

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: 204 Title: Intermediate Spanish 2 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 conversation in the language. Builds on the Spanish language skills students already have in order to expand their written and oral proficiency in a nurturing environment. Students also learn about Hispanic cultures, traditions and customs in the United States and Latin America 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.

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. Bene

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; class schedule
		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; 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 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.	Syllabus; class schedule

Course Prefix	Number	Title	General Studies Designation
SPA	204	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 checklist)	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	aaIn 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; Projects' topics- Syllabus page 4; schedule week 1 - Our values and cultures. What does it mean to be Hispanic? -Video: Latino in America
C2a	Students actively reflect and discuss cultural matters for Hispanics in their writing, readings, and class discussions.	Syllabus page 4 (forum topics) Essay 2-syllabus page 4; Schedule week 5 -Topic and reading- Hispanics/Latino groups in the US
C2b	Students will have the opportunity to compare a variety of dialects in Spanish, the different historical and political causes for different Latin American immigrants (by country of origin), contributions by Hispanics locally	Syllabus page 4; Schedule week 3 -Discussion: Linguistic discrimination among linguistic variation -Reading: Let's talk about Spanglish Schedule Week 4 -Spanglish and advertisement Schedule Week 6 - Video: Spanish accents in the US Schedule Week 7 - Salvadorans in the US Schedule Week 12 -Immigrant stories

C2c	Students have the opportunity to read, discuss and write about several controversial topics relevant to the Hispanic experience in the United States related to social, economic and political issues such as illegal immigration, Spanish language and life at the border.	oral presentation 1-syllabus page 3; Project (topic 4)- syllabus page 4; essay topic 2- syllabus page 4 See schedule weeks 8 -Spanish maintenance in the US -Reading: Spanish use is decreasing in the biggest cities in the US Week 11 -Latino artists and businesses in Phoenix -Life at the border Week 12 -Immigrant stories Week 13 -Dreamers and the American Dream
-----	---	---

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

SPA 204: Intermediate Spanish for bilinguals

¡Bienvenidos a Spanish 204!

Course description

This course is designed for students who were exposed to Spanish-speaking environments 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 204 is the second 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. There is also an emphasis on learning about language use and variation along registers, contexts, communities, etc.

Through course reading 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. Learners will deepen their knowledge of their cultural heritage and develop an appreciation for the cultural and linguistic variation present in US Hispanic cultures and the Spanish-speaking world in general.

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. 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 of Hispanics in the US
8. Gain knowledge about their cultural heritage
9. Appreciate the cultural differences among Spanish speakers in Latin America and the United States

Required textbook

Readings and course materials will be available in Canvas.

Evaluation Criteria

Oral Component (25%)	Classroom Participation		10%
	Classroom Presentations (10%)	Oral presentation 1	7%
		Oral Presentation 2	8%
Written Component (75%)	Foro de discusión		8%
	Homework & Quizzes		15%
	Essays	Essay 1	7%
		Essay 2	10%
	Projects		17%
	Learning contract and reflections		8%
	Exams		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 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. 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 hour 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

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 Rubric 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 Hispanic presence in the United States, each evaluated for comprehensibility, vocabulary, content, accuracy, and creativity. Instructions will be provided in Canvas. The first presentation consists of 6-8 minute interactive presentations in groups of 2-3. The second presentation will be individual. The general topics for the presentations are:

1. La presencia social, política, cultural y económica de los hispanos/latinos en los Estados Unidos (*The social, political, cultural and economic presence of Hispanics/Latinos in the US*)
2. Tema del ensayo 2

Foro de discusión

Out of class, students will participate in 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:

- Getting to know your classmates (*Experiences speaking Spanish in the United States*)
- Non-Profit Organizations (*for Latinos/Hispanics in the United States*)
- Proyecto Calle 16 (*Mural project to build pride in a Latino Neighborhood in Phoenix*)
- Latino Immigrants stories in the United States

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 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 the Class Notes. 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. The topics will cover different aspects of Hispanic cultures, traditions, and experiences. General essay topics include:

1. Cultura Latinoamericana (a cultural comparison of two Hispanic groups)
2. Entrevista a una persona hispana/Latina (*an interview of a Hispanic/Latino living in the United States*)

Proyectos

When announced, students will have to work on the following projects. The topics are the following:

1. La variedad lingüística (defender o no el spanglish) (*Linguistic diversity-to defend or to not spanglish*)
2. Latinos en los Estados Unidos (*Hispanics/Latinos in the US*)
3. Mi comunidad latina/hispana (*My hispanic community*)
4. Organizaciones sin fines de lucro: Apoyo para mi comunidad latina/hispana (*Non-profit organizations: Support for the Hispanic/Latino community*)

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.

Final Project

The final project will consist of a collection of all the projects completed throughout the semester. Complete instructions and the rubric will be available in Canvas.

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 or from the current chapter. Come to class prepared and on time! **No quiz may be made up for any reason.**

Final exams

The final exam is comprehensive. Make-up exams cannot be administered without a documented excuse of an emergency. Students who do not take the final exam on the scheduled date and time will receive a grade of zero. If an emergency happens the day of the midterm exam, you need to contact the instructor or, if unavailable, the department, immediately to make the necessary arrangements before the next class period.

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>.

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 please refer to the ASU Policies and Procedures Manuals Web Page: <http://www.asu.edu/aad/manuals/sta> 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: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](#).

SPA 204 Calendario Spring 2021-TTh

Semana	Temas (topics)	Lecturas	Video
1 11-15 de enero <i>Last day to Add/Drop Jan. 17</i>	1. Introducción al curso 2. Prueba diagnóstica escrita en clase 3. Discutir Learning contracts 4. Anotarse para visitar la oficina de tu instructor 5. Capítulo introductorio <ol style="list-style-type: none"> a. Discusión: El mantenimiento de la lengua heredada b. Nuestros valores y nuestra cultura ¿Qué significa ser hispano? (<i>Our values and cultures. What does it mean to be Hispanic?</i>) 	1. Entre mundos (PDFs en Canvas) 2. Nuestros valores y nuestra cultura (PDFs en Canvas)	1. Latino in América
	12 de enero	14 de enero Tarea para entregar	1. Visita la oficina de tu instructor 2. Cuestionario lingüístico y cultural (Canvas)
2 Unidad 1 18-22 de enero	Temas	Lecturas	Video
	1. Presente del indicativo 2. Hablar sobre el ensayo 1 3. El contacto de lenguas	1. El contacto interlingual entre el español y el náhuatl- pp. 8-9 2. El presente y los cambios de raíz p. 14	1. El presente del indicativo
19 de enero		21 de enero Tarea para entregar	
Foro 1: A conocernos		1. Foro 1: hacer 2 comentarios 2. Completar <i>learning contract</i> 3. Visita la oficina de tu instructor	
3 Unidad 1 25-29 de enero	Temas (topics)	Lecturas	Video (Canvas)
	1. Presente del indicativo y los cambios de raíz 2. El spanglish: cambio de código y préstamos 3. La lengua prescriptiva y el estándar 4. Discusión: La discriminación a las diferentes variedades lingüísticas (<i>Discussion: Linguistic discrimination among linguistic variation</i>)	1. Hablemos del spanglish (<i>Let's talk about Spanglish</i>) - pp. 11-12 2. Todos hablamos español mal - pp.18-20 3. Las irregularidades ortográficas en el presente p. 30	Formal o informal

	5. Formal o informal: Cómo se expresa formalidad en español		
	26 Tarea para entregar		28 Tarea para entregar
	1. Práctica: el presente del indicativo 2. Actividad de periódico: Estrategias de lectura		1. Proyecto 1: bosquejo 2. Bosquejo del ensayo 1 - comenzar en clase
4 Unidad 1 1-5 febrero	Temas (topics)	Lecturas	Video (Canvas)
	1. El Spanglish y la publicidad (<i>Spanglish and advertisement</i>) 2. Tips para dar buenas presentaciones orales 3. Irregularidades ortográficas en el presente 4. La división silábica 5. Presentación oral 1: bosquejo (no se entrega)	1. Los hispannials pp. 27-28 2. How to give a good oral presentation pp. 36-38 3. Las sílabas pp. 31-34	La división silábica
	2 de febrero Tarea para entregar		4 de febrero Tarea para entregar
	1. Periódico 2: Publicidad en español		1. Prueba 1 - en clase 2. Ensayo 1: versión 1 3. Participación 1
5 Unidad 2 8-12 de febrero	Temas (topics)	Lecturas (readings)	Video (Canvas)
	1. Los grupos latinos/hispanos en los Estados Unidos – (<i>Hispanics/Latino groups in the US</i>) 2. Mayúsculas y minúsculas 3. Los números 4. Conectores	1. Los hispanos en Estados Unidos - p. 40 2. Mayúsculas y minúsculas p. 41 3. El pretérito pp. 44-46	1. El pretérito -lunes
	9 Tarea para entregar		11 Tarea para entregar
	1. Learning contract #1		1. Proyecto 1 2. Peer review essay 1
6 Unidad 2 15-19 de febrero	Temas (topics)	Lecturas	Video (Canvas)
	1. El español y los latinos en EE.UU. (<i>Spanish and Latinos in the US</i>) 2.	1. Video: Acentos del español en EE.UU. (<i>Spanish accents in the US</i>) p.50 2. La sílaba tónica p.52	1. La sílaba tónica- lunes 2. El imperfecto - miércoles

	3. El voseo 4. Lengua estándar y prestigio lingüístico 5. Hablar del proyecto 2	3. Video: ¿Por qué se dice vos? pp. 53 4. El imperfecto p. 54	
	16 Tarea para entregar	18 Tarea para entregar 1. Ensayo 1: versión 2	
7 Unidad 2 22-26 de febrero	Temas (topics)	Lecturas	Video (Canvas)
	1. El Salvador y la guerra civil 2. Organizaciones sin fines de lucro 3. Salvadoreños en EE.UU. – (<i>Salvadorans in the US</i>)	1. Película: Voces Inocentes - Canvas 2. Pretérito e imperfecto p. 59	1. Pretérito e imperfecto
	23 Tarea para entregar 1. Foro 2: Organizaciones sin fines de lucro 2. Proyecto 2: bosquejo	25 Tarea para entregar 1. Foro 2: contestar a 2 compañeros 2. Práctica: la sílaba tónica	
8 Unidad 3 1-5 de marzo	Temas (topics)	Lecturas (readings)	Video
	1. El español en EE.UU. 2. El mantenimiento del español en EE.UU. (<i>Spanish maintenance in the US</i>)	1. El uso del español está disminuyendo poco a poco en las ciudades más grandes de Estados Unidos (<i>Spanish use is decreasing in the biggest cities in the US</i>) -pp. 63-66 2. Palabras homófonas p. 66-67	
	2 de marzo Tarea para entregar 1. Periódico 3: Los conectores	4 de marzo Tarea para entregar 1. Ensayo 1: versión 3 2. Proyecto 2	
9 Unidad 3 8-12 de marzo	Temas	Lecturas	Video
	1. Ortografía: a, ah, ha 2. Los relativos 3. Hablar del proyecto 3	1. El atemporal Diego Pérez- pp. 69-72	1. Los relativos
	9 Tarea para entregar 1. Mid semester survey 2. Learning contract #2	11 Tarea para entregar 1. Proyecto 3: Propuesta 2. Participación #2	
11	Temas (topics)	Lecturas	Video (Canvas)

Unidad 3 15-19 de marzo	<ol style="list-style-type: none"> 1. Artistas y negocios latinos en Phoenix (<i>Latino artists and businesses in Phoenix</i>) 2. Las oportunidades de servicio comunitario en ASU y mi comunidad 3. La vida en la frontera (<i>Life at the border</i>) 4. Hablar del ensayo 2 5. Empezar a escribir las preguntas de entrevista en clase 6. Los mandatos formales e informales 7. Clasificación de la sílaba tónica 	<ol style="list-style-type: none"> 1. Palabras: la única librería bilingüe en Phoenix -pp. 75-77 2. Los relativos p. 77-78 3. Poema: Líneas fronterizas - pp. 81-82 4. Los mandatos formales e informales pp. 83-84 	
	16 Tarea para entregar <ol style="list-style-type: none"> 1. Periódico 4: La entrevista 2. Foro 3: Proyecto Calle 16 		18 Tarea para entregar <ol style="list-style-type: none"> 1. Entregar preguntas para la entrevista (Bosquejo ensayo 2) 2. Hacer la entrevista 3. Foro 3: Hacer 2 comentarios
12 Unidad 4 22-26 de marzo	Temas	Lecturas	Video
	<ol style="list-style-type: none"> 1. Historias inmigrantes (<i>Immigrant stories</i>) 2. El subjuntivo presente 	<ol style="list-style-type: none"> 1. Historias de indocumentados: Detrás del sueño americano, ¿vale la pena venir? - pp. 89-92 2. El subjuntivo presente p. 94 	El subjuntivo presente
23 Tarea para entregar <ol style="list-style-type: none"> 1. Prueba 2 2. Learning contract #3 		25 Tarea para entregar <ol style="list-style-type: none"> 1. Proyecto 3 2. Práctica: subjuntivo presente 	
13 Unidad 4 29 de marzo-2 de abril	Temas	Lecturas	Video (Canvas)
	<ol style="list-style-type: none"> 1. El ensayo y la entrevista: estructura 2. Dreamers y el sueño americano (<i>Dreamers and the American Dream</i>) 3. Repaso del subjuntivo presente 	<ol style="list-style-type: none"> 1. DREAM Act / Voces del presente y del futuro - 93 2. Las reglas de acentuación p. 94 	<ol style="list-style-type: none"> 1. Las reglas de acentuación
30 Tarea para entregar		1 de marzo Tarea para entregar	

	Foro 4: El viaje a una nueva vida		1. Foro 4: Hacer 2 comentarios 2. Práctica el subjuntivo
14 Unidad 4 5-9 de abril	Temas	Lecturas	Video (Canvas)
	1. Taller de escritura: corregir ensayo 2 2. El subjuntivo imperfecto 3. Justicia social 4. La lucha indígena 5. El medio ambiente	1. Yaquis: los combatientes de la primera guerra del agua en México-pp. 96-101 2. Silenciar la lucha indígena es condenar el futuro del planeta pp. 102-104 3. El subjuntivo pasado/imperfecto p. 107	El subjuntivo pasado/imperfecto
	6 de abril Tarea para entregar 1. Ensayo 2: versión 1 2. Práctica: Acentos		8 de abril Tarea para entregar 1. Proyecto 4: bosquejo 2. Práctica del imperfecto de subjuntivo
15 12-16 de abril	Temas	Lecturas	Video
	1. Presentaciones 2. El racismo en Latinoamérica 3. Los estereotipos 4. Repaso del subjuntivo 5. Repaso de las reglas de acentuación	1. México, un país que ejerce el racismo y cree que no es racista-pp.110-112 2. ¿Por qué el pelo afro aún es tabú en América Latina? El discurso "oculto" sobre el cabello-pp. 113-116	
	13 Tarea para entregar Presentaciones orales - Canvas Ensayo 2 versión 2		15 Tarea para entregar Ensayo 2 versión 2
16 19-23 de abril	Temas	Lecturas	Video
	Repaso examen final		
	20 Tarea para entregar 1. Participación #3 2. Learning contract #4 y reflexión		22 Tarea para entregar 1. End of semester survey 2. Proyecto 4
¡Examen Final! Check ASU Schedule https://students.asu.edu/final-exam-schedule#Spring Buena suerte ☺			

Índice

Unidad 1: Nuestra lengua y bilingüismo

Lección 1: Nuestra lengua

Lectura 1 -El contacto interlingual entre el español y el náhuatl

Lectura 2 -Hablemos del spanglish

El presente y los cambios de raíz

Lección 2: Variación lingüística

Lectura - Todos Nosotros Hablamos Español Mal

Registro

Lección 3: La publicidad y el español

Lectura 1 - Los hispanials: el mercado que más crece en Estados

Unidos

Las irregularidades ortográficas en el presente

Las sílabas

Lectura 2 - ¿Cómo hacer una buena presentación?

Proyecto 1

Unidad 2: Las comunidades latinas en los Estados Unidos

Lección 1: Los hispanos en los Estados Unidos

Lectura 1 - Los hispanos en Estados Unidos

Mayúsculas y minúsculas

Repaso de números.

El pretérito

Conectores

Lección 2: El español en Estados Unidos y Latinoamérica

Video - Acentos del español en Estados Unidos

Reconocer la sílaba tónica

Video - ¿Por qué en algunos países hay voseo y en otros no?

El imperfecto

Lección 3: Voces inocentes

Película Voces inocentes

Pretérito e imperfecto

Proyecto 2

Unidad 3: Mi comunidad

Lección 1: Mantenimiento del español en los Estados Unidos

[Lectura - El uso del español está disminuyendo poco a poco en las ciudades más grandes de Estados Unidos](#)

[Palabras homófonas: "A, ah, ha"](#)

[Lección 2: Artistas y negocios latinos en Phoenix](#)

[Lectura 1 - El atemporal Diego Pérez](#)

[Lectura 2 - Palabras: la única librería bilingüe en Phoenix](#)

[Los relativos](#)

[Lección 3: Líneas fronterizas](#)

[Poema - Líneas fronterizas/Border Lines](#)

[Los mandatos formales e informales](#)

[Clasificación de palabras en agudas, graves y esdrújulas](#)

[Proyecto 3](#)

[Unidad 4: Justicia social](#)

[Lección 1: Una historia inmigrante](#)

[Lectura 1 - Historias de indocumentados: Detrás del sueño americano, ¿vale la pena venir?](#)

[Lectura 2 - DREAM Act / Voces del presente y del futuro](#)

[El subjuntivo presente](#)

[Las reglas de acentuación](#)

[Lección 2: La lucha indígena](#)

[Lectura 1 - Yaquis: los combatientes de la primera guerra del agua en México](#)

[Lectura 2 - Silenciar la lucha indígena es condenar el futuro del planeta](#)

[El subjuntivo pasado/imperfecto](#)

[Lección 3: El racismo de cada día](#)

[Lectura 1 - México, un país que ejerce el racismo y cree que no es racista](#)

[Lectura 2 - ¿Por qué el pelo afro aún es tabú en América Latina? El discurso "oculto" sobre el cabello](#)

[Proyecto 4](#)