traits that bilingual professionals may use within and outside the U.S.

Both projects require students to perform academic research while developing their reading and writing skills in Spanish.

- d. reporte de entrevista de trabajo
- e. correos electrónicos profesionales

Examen parcial (15%)

Cada unidad profesional tendrá vocabulario y gramática específicos con ejercicios de práctica. Hacia la mitad del curso habrá una prueba que incluye el vocabulario y la gramática vistos. La gramática que se cubrirá en el curso incluye, pero no se limitará a lo siguiente:

- El tiempo pasado (pretérito e imperfecto) del modo indicativo
- El tiempo presente del modo subjuntivo
- El condicional
- Situaciones hipotéticas
- Ser y estar

Proyecto Final (25%)

El objetivo de esta asignatura es triple (1) identificar los desafíos que se presentan en un campo profesional específico (criminología, educación, finanzas, medios de comunicación, etc.) (2) evaluar cómo el estudiante puede contribuir a superar el desafío en cuestión y (3) declarar su interés sobre el campo profesional escogido.

El portafolio debe demostrar su preparación para trabajar en el campo laboral elegido, así como su progreso y trabajo de todo el semestre en este curso.

Para completar este proyecto debes seguir los siguientes pasos:

1. Escoger un sector profesional específico (el campo profesional del estudiante. Esto se realizará desde la primera semana de clases)
2. Buscar información sobre el campo profesional elegido en el contexto de Arizona y escribir "cómo es ese campo y qué desafíos enfrenta" (1-2 páginas).
3. Interactuar en la comunidad:
 - a. Investigue sobre los desafíos a los que se enfrenta un profesional en un campo específico. Pueden buscar información en la red o ir directamente a la institución donde el profesional ejerce: qué hace la institución, cuál es el rol del profesional en dicha institución y cuál es el impacto en el contexto socio-cultural de Arizona.
 - b. Interacción con la organización: los estudiantes deben entrevistar a clientes y profesionales acerca de los desafíos o dificultades que se podrían superar en términos logísticos, organizacionales, servicios y de desarrollo profesional.
 - c. Deben grabar las entrevistas audio o audiovisualmente y subirlas a Blackboard.

Después de realizar la interacción comunitaria

4. **Ensayo investigativo profesional:** escribir un análisis de los resultados obtenidos: descripción de la institución, descripción del rol del profesional en dicha institución, contexto socio-cultural, y los desafíos a los cuales este se enfrenta. Se debe incluir referencias bibliográficas que soporten los argumentos presentados.
5. Escribir un ensayo analítico/argumentativo en el que usted (1) identifica el (los) desafío(s) a los que se enfrenta el profesional en la organización seleccionada, (2) analiza

las causas de dichos desafíos y (3) explica maneras prácticas de superar dichos desafíos. 2-3 páginas.

6. Declare su interés/compromiso con el campo profesional: ¿por qué está interesado en el campo específico, ¿cuál es su visión y misión personal dentro de ese campo? ¿cuál sería su contribución personal?
7. Presentación oral y visual: los estudiantes prepararán una presentación de unos 5-7 minutos sobre su portafolio.

Course policies

Participation

Como parte de la participación y del involucramiento en el curso se espera que, durante el curso/semestre, el/la estudiante le escriba al profesor varios correos electrónicos en los cuales le pregunte o pida alguna aclaración, e.g., sobre la retroalimentación recibida en las tareas escritas o diálogos orales. Estos correos deben ser usar un lenguaje formal. Por ejemplo:

Estimado Profesor

(Escriba su mensaje aquí), por ejemplo: Me dirijo a usted para... o Le escribo para...

Atentamente...o Un cordial saludo... o Gracias por su atención,

(Su nombre)

Attendance

- Students must adhere to university policies for the observance of religious practices in accordance with policy [ACD 304-04](#), “Accommodation for Religious Practices”.
- Students wishing to obtain an excused absence(s) for university sanctioned events/activities must follow policy [ACD 304-02](#), “Missed Classes Due to University-Sanctioned Activities”. Students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty. See university policy: ACD304-11; SSM 201-18: Accommodating Active Duty Military asu.edu/aad/manuals/ssm/ssm201-18.html for details. Students should discuss individual concerns with their instructor.
- Instructor’s MUST include a general attendance policy, including point values assigned to attendance/non-attendance, if applicable.

Late or Missed work

No late work is accepted. All work is due on Sunday at midnight. Make up work will only be granted to students in extenuating circumstances. Your instructor may ask you for documentation

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The final project requires students to create a professional portfolio that incorporates substantial writing assignments, in-depth research, and critical inquiry.

Professional Research Paper: The portfolio includes the students’ research about the most important challenges and needs in their specific professions. Students choose a company where they would like to work and interview professionals in their fields to find out their most pressing needs and difficulties. Students must complement their findings with academic literature about their own professional fields in order to evaluate ways in which they can overcome the identified professional challenges.

Additionally, the portfolio incorporates models for **professional documents** written in Spanish that can be used in the U.S. and abroad within bilingual contexts. These documents entail sustained in-depth engagement with professional documentation and their variations in the U.S. and the Latin American region. They include CVs, professional statements, recommendation letters, and letters of intent for a selected job, personal and corporate mission and vision statements, among other documents.

if you miss work. It is your responsibility to comply with the instructor's guidelines when completing missed assignments.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at afjimen2@asu.edu, or the faculty head, Jackeline Martinez.

Classroom Behavior

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Email Communication

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.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking 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 note taker's name as well as the instructor's name, the course number, and the date.

University Policies

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

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>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, [plagiarizing](#), academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using plagiarism detection software, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: <https://provost.asu.edu/academic->

[integrity/resources/students](#). If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor or TA or your college Academic Integrity Officer in advance of submitting an assignment.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students (DRC). The site can be found at eoss.asu.edu/drc. Instructors cannot provide accommodations without authorization from the DRC.

Downtown Phoenix Campus

Post Office building, Suite 201
Phone: 602.496.4321
E-mail: DRCDowntown@asu.edu

Polytechnic Campus

Sutton Hall - Suite 240
Phone: 480.727.1039
E-mail: DRCPoly@asu.edu

Tempe Campus

Matthews Center building, 1st floor
Phone: 480.965.1234
E-mail: DRCTempe@asu.edu

West Campus

University Center Building, Room 130
Phone: 602.543.8145
E-mail: DRCWest@asu.edu

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at sexualviolenceprevention.asu.edu/faqs.

"As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, coss.asu.edu/counseling, is available if you to wish discuss any concerns confidentially and privately."

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Campus Resources

There is clear evidence that students who take advantage of academic support services perform better academically. As an ASU student you have access to many resources on campus. This includes tutoring,

academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: students.asu.edu/academic-success
- Counseling Services: students.asu.edu/counseling
- Financial Aid: students.asu.edu/financialaid
- Disability Resource Center: asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: uc.asu.edu/majorexploration/assessment
- Career Services: students.asu.edu/career
- Student Organizations: asu.edu/studentaffairs/mu/clubs/
- ASU Writing Centers: tutoring.asu.edu/writing-centers
- ASU Police Department: cfo.asu.edu/police.
- International Student Resources: students.asu.edu/international/support/academic

Calendario del curso

EL SISTEMA LEGAL					
ENERO					
	LUNES	MARTES	MI ER	JUEVES	VIERNES
Semana 1 El Sistema Legal latinoamericano Entrada al blog 1	8	9 Introducción	10	11 Lectura Cultural 2-4 Comp Qs 5-6	12 Last day drop/add in person
Semana 2 El crimen: relato de un crimen México	15 NO CLASS ES MLK Day	16 Informe matutino 13 Vocab. 19 Gramática 14-17	17	18 Relatividad cultural (Los notarios en Latinoamérica y EE.UU) 19	20
Semana 3 Profesionales del derecho en latinoamérica y EE.UU. Entrada al blog 2	22	23 Diálogos profesionales 21-25	24	25 Conexión Profesional 30-32	26 Ensayo investigativo 1 versión 1: <i>Sistemas jurídicos: El derecho civil vs. el common law.</i>
FEBRERO					

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Research paper #1, version 1:
Students present two versions of the first research paper about the legal systems in Latin America and the U.S.

Semana 4 Un juicio en latinoamerica Informe de un juicio.	29 de enero	30 de enero Análisis de un juicio 61.	31	Febrero 1 Video de un juicio.	2 Ensayo investigativo 1: versión final
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Research paper #1, final version:
Students present two versions of the first research paper about the legal systems in Latin America and the U.S.

LA SALUD PÚBLICA					
Semana 5 El Abuso doméstico Estudio de casos: México y Perú Entrada al blog 3.	5	6 Lectura cultural Comp Qs + Vocab	7	8 Informe matutino Gramática	9
Semana 6 El Sistema salud en Cuba Videopost: C&C Salud en Cuba y EE.UU.	12	13 Lectura cultural Comp Qs + Vocab	14	15 Conexión profesional: <i>Un abogado de migración</i>	16
Semana 7 La salud y los inmigrantes latinos en EE.UU.	19	20 Gramática. El subjuntivo Aplicación + casos clínicos	21	22 Relatividad cultural Casos clínicos	23 Proyecto final, parte 1: <i>Campaña de promoción y prevención en comunidades hispanas en los EE.UU.</i>
Semana 8	26	27 Presentación Proyecto 2	28	1 de marzo Examen parcial	

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Final Project, part 1

MARZO
SPRING BREAK (4-11)

LOS RECURSOS HUMANOS					
Semana 9 El Mercado laboral en los EE.UU Entrada blog 4	12	13 Lectura Cultural Comp Qs + Vocab	14	15 Informe Matutino Gramática	16 Proyecto final, parte 3, versión 1: avance del ensayo de investigación profesional
Semana 10 Documentos laborales	19	20 La carta de presentación	21	22 El CV La carta de recomendación	23 Proyecto final, parte 2, versión 1: <i>Documentos profesionales</i>

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Final Project, part 3, version 1. Students should submit the information they have gathered so far for the final project.

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Final Project, part 2, version 1

Semana 11 La búsqueda de trabajo Videoblog conexión profesional	26	27 La entrevista de trabajo	28	29 Conexión profesional: <i>Un especialista en recursos humanos.</i>	30 Proyecto final, parte 2, versión final Course withdrawal deadline in person
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Final Project, part 2, final version

ABRIL					
LA COMUNIDAD Y LA POLICIA					
Semana 12 La inseguridad ciudadana Estudio de casos: Colombia, Perú, Chile.	2	3 Relatividad cultural Estudio de casos: perspectivas culturales y etiqueta profesional	4	5 Lec. Cultural 1 Comp Qs + Vocab	6 Ensayo investigativo 2 versión 1: <i>la seguridad ciudadana en mi comunidad y en latinoamérica.</i>
Semana 13 Relación con la policía (EE.UU y latinoamerica).	9	10 Lec. Cultural 2	11	12 Conexión profesional: <i>un oficial de policía.</i>	13 Ensayo investigativo 2 versión final
Semana 14 El trabajo Social con latinos en EE.UU	16	17 Key issues Latino Social Work.	18	19 Estudio de Caso <i>La familia Sánchez</i>	20
Semana 15 Deontología profesional	24	25 Tutoría individual	26	27 Proyecto final, parte 3, versión final: Entrega de portafolio con ensayo de investigación profesional	28 ASU Course Evaluations due Complete withdrawal deadline.

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Research paper #2, version 1:
Students present two versions of the second research paper about the security forces in Latin America and the U.S.

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Research paper #2, final version:
Students present two versions of the second research paper about the security forces in Latin America and the U.S.

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Final Project, part 3, final version of the complete work

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