

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	Languages and Cultures
Prefix:	SPA	Number:	402
Title:	Written Communication for the Professions		Units: <u>3</u>

Course description: This course combines the development of reading and writing skills with sociocultural and ethical perspectives relevant to the workplace and the Latinx and Latin American populations in the US and abroad. It explores basic reading and writing practices in Spanish and in translation. It presents themes related to daily professional interactions from microaggressions, harassment, anti-discrimination approaches, to effective communication strategies, teamwork etiquette, and job performance reviews. In covering these topics, the course introduces and studies professional genres such as reports, memos, infographics, strategic plans, performance reviews, and so on. Such reading and writing exercises prepare students to face diverse human, civic, and logistic challenges that may arise at the workplace. Simultaneously, the class educates students to be collaborative and innovative, while navigating the complexity of human relationships in a professional setting.

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

Requested designation: LITERACY AND CRITICAL INQUIRY

Mandatory Review: NO

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 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:

- X Signed course proposal cover form
- X [Criteria checklist](#) for General Studies designation being requested
- X Course catalog description
- X Sample syllabus for the course
- X 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 Lorena Cuya Gavilano E-mail lcuyagav@asu.edu Phone 8142225673

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Jacqueline Martinez Date: 23 March 2021

Chair/Director (Signature): *Jacqueline 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 October 2020

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<p>CRITERION 1: Per policy, students must have completed ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.</p>	
<p>1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.</p>			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>CRITERION 2: 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>	60% of the total grade is based on individual writing
<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;">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 type="checkbox"/>	<input checked="" type="checkbox"/>	<p>CRITERION 3: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Every written assignment is based on the students' research of different problems of discrimination and harassment in the work place
<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;">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: 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>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; 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>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 5: 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>The final Project is divided in 4 stages through which students receive feedback before submitting the final version.</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%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <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-5".</p> </div> <p>C-5</p>			

Course Prefix	Number	Title	General Studies Designation
SPA	402	Written Communication 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 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)
2	60% of the total grade is based on individual writing. There is an additional 20% based on group writing	Page 2: Evaluación [grading] Professional documents = 40% Final Project = 20% Group Writing = 20%
3	Students engage with different professional problems through research in the community and academic investigation. Students evaluate real problems and use academic research to support their claims and analysis	Every written assignment is based on the students' research of different problems discrimination and harassment in the workplace. Syllabus: Pages 11-14. Students have to write essays, memoranda, reports, Open Letters, Business Letters, and Formal Requests for governmental institutions.
4	Students engage with different professional problems through research in the community and academic investigation. Students evaluate real problems and use academic research to support their claims and analysis. The extension of each assignment in Spanish is between 10-14 pages.	Job Evaluation (Syllabus: page 3): Students should work on an unorthodox Job Evaluation that reflects not only the work they have done inside and outside the class as professionals (there is a community engagement component). Based on research, this assignment also argues for the most appropriate ethical/deontological approach to a specific professional challenge. Final Project (Syllabus: page 3): Students should interview an HR representative from a company of their choice, use a case study found through the interview, and elaborate a Strategic Plan that not only develops a solution, but that also prevents similar problems. Students should do extensive research on their specific professional field, anti-racism, work related biases toward Latinx populations, and gender discrimination.
5	The final Project is divided in 4 stages through which students receive feedback before submitting the final version.	See the for stages in Syllabus: pages 13-14 C-5 Final Project, part 1: Interview and Outline C-5 Final Project, part 2: 1st draft C-5 Final Project, part 3: 2 nd draft and peer review C-5 Final Project, part 4: Final version and audio-visual presentation

COURSE CATALOGUE DESCRIPTION

Students hone their Spanish literacy (reading and writing) skills in the context of serving U.S. Latino clients in the community (e.g., schools, government agencies, social work settings, medical settings) or reporting on issues of interest to the Hispanic community. Students read and understand documents in Spanish that they would come across in the process of assisting monolingual Spanish-speakers in the public sector or doing research on the Hispanic community (e.g., birth certificates, academic transcripts, medical reports, criminology documents, newspaper or magazine articles). Students gain practice in creating written documents in Spanish that would assist their communication with Latino clients in formal (professional) and informal contexts or that would allow them to report intelligently on issues of interest to the Hispanic community.

Enrollment Requirements: Prerequisite(s): SPA 314 or 316; Credit is allowed only for SPA 494 (Spanish Written Communication) or SPA 402 OR Visiting University Student



SPA 402
Written Communication for the Professions
Arizona State University

Instructor: Lorena Cuya Gavilano
E-mail: Lorena.Cuya.Gavilano@asu.edu
Sus correos serán contestados de lunes a viernes de 8am-5pm.

Office hours: Con cita previa via google hangouts o Zoom.

Course description:

This course combines the development of reading and writing skills with sociocultural and ethical perspectives relevant to the workplace and the Latinx and Latin American world. It explores basic reading and writing practices in Spanish and in translation. It presents themes related to daily professional interactions from microaggressions, harassment, anti-discrimination approaches, to effective communication strategies, teamwork etiquette, and job performance reviews. In covering these topics, the course introduces and studies professional genres such as reports, memos, infographics, strategic plans, performance reviews, and so on. Such reading and writing exercises prepare students to face diverse human, civic, and logistic challenges that may arise at the workplace. Simultaneously, the class educates students to be collaborative and innovative, while navigating the complexity of human relationships in a professional setting.

Pre-requisites: SPA 314 or 316 or permission of the instructor.

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions or concerns, please send your inquiry to cisa@asu.edu.

ADVERTENCIA:

Toda reproducción parcial o total de los materiales de clase, así como la utilización de cualquier tipo de contenido, incluyendo los materiales de clase, comentarios del profesor y de otros estudiantes, en cualquier medio social fuera de la clase quedan absolutamente prohibidos. Todo material y contenido de la clase es para el uso exclusivo de la clase, en el contexto de la clase, y su divulgación o exposición parcial o total en cualquier contexto ajeno a nuestro curso serán prohibidos y sancionados. El material pedagógico no debe ser usado fuera del contexto de la clase.

Objetivos del curso:

Al completar el curso cada estudiante debe ser capaz de:

- Comunicarse de manera clara, efectiva y persuasiva a través de diferentes escritos profesionales.
- Generar relaciones colaborativas con colegas o clientes de diversas culturas, razas, edades, orientación sexual, religión e ideologías.
- Desarrollar una ética de trabajo social y culturalmente inclusiva y anti-discriminatoria.
- Mejorar competencia comunicativa intercultural desde la perspectiva del mundo hispanoparlante.
- Conocer más acerca de problemas socio-culturales en el ámbito laboral.

Textos Obligatorios:

- Los materiales obligatorios se encontrarán disponibles en Canvas y a través de la biblioteca de ASU.

Textos para elegir:

Cada estudiante debe **elegir 1** de los siguientes libros para el semestre. Estos libros están disponibles a través de la biblioteca de ASU.

- Ann Sittig and Martha González. *The Mayans Among Us. Migrant Women and Meatpacking on the Great Plains*. U. Nebraska Press, 2016.
- Elizabeth Campisi. *Scape to Miami: An Oral History of the Cuban Rafter Crisis*. Oxford UP, 2016.
- Emir Estrada. *Kids at Work. Latinx Families Selling Food on the Streets of Los Angeles*. New York UP, 2019.

Evaluación:

- Todas las evaluaciones deben escribirse en español con ortografía, gramática y puntuación apropiadas y correctas.
- Todo trabajo debe entregarse antes de las 11:59 p.m. (Arizona Mountain Time) de la fecha indicada en el plan de estudio. [Time Converter](#)
- No se aceptará ninguna asignatura fuera de la fecha indicada a menos que exista una justificación real, seria, concreta y comprobable.

Actividades de clase: Presentaciones orales, reflexiones, mini pruebas, participación, etc.	20%
Escritura profesional grupal	20 %
Documentos profesionales	40%
Proyecto final	20 %

Escala de evaluación

A+ (97-100); **A** (93-96); **A-** (90-92); **B+** (87-89); **B** (83-86); **B-** (80-82); **C+** (77-79); **C** (70-76); **D** (60-69); **E** (59-0)

Detalles sobre las asignaciones:

Actividades de clase 20%

Cada semana, se completarán tareas de diferente naturaleza, como reflexiones, presentaciones orales, discusiones de clase, mini pruebas, etc. con la finalidad de **analizar, aplicar y ampliar** la

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información adquirida en clase. Este tipo de participación debe reflejar sus reacciones críticas e inquisitivas sobre los materiales y temas discutidos en clase.

Escritura profesional grupal 20%

Los estudiantes deberán revisar, preparar y crear documentos—infografía, circular, memorándum, etc.—de manera grupal. El objetivo es desarrollar actitudes que permitan un trabajo colaborativo armónico y efectivo. Estas tareas requieren que los estudiantes organicen reuniones en las cuales deberán intercambiar y analizar ideas, además de organizar su trabajo en equipo. El objetivo de estos ejercicios es entrenar al estudiante para el constante trabajo colaborativo con el que se encontrarán en el lugar de trabajo. Todo esto requiere la organización, disposición positiva, participación equitativa y trabajo horizontal del estudiante (i.e. sin jerarquías).

Documentos profesionales 40%

Cada estudiante elaborará diferentes escritos profesionales como por ejemplo: un ensayo de investigación, una carta de solicitud, una carta abierta, informe de desempeño laboral, entre otros, además de una versión corregida de alguno de estos documentos.

La **segunda versión** será evaluada como una tarea nueva.

A mitad del curso, cada estudiante debe escribir una autoevaluación en la que se reflexiona acerca de lo aprendido en clase. Para ello, podrán ayudarse de las reflexiones semanales. Este informe debe incluir una parte de investigación así como el análisis de lo aprendido a través de tareas específicas. Más instrucciones en Canvas.

Proyecto final 20%

El proyecto final consiste en desarrollar un plan estratégico para resolver y prevenir un tipo de problema laboral específico. El proyecto se divide en dos partes:

1. Contacto comunitario: cada estudiante debe contactar a un representante de Recursos Humanos o trabajador social de alguna empresa elegida, de preferencia en el campo profesional individual, e investigar algún problema laboral relacionado con el acoso, microagresión, sexismo, explotación, accidentes, enfermedades en el centro de trabajo, o algún otro tema relacionado a los estudiados en clase.
2. Desarrollo estratégico: cada estudiante debe desarrollar un plan estratégico para resolver y prevenir el problema/caso descubierto. Esta parte del proyecto requiere además que el estudiante realice una investigación académica sobre los temas a resolverse. El plan estratégico escrito debe tener una extensión de 10-14 páginas.

Submitting Assignments

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Commented [Office3]: C-4 Students should work on an unorthodox Job Evaluation that reflects not only the work they have done inside and outside the class as professionals (there is a community engagement component). Based on research, this assignment also presents the most appropriate ethical/deontological approach to a specific professional challenge.

Commented [Office4]: C-4 Students should interview an HR representative from a company of their choice, use a case study found through the interview, and elaborate a Strategic Plan that not only develops a solution, but that also prevents similar problems. Students should do extensive research on their specific professional field, anti-racism, work related biases toward Latinx populations, and gender discrimination.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

Late or Missed Assignments

Notify the instructor BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

Communicating with your Instructor and Classmates

Classroom Community

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. 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 course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

Community Forum

This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within **48 of hours**.

Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

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.

Syllabus Disclaimer

The instructor views the course syllabus as 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 face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

COURSE & UNIVERSITY POLICIES

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be

processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

Academic Integrity

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 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 questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](#) or provost.asu.edu/academicintegrity for more information.

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. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). 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 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.

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.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Disability Resource Center (eoss.asu.edu/drc)
Email: DRC@asu.edu
DRC Phone: 480-965-1234
DRC FAX: 480-965-0441

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.

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

website: coss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

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.

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.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

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 lcuyagav@asu.edu, or the faculty head, Jaqueline Martinez jmartinez@asu.edu.

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: helpdesk@asu.edu

Web: <http://help.asu.edu/>

Campus Resources

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: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

SPA 402
Written Communication for the Professions
Online class - Fall 2020

PLAN DE ESTUDIO

Notas:

- Este plan de curso puede ser modificado por razones pedagógicas en función de las necesidades de la clase.
- Visitar el curso en Canvas para completar las tareas especificadas en este programa.
- Las tareas deben entregarse en Canvas antes de las 11:59 p.m. (Arizona Mountain Time) de la fecha indicada.
- No se aceptará ninguna tarea fuera de la fecha indicada a menos que exista una justificación razonable y verdadera.

How to Succeed in this Course

- Check your ASU email daily.
- Log in to the course web site daily.
- Communicate with your instructor.
- Create a study schedule so that you don't fall behind on assignments.
- Adhere to deadlines; be proactive and responsible with your own learning.

Semana 1 - Etapas de la escritura, Sistemas de citas, ¿Qué es el éxito?	
Materiales <ul style="list-style-type: none">▪ Garner, Bryab A. "Divide el proceso de escritura en cuatro fases diferentes" En: <i>Guías Harvard Business Review: Mejora tu escritura en el trabajo</i>.▪ Estilos APA y Chicago▪ Lucía Blasco. "¿Qué es el 'síndrome del impostor' y por qué lo sufre tanta gente?" BBCwebsite▪ Marianne Díaz. Síndrome del impostor, una plaga para las mujeres. Hipertextual.com▪ Case Study 1: Stephen Nuño-Pérez and Gwen Aviles. "Can college scandal make Latino students rethink 'impostor syndrome' guilt?" NBCnews website▪ Case Study 2: Sandi Mann. <i>El síndrome del impostor: Cuando creemos (erróneamente) que nuestros logros se deben a la suerte</i>. Urbano: 2020.	Asignaturas y proyectos

Semana 2 - Microagresiones, Paráfrasis, Signos de puntuación	
<p>Materiales</p> <ul style="list-style-type: none"> ▪ HBR. “Doce reglas de puntuación . . .” ▪ Alberto Cajal. “Paráfrasis: tipos, características y ejemplos” + Turnitin. “6 Pasos para hacer una paráfrasis” ▪ Derald Wing Sue. “Microagresiones, Marginality, and Opression” 	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> ▪ Ensayo sobre el síndrome del impostor entre profesionales o estudiantes Latinx.

Commented [Office5]: C-2 AND C-3

Semana 3 - Etiqueta para el trabajo colaborativo, Discriminación institucional: caso Saga Falabella Carta de negocios & Carta abierta, Se + verbo	
<ul style="list-style-type: none"> ▪ Belén Gómez Pereira. “10 claves del trabajo en equipo” ▪ Caso Saga Falabella: “El spot de una tienda por departamento que generó polémica por ser acusado de racista” ▪ Ana Jarvis y Luis Lebrede. “La carta de negocios”. En: <i>Basic Spanish for Business and Finance</i>. & “Comunicado o carta abierta” ▪ “uso de se+ verbo” 	

Semana 4 - Reglas de escritura profesional, Texto informativo/circular & la infografía, Tú vs. Usted	
<p>Materiales</p> <ul style="list-style-type: none"> ▪ Reglas para una correcta escritura profesional ▪ “Texto informativo/circular: Ejemplo de Comunicado Interno” ▪ “Aprende cómo hacer una infografía en 15 pasos sencillos” ▪ “Tú, usted & vos” ▪ Glosario de una pandemia 	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> ▪ Carta abierta dirigida a los clientes de Saga Falabella en torno al escándalo sobre la discriminación institucional

Commented [Office6]: C-2 AND C-3

Semana 5 - El equipo multicultural, El memorando, Caso *Google's Ideological Echo Chamber*

<ul style="list-style-type: none"> ▪ Nishishiba M. “Working in a Multicultural Team” ▪ Danielle Brown. <i>Google's Ideological Echo Chamber</i> ▪ “HBR. Memorandos e informes” & Jarvis y Lebrede. “El Memorando, informe y circular” 	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> ▪ En grupos: Carta informativa/circular a los padres de familia sobre los protocolos de salud frente a la Covid-19 en una guardería ▪ En grupos: Infografía para los padres de familia que explique los protocolos de salud frente a la Covid-19
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Semana 6 – Economía nacional: el caso de la guerra del agua, Carta profesional: la solicitud, La persuasión

<p>Materiales</p> <ul style="list-style-type: none"> ▪ Carlos Crespo Flores. “La guerra del agua en Cochabamba: Movimientos sociales crisis de dispositivos del poder” & “El rol del Banco Mundial” ▪ Recomendación: Burgos Silva, Germán. <i>Estado de derecho y globalización: el banco Mundial y las reformas institucionales en América Latina</i>. 2009. pp. 311-255. ▪ “La solicitud: definición y modelos” ▪ “Formas de persuasión” & Nancy Duarte. “El mensaje”. En HBR <i>Presentaciones persuasivas</i> 	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> ▪ Memorando en respuesta a la circulación interna del memo <i>Google's Ideological Echo Chamber</i>
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Semana 7 - Desarrollo del Plan estratégico, Preparación para el proyecto final

<p>Materiales</p> <ul style="list-style-type: none"> • ANAEC. Claves para elaborar un buen plan estratégico paso a paso. • Proyecto final, parte 1: Entregar sumilla de entrevista y propuesta de trabajo 	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> ▪ Solicitud dirigida al gobernador de Cochabamba argumentando las razones por las cuales se debe expulsar a la Corporación Betchel de su ciudad ▪ Proyecto final, parte 1: Sumilla de entrevista y propuesta de trabajo
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Commented [Office8]: C-2 AND C-3

Commented [Office9]: C-5 Final Project, par 1: Interview and outline

Semana 8

<p>No hay clases por descanso de primavera</p>	<p>Asignaturas y proyectos</p>
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Semana 9 - Violencia sexual y hostigamiento laboral, El Informe	
<p>Materiales</p> <ul style="list-style-type: none"> ▪ Doris Acevedo et al. “Violencia de género en el trabajo: acoso sexual y hostigamiento laboral” Scielo 14.32 (2009). ▪ Alemar Psicólogos. Recursos Humanos, Corto sobre Mobbing https://www.youtube.com/watch?v=JGfQwPgeibg ▪ Empleos para el futuro. “¿Cómo identificar y actuar en caso de acoso laboral?” https://www.youtube.com/watch?v=Vi5p3cnQu_A ▪ Estudio de caso: El abuso de poder laboral: https://www.youtube.com/watch?v=1uUFCcVGYQw 	

Semana 10 - Revisión del desempeño laboral, Autoevaluación del desempeño laboral	
<p>Materiales</p> <ul style="list-style-type: none"> ▪ “Evaluación del desempeño laboral: ¿qué es y cómo se desarrolla?” (website) & “La autoevaluación de desempeño: ¿qué es? y ¿qué aspectos se evalúan?” ▪ “Beneficios de la evaluación laboral: entrevista a Enrique Rodríguez Balsa.” ▪ “Autoevaluación de desempeño laboral: ¿Qué aspectos se evalúan?” & “10 consejos para hacer que las autoevaluaciones sean significativas” (website) 	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> ▪ Informe sobre caso de acoso.

Commented [Office10]: C-2 AND C-3

Semana 11: Explotación, maquilas y medio ambiente	
<p>Materiales</p> <ul style="list-style-type: none"> ▪ Clara Olmedo Reynoso e Iñaki Ceberio de León. “Antagonismo: Defensa del medioambiente vs. Defensa de las fuentes de trabajo” Scielo ▪ Vicky Funari and Sergio de la Torre. <i>Maquilapolis</i> (2006). 1hr.8min. https://www.youtube.com/watch?v=WUQgFzkE3i0 ▪ Comics: Lalo Alcaraz. Migra Mouse (selections) 	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> ▪ Informe individual de desempeño laboral ▪ Proyecto final, parte 2: Primer borrador

Commented [Office11]: C-2, C-3, C-4

Commented [Office12]: C-5 Final Project, par 2: 1st draft

Semana 12 - Explotación, trabajo y migración Latinx en los EEUU

<p>Materiales</p> <ul style="list-style-type: none"> Ann Sittig and Martha González. <i>The Mayans Among Us. Migrant Women and Meatpacking on the Great Plains</i>. U. Nebraska Press, 2016. Elizabeth Campisi. <i>Scape to Miami: An Oral History of the Cuban Rafter Crisis</i>. Oxford UP, 2016. Emir Estrada. <i>Kids at Work. Latinx Families Selling Food on the Streets of Los Angeles</i>. New York UP, 2019. 	<p>Book Presentations</p> <ul style="list-style-type: none"> Ann Sittig and Martha González. <i>The Mayans Among Us. Migrant Women and Meatpacking on the Great Plains</i>. U. Nebraska Press, 2016. Elizabeth Campisi. <i>Scape to Miami: An Oral History of the Cuban Rafter Crisis</i>. Oxford UP, 2016. Emir Estrada. <i>Kids at Work. Latinx Families Selling Food on the Streets of Los Angeles</i>. New York UP, 2019.
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<p>Semana 13</p>	
<p>No hay clases por Acción de gracias</p>	

<p>Semana 14 – Proyecto final</p>	
<p>Materiales</p> <ul style="list-style-type: none"> Ann Sittig and Martha González. <i>The Mayans Among Us. Migrant Women and Meatpacking on the Great Plains</i>. U. Nebraska Press, 2016. Elizabeth Campisi. <i>Scape to Miami: An Oral History of the Cuban Rafter Crisis</i>. Oxford UP, 2016. Emir Estrada. <i>Kids at Work. Latinx Families Selling Food on the Streets of Los Angeles</i>. New York UP, 2019. Proyecto final: segundo borrador 	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> Presentación de libros Proyecto final, parte 3: Segundo borrador Revisión de pares [Peer Review] en clase

Commented [Office13]: C-5 Final Project, par 3: 2nd draft and peer review

<p>Semana 15 – Proyecto Final</p>	
<p>Material Proyecto final</p>	<p>Asignaturas y proyectos</p> <ul style="list-style-type: none"> Proyecto final, parte 4: versión escrita final y presentación Audiovisual

Commented [Office14]: C-5 Final Project, par 4: Final version and audio-visual presentation

Copy of table of contents from the textbook and list of required readings/books

- Ann Sittig and Martha González. *The Mayans Among Us. Migrant Women and Meatpacking on the Great Plains*. U. Nebraska Press, 2016.
- Elizabeth Campisi. *Scape to Miami: An Oral History of the Cuban Rafter Crisis*. Oxford UP, 2016.
- Emir Estrada. *Kids at Work. Latinx Families Selling Food on the Streets of Los Angeles*. New York UP, 2019.
- Garner, Bryab A. “Divide el proceso de escritura en cuatro fases diferentes” En: *Guías Harvard Business Review: Mejora tu escritura en el trabajo*.
- Lucía Blasco. “¿Qué es el ‘síndrome del impostor’ y por qué lo sufre tanta gente?” BBCwebsite
- Marianne Díaz. Síndrome del impostor, una plaga para las mujeres. Hipertextual.com
- Case Study 1: Stephen Nuño-Pérez and Gwen Aviles. “Can college scandal make Latino students rethink 'impostor syndrome' guilt?” NBCnews website
- Case Study 2: Sandi Mann. *El síndrome del impostor: Cuando creemos (erróneamente) que nuestros logros se deben a la suerte*. Urbano: 2020.
- Derald Wing Sue. “Microaggressions, Marginality, and Opression”
- Bad Hair/Pelo malo: The case of a Colombian women (Video)
- Case: Saga Falabella: “El spot de una tienda por departamento que generó polémica por ser acusado de racista” (Materials from Social Media Platforms)
- Ana Jarvis y Luis Lebreo. “La carta de negocios”. En: *Basic Spanish for Business and Finance*. & “Comunicado o carta abierta”
- Nishishiba M. “Working in a Multicultural Team”
- Danielle Brown. *Google’s Ideological Echo Chamber*
- “HBR. Memorandos e informes” & Jarvis y Lebreo. “El Memorando, informe y circular”
- Carlos Crespo Flores. “La guerra del agua en Cochabamba: Movimientos sociales crisis de dispositivos del poder” & “El rol del Banco Mundial en Bolivia”
- Burgos Silva, Germán. *Estado de derecho y globalización: el banco Mundial y las reformas institucionales en América Latina*. 2009. pp. 311-255.
- Nancy Duarte. “El mensaje”. En HBR *Presentaciones persuasivas*
- Doris Acevedo et al. “Violencia de género en el trabajo: acoso sexual y hostigamiento laboral” Scielo 14.32 (2009).
- Clara Olmedo Reynoso e Iñaki Ceberio de León. “Antagonismo: Defensa del medioambiente vs. Defensa de las fuentes de trabajo” Scielo
- Vicky Funari and Sergio de la Torre. *Maquilapolis* (2006). 1hr.8min.
- “Beneficios de la evaluación laboral: entrevista a Enrique Rodríguez Balsa.”
- “Autoevaluación de desempeño laboral: ¿Qué aspectos se evalúan?” & “10 consejos para hacer que las autoevaluaciones sean significativas” (website)