

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

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

College/School (Select One) College of Liberal Arts and Sciences Department/School Spanish and Portuguese  
 - School Of International Letters and Cultures

Prefix: SPA Number: 203 Title: Intermediate Spanish 1 for Bilinguals Units: 4

Course description: For heritage learners who have been exposed to Spanish from the household, relatives or community and who can understand and hold a basic conversation in the language. Builds on the skills students already have in order to expand their written and oral proficiency for real communication in a confidence-building environment. Students also explore their cultural heritage and learn about Hispanic cultures in the United States and the language diversity of its speakers.

Is this a cross-listed course? (Choose one) no If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? (Choose one) 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? (Choose one) no

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** (Choose One) C

**Mandatory Review:** (Choose one)

*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](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: **October 2, 2020**

For Spring 2022 Effective Date: **March 5, 2021**

**Area 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. 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.

**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

**Proposals must be submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Melissa Negron E-mail mmnegron@asu.edu Phone \_\_\_\_\_

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Nina Berman Date: 2/25/2021

Chair/Director (Signature):

*W. Bera*

**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.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
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 <b>contemporary</b> U.S. Society.	Syllabus; class schedule
		2. A Cultural Diversity course must then meet <b>at least one</b> 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; class schedule
<input checked="" type="checkbox"/>	<input 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.	Syllabus; class schedule
<input 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.	

Course Prefix	Number	Title	General Studies Designation
SPA	203	Intermediate Spanish II 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)
<b>Example</b> -See 2b. Compares 2 U.S. cultures	<b>Example</b> -Compares Latino & African American Music	<b>Example</b> -See Syllabus Pg. 5
C1	In this course, cultural, language, literature, history and social topics regarding different groups of Hispanics in the United States are studied and discussed. There is an emphasis in studying the diversity of languages and cultures within the big group.	Syllabus page 1-2; Cultural projects's topics- Syllabus page 5; schedule week 1-2 - Latino identities in the US Week 12- Multiracial legacy and Latinos in the US Week 14 Indigenous legacy
C2a	Students actively reflect and discuss cultural matters for Hispanics in their writing, readings, and class discussions.	Syllabus page 1-2 Syllabus page 4 (forum topics) Oral presentation syllabus page 4 Essay 1-syllabus page 5  Class discussion examples: Schedule week 8 - Being bicultural in the United States Schedule week 9 - Food and Latino identity in the United States Schedule week 11- The influence of Latin American food in the United States Week 13 -Myths and Legends
C2b	Students will have the opportunity to compare the variety of dialects in Spanish, and the different identity expressions and experiences of Hispanics in the US	Syllabus page 1-2 Syllabus page 4 (forum topics)  Class discussion examples: Schedule week 2- Latino identities; Quotes on identity Schedule week 3 - El spanglish Schedule week 10 - Linguistic varieties Week 13- Myths and legends

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

**SPA 203: Intermediate Spanish for bilinguals**

**¡Bienvenidxs 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.

**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 spelling issues are also reviewed to support students' language development. **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 U.S.**

**Credits:** 4

**Prerequisites:** Placement test or credit for 102. Honors Contracts available for this class This course requires weekly oral practice with a virtual conversation partner

**Learning Outcomes**

By the end of the semester, students will:

1. Strengthen their communicative competence in all language modes in different contexts
2. Develop fluency especially in speaking and writing
3. Be able to write a well-structured paragraph and essay in Spanish

4. Strengthen and expand their use of grammatical structures for effective communication
5. Expand their lexical repertoire in Spanish
6. Understand the nature and extent of language and culture variation in the Spanish-speaking world with an emphasis on Hispanics in the US
7. Gain knowledge about their cultural heritage
8. Appreciate the cultural differences among Spanish speakers in Latin America and in the United States

### Required textbook

Readings and course materials will be available in Canvas.

## Evaluation Criteria

<b>Oral Component (30%)</b>	<b>Classroom Participation</b>		10%
	<b>Oral Presentation 1</b>		8%
	<b>Oral Presentation 2</b>		8%
	<b>Show &amp; Tell</b>		4%
<b>Written Component (70%)</b>	<b>Foro de discusión</b>		8%
	<b>Homework &amp; Pruebas</b>		13%
	<b>Essays</b>	Essay 1	8%
		Essay 2	8%
	<b>Cultural Projects</b>		15%
	<b>Learning contract and reflections</b>		8%
	<b>Final Exam</b>		10%

**Grading scale:** A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 76-70; D 69-60; 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.

### **Classroom Participation**

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 except when used for taking notes and special activities specified by the instructor. 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 five 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!

### 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 3-minute oral presentations (show and tell) about hobbies, culture, traditions or family will take throughout the semester.

### Foro de discusión

Out of class, students will participate in at least 4 discussions in Spanish using Canvas Discussion board. 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.

The topics for the forums are:

1. Mis raíces lingüísticas (*My linguistic heritage*)
2. Mi familia y el español (*My family and the Spanish language*)
3. Las tradiciones, la cultura y la identidad (*Traditions, culture and identity*)
4. Hispanos en los Estados Unidos (*Hispanics in the US*)

### 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.

### Pruebas

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

### Essays

Students will write two typed and double-spaced essays using Times New Roman 12 justified font with a 1-inch margin. 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. The second version, or “Versión 2”, will be graded by your instructor along with the rubric that is found in Canvas. 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 Canvas.

Essay 1: Mi autobiografía cultural y lingüística

Essay 2: El mantenimiento del español

### Cultural Projects

When announced in the calendar, you will have to work on the following cultural projects. The topics are the following:

1. ¿Quién soy? (photo collage)
2. Mi poema bilingüe (*Bilingual poem*)
3. Recetas de nuestras familias (*Family recipes*)

### Learning Contract and Reflections

The first week of classes students (with the help of the instructor) will propose a learning contract with 4 objectives for the semester. These objectives will be specific to each student's need. Students will decide what they want to learn (improve) and how they plan to learn it. The contract will include a specific list of strategies and activities in which the student will work during the semester. At the end of the semester the student will turn in the contract with all the progress and activities completed and a final reflection.

*Reflection:* You will submit a one-page reflection about your learning and amount of progress twice in the semester.

### Digital Storytelling or Cuento

This final project will consist of an autobiographic narration using information gathered during the semester through essays and cultural projects as inspiration. You will use your creativity. The general topic will be *Quién soy, mi herencia, mi lengua; Mi identidad*. You can choose between two options:

- **Cuento para niños** – you may create a children's story based on your life story, identity, cultural heritage, growing up bilingual, etc.
- **Digital storytelling** about identity, cultural heritage, bilingualism, etc.

You may decide an appropriate focus for your digital storytelling or cuento. The project will be in digital format. Your instructor will show you examples and useful tools during the semester.

### Final Exam

The final exam is comprehensive. Students who do not take the final exam on the scheduled date and time will receive a grade of zero.

### Course policies

### 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**

- Any student who violates the academic integrity policy will receive 0 on the assignment/exam in question.
- The second offense will result in 0 for the entire assignment category (i.e. exam, composition, etc).
- The third offense will result in a final grade of XE in the course. 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>.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

### **Students with Disabilities**

Qualified students with disabilities (physical, psychiatric or learning) may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing [http://DRC@asu.edu](mailto:http://DRC@asu.edu).

### **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 (<https://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, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

**IT IS DIFFICULT TO LEARN WHEN YOU ARE HUNGRY, UNSAFE, OR INSECURE ABOUT YOUR WELLBEING.**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, who lacks a safe and stable place to live, or who is grappling with concerns such as mental or physical health, loss and grief, justice system involvement, immigration status, or persistent discrimination, violence, or trauma, including [sexual violence](#), and believes this may affect their performance in the course, is urged to contact one or more of the following for support:

ASU [Dean of Students](#) - Student Advocacy and Assistance (480-965-6547)

ASU [Counseling Services](#) (480-965-6146 or after business hours, 480-921-1006)

ASU [Campus Safety](#)

The local agencies that provide emergency food boxes, meals, and fresh produce are listed [here](#).

Semana	Temas (topics)	Lecturas (readings)	Video gramatical
<b>1</b>  <b>11-15 de enero</b>  <i>Last day to Add/Drop Jan. 17</i>	1. Introducción al curso 2. Prueba diagnóstica en clase 3. Learning contracts 4. Anotarse para visitar la oficina de tu instructor	1. Video: ¿Qué eres? El desafío y la belleza de ser multirracial en EE.UU. pp. 4-5 <i>What are you? The challenge of being multiracial in the United States?</i>  2. Video: "Hay muchos latinos y mexicanos que no hablan español, pero son muy mexicanos y muy latinos" <i>There are many Latinos and Mexicans that do not speak Spanish but are very Mexican and Latino</i>	
			<b>12 de enero</b> <b>Tarea para entregar</b> 1. Visita la oficina de tu instructor  2. Cuestionario lingüístico y cultural (Canvas)
<b>2</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video gramatical</b>
<b>Unidad 1</b>  <b>18-22 de enero</b>	1. Identidad latina en Estados Unidos <i>Latino identity in the US</i>	1. Citas sobre identidad <i>Quotes on identity</i>  2. Algunos datos sobre los latinos y el español <i>Facts about Latinos and Spanish</i>	El verbo ser

	<p align="center"><b>19 de enero</b> <b>Tarea para entregar</b></p> <p>1. Foro #1</p>		<p align="center"><b>21 de enero</b> <b>Tarea para entregar</b></p> <p>1. Entregar <i>learning contract</i> (Canvas) 2. Foro #1: Hacer 2 comentarios</p>	
<p align="center"><b>3</b></p> <p><b>Unidad 1</b></p> <p><b>25-29 de enero</b></p>	<p><b>Temas</b></p>	<p><b>Lecturas</b></p>	<p><b>Video gramatical</b></p>	
	<p>1. Cultura latina y la lengua</p> <p>2. El spanglish</p> <p>3. Ser y estar</p> <p>4. Los números</p> <p>5. Hablar del ensayo 1</p>	<p>1. Ser y estar pp. 13-14</p> <p>2. Poema: My graduation speech p. 23</p> <p>3. Poema: Cuando hablo español p. 24</p> <p>4. Glossary Cronica (Killer Cronicas: Bilingual Memories) pp. 28-29</p>	El verbo estar	
	<p><b>26 de enero</b> <b>Tarea para entregar</b></p>	<p><b>28 de enero</b> <b>Tarea para entregar</b></p>		
<p align="center"><b>4</b></p> <p><b>Unidad 1</b></p> <p><b>1-5 febrero</b></p>	<p><b>Temas</b></p>	<p><b>Lecturas</b></p>	<p><b>Video gramatical</b></p>	
	<p>1. Cultura latina y la lengua</p> <p>2. Hablar del proyecto 1</p>	<p>1. Video: Habla ya p. 30-31</p> <p>2. Informe mundial de la felicidad pp. 35-36</p> <p>3. Género y número p. 32</p>	Género y número	



	<p align="center"><b>2 de febrero</b> <b>Tarea para entregar</b></p> <p>1. Learning contract informe #1</p>		<p align="center"><b>4 de febrero</b> <b>Tarea para entregar</b></p> <p>1. Ensayo #1 versión #1 2. Práctica: ser y estar</p> <p align="center"><i>*Show and tell</i></p>	
<p align="center"><b>5</b></p> <p><b>Unidad 1</b></p> <p align="center">8-12 de febrero</p>	<p><b>Temas</b></p>	<p><b>Lecturas</b></p>	<p><b>Video gramatical</b></p>	
	<p>1. Características de los latinos 2. Repaso</p>			
	<p align="center"><b>9 de febrero</b> <b>Tarea para entregar</b></p> <p>1. Proyecto Cultural #1</p>		<p align="center"><b>11 de febrero</b> <b>Tarea para entregar</b></p> <p>1. <b>Prueba 1 (unidad 1)</b> 2. Participación #1</p> <p align="center"><i>*Show and tell</i></p>	
<p align="center"><b>6</b></p> <p><b>Unidad 2</b></p> <p align="center">15-19 de febrero</p>	<p><b>Temas</b></p>	<p><b>Lecturas</b></p>	<p><b>Video</b></p>	
	<p>1. La familia latina 2. El tiempo presente 3. Hablar del proyecto 2</p>	<p>1. La familia hispana vs la norteamericana p. 41 2. Un sándwich de arroz pp. 43-44 3. El presente pp. 45-46</p>	<p>El presente</p>	
	<p align="center"><b>16 de febrero</b> <b>Tarea para entregar</b></p>		<p align="center"><b>18 de febrero</b> <b>Tarea para entregar</b></p> <p>1. Ensayo #1 versión #2 (actividad de peer review)</p>	

		<i>*Show and tell</i>	
<b>7</b>  <b>Unidad 2</b>  <b>22-26 de febrero</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>
	<ol style="list-style-type: none"> <li>1. El español en mi familia</li> <li>2. Cambios de raíz en el presente</li> <li>3. Lenguaje formal e informal</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Dichos y supersticiones</b> <i>Sayings and superstitions</i> pp. 50-51</li> <li>2. Mafalda y su familia p. 43</li> <li>3. Video: 5 Spanish Words that are Impossible to Translate pp. 55-56</li> </ol>	Cambios de raíz en el presente
	<b>23 de febrero</b> <b>Tarea para entregar</b>	<b>25 de febrero</b> <b>Tarea para entregar</b>	
	<ol style="list-style-type: none"> <li>1. Foro #2</li> <li>2. Learning contract: informe #2</li> </ol>	<ol style="list-style-type: none"> <li>1. Foro #2: contestarles a dos compañeros</li> <li>2. Presentación oral 1</li> <li>3. Práctica: Cambio de raíz en el presente</li> </ol> <p style="text-align: center;"><i>*Show and tell</i></p>	
<b>8</b>  <b>Unidad 2</b>  <b>1-5 de marzo</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>
	<ol style="list-style-type: none"> <li>1. La herencia familiar, herencia, generaciones</li> <li>2. <b>Ser latino en EE.UU.- biculturalidad</b> <i>Being bicultural in the United States</i></li> </ol>	<ol style="list-style-type: none"> <li>1. El año que viene estamos en Cuba pp. 61-62</li> <li>2. El joven bicultural pp. 62-63</li> <li>3. El uso de mayúsculas y minúsculas pp. 64-65</li> </ol>	Verbos irregulares

		4. El presente: los irregulares pp. 65-67	
	<p align="center"><b>2 de marzo</b> <b>Tarea para entregar</b></p> <p>1. Foro #3 2. Mid semester survey</p>		<p align="center"><b>4 de marzo</b> <b>Tarea para entregar</b></p> <p>1. Proyecto #2: Mi poema bilingüe 2. Foro #3: Contestar</p> <p align="center"><i>*Show and tell</i></p>
<p align="center"><b>9</b></p> <p><b>Unidad 3</b></p> <p align="center"><b>8-12 de marzo</b></p>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>
	<p>1. La comida y la identidad latina en Estados Unidos <i>Food and Latino identity in the United States</i></p> <p>2. El verbo gustar</p>	<p>1. Entre comida e identidad p. 71 2. Experiencias personales entre comida y familia pp. 73-74</p>	El verbo gustar
	<p align="center"><b>9 de marzo</b> <b>Tarea para entregar</b></p>		<p align="center"><b>11 de marzo</b> <b>Tarea para entregar</b></p> <p>1. Práctica: gustar 2. Ensayo #1 versión #3</p> <p align="center"><i>*Show and tell</i></p>
<b>10</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>

<b>Unidad 3</b> <b>15-19 de marzo</b>	<b>1. Variedad lingüística</b> <b><i>Linguistic varieties</i></b> 2. Herencia lingüística y culinaria 3. Instrucciones Proyecto final	1. Comida tradicional michoacana: Patrimonio Intangible de la Humanidad pp. 78-79 2. Video: ¡Top 10 comidas típicas latinoamericanas! P. 79 3. El presente perfecto pp. 81-82	
	<b>16 de marzo</b> <b>Tarea para entregar</b> 1. Learning contract #3	<b>18 de marzo</b> <b>Tarea para entregar</b> 1. Participación 2  <i>*Show and tell</i>	
<b>11</b> <b>Unidad 3</b> <b>22-26 de marzo</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>
	<b>1. La influencia de la cocina latina en Estados Unidos</b> <b><i>The influence of Latin American food in the United States</i></b> 2. Aculturación	1. La influencia de la comida latinoamericana pp. 84-87 2. <b>Órale! Food and Identity Amongst Latinos</b> pp. 87-88 3. Los préstamos pp. 89	
	<b>23 de marzo</b> <b>Tarea para entregar</b> <b>Prueba 2 (unidad 2 y 3)</b>	<b>25 de marzo</b> <b>Tarea para entregar</b> 1. Ensayo 2 versión 1  <i>*Show and tell</i>	
<b>12</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>

<b>Unidad 4</b> <b>29 de marzo-2 de abril</b>	<ol style="list-style-type: none"> <li>1. La herencia indígena, africana y española</li> <li>2. La herencia multirracial de los latinos en Estados Unidos <i>Multiracial legacy and Latinos in the US</i></li> <li>3. Analizar el mural La conquista p. 93</li> </ol>	<ol style="list-style-type: none"> <li>1. Hispanoamérica y su triple herencia p. 92</li> </ol>	
	<p align="center"><b>30 e marzo</b></p> <ol style="list-style-type: none"> <li>1. Foro #4</li> <li>2. Proyecto 3</li> </ol>		<p align="center"><b>1 de abril</b></p> <p align="center"><b>Tarea para entregar</b></p> <ol style="list-style-type: none"> <li>1. Ensayo 2 versión 2 (actividad de peer review)</li> <li>2. Foro #4: contestar</li> </ol> <p align="center"><i>*Show and tell</i></p>
<b>13</b> <b>Unidad 4</b> <b>5-9 de abril</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>
	<ol style="list-style-type: none"> <li>1. Mitos y leyendas <i>Myths and Legends</i></li> </ol>	<ol style="list-style-type: none"> <li>1. La comunidad hondureña en la que 'llueven' peces pp.98-101</li> <li>2. Cuenta la leyenda – La Llorona p. 102</li> </ol>	
<p align="center"><b>6 de abril</b></p> <p align="center"><b>Tarea para entregar</b></p> <ol style="list-style-type: none"> <li>1. Learning contract #4 y reflexión final</li> </ol>		<p align="center"><b>8 de abril</b></p> <p align="center"><b>Tarea para entregar</b></p> <ol style="list-style-type: none"> <li>1. Bosquejo proyecto final</li> </ol> <p align="center"><i>*Show and tell</i></p>	

<b>14</b>  <b>Unidad 4</b>  <b>12-16 de abril</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>
	1. <b>Herencia indígena</b> <i>Indigenous legacy</i> 2. El poder del cuento 3. Repaso examen fina 4. <u>Trabajar en proyecto final</u>	1. Abuela Grillo pp. 104-105 (lectura y video) 2. Canción Latinoamérica de Calle 13 pp. 106-107	
	<b>13 de abril</b> <b>Tarea para entregar</b>  1. End of semester survey 2. Presentación final	<b>15 de abril</b> <b>Tarea para entregar</b>  1. Ensayo 2 versión 3	
<b>15</b>  <b>19-23 de abril</b>	<b>Temas</b>	<b>Lecturas</b>	<b>Video</b>
	Repaso examen final		
	<b>20 de abril</b> <b>Tarea para entregar</b>  Participación #3	<b>22 de abril</b> <b>Tarea para entregar</b>  Trabajo final	
<b>¡Examen Final!</b> <a href="https://students.asu.edu/final-exam-schedule#Spring">https://students.asu.edu/final-exam-schedule#Spring</a> Buena suerte 🍀			