

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

**School Of International Letters
and Cultures**

College/School (Select One) College Of Liberal Arts and Sciences Department/School _____

Prefix: SPA Number: 416 Title: Advanced Spanish Conversation and Composition for Spanish Heritage Learners Units: 3

Course description: Oral and written Spanish communication skills for Spanish heritage learners to expand and strengthen advanced skills for use in a variety of contexts such as professional, educational and academic. Provides a dynamic cultural context to critically examine topics of culture, history, linguistics, and literature from authors from Latin America where students will learn to distinguish and write different types of texts such as narrative, descriptive, journalistic, advertising, and scientific-technical.

Is this a cross-listed course? 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) L

Mandatory Review: (Choose one) Yes

*Note- a **separate** proposal is required for each designation.*

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

Submission deadlines dates are as follow:

For Fall 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 Sara Beaudrie E-mail sara.Beaudrie@asu.edu Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: April 6, 2022

Chair/Director (Signature):

Wie Bene

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
X	<input 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>Prerequisites section, Syllabus, page 1</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>		
X	<input 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> <p>See Evaluation section of the Syllabus, page 2</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment. More than 50% of the final grade depends on writing assignments. Students submit written assignments at least every other week in addition to in class written activities that will be part of Participation and Homework grades.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <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>		
X	<input 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> <p>See the course assignments section of the syllabus page 3, in particular Oral presentation and report, and Final essay</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design. The final essay, and oral presentation report ask students to evaluate and analyze texts. These analyses require students to gather evidence from different sources and theoretical frameworks reviewed in class about different written texts (genre) and its characteristics. Students analyze meaning on a variety of texts. These assignments will not focus on opinion but critical interpretation based on evidence. The short-written assignments ask students to analyze common grammatical, syntactical and lexical characteristics, and techniques of different types of written texts to implement in their own writing. They need to differentiate syntactic and stylistic features to organize meaning according to genre and audience.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <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
X	<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>See Syllabus-Oral presentation report, Oral presentation, Final essay page 3</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements For the Final essay and Oral presentation, students engage in in-depth analysis and research to present critical analysis and evaluation of sources. These assignments require several steps in which students engage with the material.</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-4".</p> </div> <p>C-4</p>			
YES	NO		Identify Documentation Submitted
X	<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>See Syllabus-(1)Oral presentation report, Oral presentation, (2) Final essay (outline, draft, 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 The oral presentation requires a report that students will submit before the presentation to receive feedback for the presentation content. The research paper involves a series of steps (outline, draft, peer review) with instructor feedback that offers opportunities for students to refine and revise their final paper.</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-5".</p> </div> <p>C-5</p>			

Course Prefix	Number	Title	General Studies Designation
SPA	416	Advanced Spanish Conversation and Composition for Spanish heritage learners	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)
1	The course has the required prerequisites	Please see the 'prerequisites' section of syllabus, page 1
2	More than 50% of the final grade depends on writing assignments from a research paper, a report and many additional writing activities. Students submit written assignments at least every other week in addition to in class written activities that will be part of Participation and Homework grades	Evaluation section of Syllabus, page 2 and Course Calendar (some examples highlighted in yellow)
3	The writing assignments involve gathering, interpreting, and evaluating evidence from texts. Students critically analyze texts to write a report and prepare an oral presentation. Students also apply specific linguistic and stylistic resources according to specific text genres to produce a variety of written texts	Syllabus-Learning outcomes, page 2; Oral presentation report, short written texts, Final Essay. Page 3
4	The final essay and oral presentation are substantial in depth, and quality. For these assignments, students conduct research, and include a critical analysis and evaluation of the topic that require substantial in-depth engagement with the material.	Syllabus-Oral presentation report, Oral presentation, Final essay page 3

5	Students receive feedback on the report before doing the oral presentation. The Final essay has 4 different steps: outline, draft, peer review and final paper. Students will receive feedback on all steps leading up to the final paper.	Syllabus-(1) Oral presentation report, Oral presentation, (2) Final essay (outline, draft, final version)
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SPA 416: Advanced Spanish Conversation and Composition for Spanish Heritage Learners

General Studies Designations:

Contact Information

Instructor: Melissa Negron

Office Location: Durham Hall

Email: mmnegron@asu.edu

Zoom Link: <https://asu.zoom.us/> (by appointment)

Office Hours: after class

If the instructor's regular office hours are not convenient for the student, an appointment outside those times can be set up. The student should contact the instructor via email for an appointment or for other questions and problems. The instructor will try to return the email within 24 hours.

Course Description

Oral and written Spanish communication skills for Spanish heritage learners to expand and strengthen advanced skills for use in a variety of contexts such as professional, educational and academic. Provides a dynamic cultural context to critically examine topics of culture, history, linguistics, and literature from authors from Latin America where students will learn to distinguish and write different types of texts such as narrative, descriptive, journalistic, advertising, and scientific-technical.

Course Objectives

This course is designed for Spanish language heritage speakers who have been raised and schooled in the United States and whose learning of Spanish has been primarily at home and/or in the community. This course offers practice with oral and written Spanish through the discussion of relevant topics in language education, culture, history, and literature about Latinos/Spanish speakers in Latin America. Each topic will be explored through different types of texts to analyze the characteristics and writing techniques of a variety of written genres, and also reinforce the capacity for critical thinking and analysis. Students will practice oral and written discourse through discussions, oral presentations, and written reports with the purpose of developing fluency in formal and academic oral contexts of Spanish with a focus on the written modality. In addition, we will review grammar and spelling topics to facilitate comprehension.

Credits: 3 credit hours

Prerequisites: In lieu of SPA 412. Prerequisite(s): SPA 314, 316, or 413 with C or better OR Visiting University Student; **ENG 101, 105, or 107 (or ENG 102, 105, or 108)**

Learning Outcomes

By the end of the semester students will be able to:

- Analyze common grammatical, syntactical and lexical characteristics, and techniques of different types of written texts
- Differentiate syntactic and stylistic features to organize meaning according to genre and audience
- Select linguistic resources according to specific text genres to produce a variety of written texts
- Organize presentations on concrete academic, social and professional topics of interest, using paragraphs across major time frames.
- Critically discuss topics related to Latin American cultures
- Examine effective ways to maintain extended conversations by supporting, reacting to, and comparing preferences and opinions in oral contexts

Textbooks and Required Purchases

1. Técnicas de escritura en español y géneros textuales / Developing Writing Skills in Spanish By Javier Muñoz-Basols, Yolanda Pérez Sinusía
2. Other reading materials listed in the calendar will be provided in Canvas

Evaluation

Oral component (30%)	Participation	10%
	Oral presentation and report	10%
	Group discussions	10%
Written component (70%)	Homework and quizzes	10%
	Short written texts (4) and blog (genre practice)	40%
	Final Essay (2 versions)	20%

Participation

Students' participation grade is determined by their willingness to participate in individual, pair and group activities as well as the frequency and quality of participation. Other factors such as preparedness for the class (reading before class), 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. The use of cell phones or other electronic devices are not permitted in the classroom. The 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.

The instructor will evaluate participation 3 times per semester. Students will also have the opportunity to self-evaluate their participation. Questions regarding participation grades should be addressed to the instructor during office hours or before/after class, where more feedback and suggestions can be offered.

C3 and C4

Oral presentation and report

When announced, students will participate in an oral presentation during the semester. This presentation will be about an article (newspaper, journal, book chapter, etc.) of a topic of interest to the student related to a Spanish-speaking country mentioned in the class calendar. The presentation will include a critical analysis and evaluation of the topic and writing techniques and/or elements related to the genre of the source (e.g. journalistic piece, article). In preparation for the presentation, each student will submit a summary of their presentation in the form of a report of the source they are analyzing. This report shows an interpretation, and evaluates evidence of the topic and writing techniques and/or elements related to the genre of the source. Students will receive feedback for this report in preparation for the presentation.

See Canvas for more details and examples.

Group Discussions

At least 5 times during the semester the students will participate in literary discussions in small groups in the classroom or online. These discussions will be based on readings or topics assigned in class. Students need to come prepared to be able to participate and contribute meaningfully to the conversation.

Homework and quizzes

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, vocabulary entries, etc.

C3 and C4

Short written texts and blog

Students will write 4 different texts to practice the different text genres (narration, description, journalistic, advertising) discussed in class. Each text will be published in a blog/website the student will create for the class. Students will submit a draft and a final version for each. Each written assignment will have different format requirements related to the text type. See Canvas for details.

C3 and C4

Final Essay

The final essay will consist of a research/investigative written paper about a topic of interest related to a Spanish speaking country. For this assignment, students will submit a proposal

(outline), a draft, and a final version. The final version will reflect the planning process and feedback from peers and the teacher. This essay will consist of a minimum of 5-6 (minimum of 1,250 words) pages and a bibliography.

Course Schedule

Weeks	Monday	Wednesday	Activities and Assignments
Semana 1 -Introducción al curso -Introducción al curso -Nuestra clase -Nuestra América	-Introducción al curso -Cómo tener éxito en este curso: Sugerencias	Lectura: Nuestra América” de José Martí -Temas principales de “Nuestra América” de José Martí: (Introducción a Latinoamérica) -“Canción con todos” de Mercedes Sosa.	-Prueba diagnóstica escrita (en clase) -Cuestionario sobre tus antecedentes lingüísticos y culturales
Semana 2 Capítulo 1 La colonización ayer y hoy; luchas y poder -El texto narrativo no literario - Características del texto narrativo	1. Lectura: Me llamo Rigoberta Menchú 2. Introducción al texto narrativo no literario	1. Capítulo 1: El texto narrativo no literario (Narrative writing) 2. Discusión Película: También la lluvia 3. Presentación oral	-Presentación oral (Guatemala) -Discusión en grupo #1 (Canvas) -Película (en casa): También la lluvia
Semana 3 Capítulo 1 -El texto narrativo no	1. Capítulo 1: El texto narrativo no literario – práctica y taller de escritura	1. Capítulo 1: El texto narrativo literario 2. Cuento de Augusto Roa Bastos https://ciudadseva.c	1. Presentación oral (Paraguay) 2. Tema/ideas para escritura corta #1

<p>literario – práctica</p> <p>-Ensayo narrativo</p> <p>-Diferencias entre texto el literario y no literario</p>	<p>2. Introducción al texto narrativo literario</p> <p>3. Tema/ideas para escritura corta #1</p>	<p>om/autor/augusto-roa-bastos/cuentos/</p> <p>3. Presentación oral</p>	
<p>Semana 4</p> <p>Capítulo 2: Olas migratorias</p> <p>-El texto descriptivo</p>	<p>1. Escritura corta #1 – peer review</p> <p>2. Lectura: Cuento</p> <p>3. Leer pp. XX del libro de texto (texto descriptivo (Descriptive writing))</p>	<p>1. Lectura: Fragmento de 'Rumbo al sur, deseando el norte: un romance en dos lenguas' Ariel Dorfman</p> <p>2. Leer pp. XX del libro de texto (texto descriptivo (Descriptive writing))</p> <p>3. Presentación oral</p>	<p>1. Presentación oral</p> <p>2. Escritura corta #1 (narration) – en Canvas</p>
<p>Semana 5</p> <p>- El texto descriptivo</p> <p>-Posición del adjetivo</p> <p>-El texto descriptivo en el texto literario</p> <p>-El texto descriptivo en el texto no literario</p>	<p>1. Película: El abrazo partido (ver en casa)</p> <p>2. LA PACIENCIA MIGRANTE</p> <p>3. Discusión en grupo #2</p>	<p>1. Lectura: ¿A qué sabe la gastronomía afropanameña?</p> <p>2. El texto descriptivo- Taller de escritura</p> <p>3. Presentación oral (Panamá)</p>	<p>1. Presentación oral (Panamá)</p> <p>2. Actividad - Posición del adjetivo</p> <p>3. Película: El abrazo partido (ver en casa)</p>
<p>Semana 6</p> <p>Capítulo 3: El trato diferenciado y</p>	<p>1. Escritura corta #2 (descripción) – Peer review</p> <p>2. Intro al capítulo 3: El trato diferenciado y la</p>	<p>1. Lectura y actividad de exploración de propuesta periodística de https://www.periodismoperformatico.com/</p>	<p>1. Presentación oral</p> <p>2. Actividad de descripción</p>

<p>la desigualdad</p> <p>-el texto descriptivo</p> <p>-el texto periodístico</p>	<p>desigualdad (el texto periodístico)</p> <p>3. Lectura de: ORMUSA. Organización de Mujeres Salvadoreñas por la Paz. El Salvador (Periodístico)</p> <p>http://ormusa.org/</p>	<p>2. Presentación oral (El Salvador)</p>	<p>3. Escritura corta #2 (descripción)</p>
<p>Semana 7</p> <p>Capítulo 3: El trato diferenciado y la desigualdad</p> <p>- El texto periodístico</p> <p>-Títulos</p> <p>-lenguaje de la prensa</p>	<p>1. Capítulo 5: El texto periodístico (Journalistic writing)</p> <p>2. Presentación (El Salvador)</p>	<p>1. Lectura: Costa Rica, el país sin ejército que lidera la guerra contra el cambio climático</p> <p>2. Títulos</p> <p>3. lenguaje de la prensa</p>	<p>-Presentación (El Salvador)</p> <p>-Discusión en grupo #3 (Canvas)</p>
<p>Semana 8</p> <p>-El texto periodístico</p> <p>-lenguaje de la prensa</p> <p>-El texto de opinión</p> <p>-Los géneros periodísticos</p> <p>-objetivo vs subjetivo</p>	<p>1. Lectura: texto de opinión (ejemplos)</p> <p>2. Capítulo 5: El texto periodístico pp. -Los géneros periodísticos -objetivo vs subjetivo</p>	<p>1. Escritura corta #3 (texto periodístico- varios géneros) – peer review</p> <p>2. Presentación oral</p>	<p>- Presentación oral</p> <p>-Escritura corta #3 (texto periodístico- varios géneros)</p>

<p>Semana 9</p> <p>Cap. 4 Poder, guerrillas y dictaduras</p> <p>-El texto publicitario</p> <p>-temas y estereotipos</p> <p>- Chile y Uruguay</p>	<ol style="list-style-type: none"> 1. Película chilena: <i>No</i> (2012) (ver en casa) 2. Discusión en grupo #4 	<ol style="list-style-type: none"> 1. Capítulo 6: El texto publicitario (The language of advertising) 2. Presentación oral 	<p>-Presentación (Argentina, Chile, Uruguay)</p> <p>- Temas/ideas escritura corta #4</p>
<p>Semana 10</p> <p>-El texto publicitario</p> <p>-El texto publicitario: lo explícito y lo implícito</p> <p>- Presentaciones</p>	<ol style="list-style-type: none"> 1. El texto publicitario: publicidad comercial e institucional 2. El texto publicitario: Taller de escritura 	<ol style="list-style-type: none"> 1. El texto publicitario: lo explícito y lo implícito 2. Escritura corta #4: el texto publicitario (peer review) 3. Presentación oral 	<p>Escritura corta #4: el texto publicitario</p>
<p>Semana 11</p> <p>Cap. 5: Encuentros y realidades del hispanohablante</p> <p>- El texto científico-técnico</p> <p>- Características</p>	<ol style="list-style-type: none"> 1. Lecturas: Islas Galápagos: el museo vivo de la evolución, (2020) por Alberto López 	<ol style="list-style-type: none"> 1. Capítulo 8: El texto científico-técnico (Scientific and technical writing) 2. Presentación oral 	<p>-Presentación (Ecuador)</p>

<p>Semana 12</p> <p>- El texto científico-técnico</p> <p>-Textos técnicos o especializados</p> <p>-Vocabulario específico</p>	<ol style="list-style-type: none"> 1. Lectura: Los “cholets” (2005), la arquitectura de Freddy Mamani 2. Capítulo 8: El texto científico-técnico pp. 	<ol style="list-style-type: none"> 1. Capítulo 8: El texto científico-técnico pp. 326-331 2. C5-Taller de escritura: el bosquejo y el borrador (Writing workshop -Outline and draft) 3. Presentación oral 	<p>-Presentaciones, Bolivia, Perú</p>
<p>Semana 13</p> <p>- El texto científico-técnico</p> <p>-Corrección y estilo</p>	<p>-Lectura: Las influencias africanas en el español panameño</p>	<ol style="list-style-type: none"> 1. C5- Taller de escritura: revisión – (Writing workshop- revision) 	<p>-C5-Tema y bosquejo ensayo final (traer a clase) (outline for final essay)</p>
<p>Semana 14</p> <p>-Repaso</p>	<ol style="list-style-type: none"> 1. Película: <i>La teta asustada (en casa)</i> 2. Cómo escribir un ensayo 3. Discusión en grupo #5 	<ol style="list-style-type: none"> 1. C5-Peer review en clase 2. Vocabulario específico 	<p>-Peer review en clase</p>
<p>Semana 15</p> <p>- Presentaciones</p>	<p>-Presentación final</p>	<p>-Presentación final</p>	<p>-Presentación final</p> <p>-Ensayo final</p>
<p>Examen final: https://students.asu.edu/academic-calendar</p>			

Late or Missed Assignments

No late homework will be accepted unless the student provides a documented excuse. Depending on the circumstances, a student may occasionally be allowed to turn in homework up to one day late but will lose 50% of the grade for the assignment. If a student is absent when an assignment is due, they are still responsible for the assignment and can submit it online or through email.

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

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

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

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Drop/Add and Withdrawal Dates

Be aware of course drop add deadlines. Students should consult with their assigned academic advisor and notify their instructor to add or drop this course. If a student is considering a withdrawal, please review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Communication and Technology Requirements

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages 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 students via their ASU email account.*

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

Language Tutoring and Other Campus Resources

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in the student's target language).

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program](#) (tutoring)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Absences

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 the final 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 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 that will miss more than 2 days of class 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 of an absence 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 a student is absent for any reason, **THE STUDENT IS RESPONSIBLE FOR THE MATERIAL GIVEN IN CLASS.** The students should call or e-mail a classmate for the information needed to perform adequately the next day. Student may not use an absence as an excuse for not being prepared or not turning in homework.

Classes/exams are **NOT CANCELED** the day before/after any holidays. If students do not want to affect their grade or miss any quiz/exam, they need to make travel arrangements accordingly.

Students who need to be absent from class due to religious observances ([ACD 304–04: Accommodations for Religious Practices](#)) or due to participation in university-sanctioned activities ([ACD 304–02: Missed Classes Due to University-Sanctioned Activities](#)) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and 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 from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

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

- a. 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
- b. 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
- c. Engages in Plagiarism
- d. Uses materials from the Internet or any other source without full and appropriate attribution
- e. Claims credit for or submits work done by another

Expected Student Behavior

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. The 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.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthew Center Building. SAILS staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: <https://eoss.asu.edu/accessibility>.

Policy Against Threatening Behavior

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.

Reporting Title IX Violations

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. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Student Accessibility and Inclusive Learning Services.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.