

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

College/School	College of Liberal Arts & Sciences	Department/School	School of International Letters & Cultures
Prefix:	<b>SPA</b>	Number:	<b>412</b>
Title:	Advanced Conversation and Composition		Units:
			<u>3</u>

Course description: Oral and written Spanish communication skills, with particular attention given to developing fluency and facility. Required of majors.

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? NO

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

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

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

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

**Contact information:**

Name Anne Walton-Ramirez E-mail annewr@asu.edu Phone 480-965-0378

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

Chair/Director name (Typed): Dr. Nina Berman Date: 4/6/2021

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

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<b>ASU-[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus, translated objectives from each module given as an example (in Canvas shells)
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	translated objectives from Module 2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	translated objectives from Module 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	translated objectives from Module 1
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

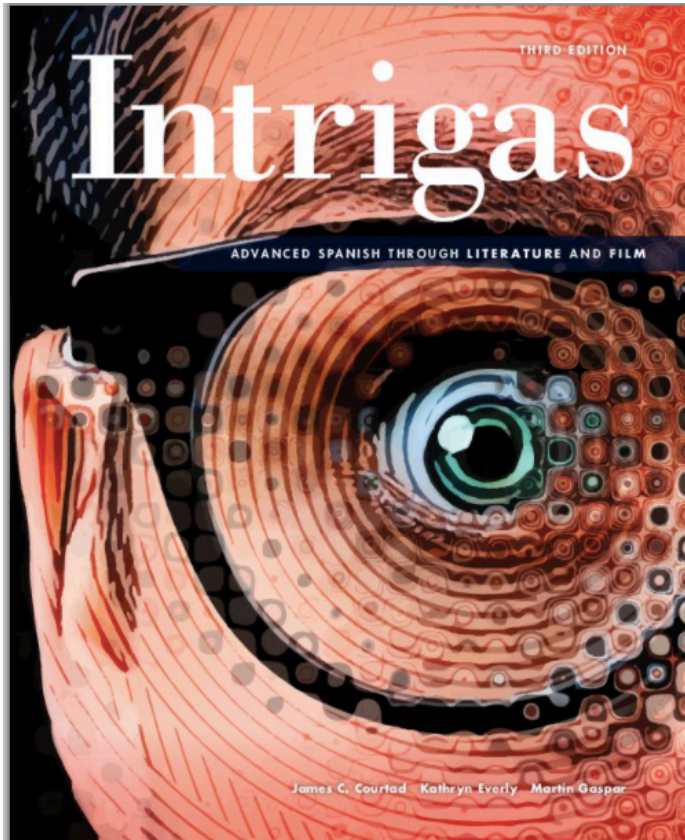
□

Course Prefix	Number	Title	Designation
SPA	412	Advanced Conversation and Composition	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2a: in-depth area studies: examination of culture-specific elements of a non-US region or country	The course examines cultural-specific elements of many different Hispanic countries in terms of contemporary topics discussed regarding historical moments in non-US countries.	Module 2 covers the concept of abuse of power and focuses on the movie "Pan's Labyrinth," a movie which takes place during the Spanish Civil War. In addition, oppression and resistance are topics covered within the topic of the dictatorship in Argentina through a reading about censorship.
2b: Spanish language course with a significant cultural component	The cultural components covered in the class are various, including euthanasia, feminist views, and depression. This is done by watching full-length foreign films (in Spanish) as well as reading Spanish-language texts, such as plays, stories and poems.	Module 3 highlights the topic of depression and possibilities of euthanasia via the film "Mar adentro." In this movie, the main character struggles after having a horrible accident with a desire to die with dignity.
2c: most material is devoted to non-US areas	Since this is a Spanish-language class that highlights subjects touched on in full-length Spanish-language films and Spanish-language readings, 95% of the material is non-US based, while there is a small portion dedicated to Spanish in the United States.	In Module 1, for example, The Director of the film is Mexican and tells a love-story with the backdrop of the Mexican revolution. The reading "Cine y malabarismo" is a view of Mexican culture from a feminist point of view and the barriers placed by men for female equality and growth. The poem by the Argentine poet Alfonsina Storni focuses on the topic of the iconic virgin and why women should not have to live up to this expectation, occurring more recently in Latin-American countries.



# THIRD EDITION Intrigas

ADVANCED SPANISH THROUGH LITERATURE AND FILM

James C. Courtad  
Kathryn Everly  
Martín Gaspar



## Required Textbook (found in syllabus)

1) *INTRIGAS: Advanced Spanish through Literature and Film* (3rd edition) by Courtad, James C., Kathryn Everly, and Martín Gaspar. Vista Higher Learning, 2020.

2) Supersite access REQUIRED.



<https://vistahigherlearning.com/school/asu>

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Objectives for each Module of SPA 412 (found in Canvas) for AY 2020-21.  
Translated by Anne Walton-Ramirez for use by administration.

## Objectives Lesson 1

1. Learn about Magical realism.
2. Understand and talk about the film *Como agua para chocolate* (Like Water for Chocolate)- directed by Alfonso Arau, which takes place during the Mexican-American War.
3. Talk about the art of creating a complex character.
4. Read about feminism and femininity in the Post-Boom Spanish American period and about the role of women at the beginning of the 20<sup>th</sup> century.
5. Understand the use of metaphor and the figurative sense.
6. Read and understand the poem *Tú me quieres blanca* by Alfonsina Storni.
7. Understand the use of irony.
8. Be familiar with the period of Realism.
9. Read and understand a fragment of the novel *Los viudos de Margaret Sullivan* by Mario Benedetti.

10. Understand the use of juxtaposition.
11. Read and understand the story *Cine y malabarismo* by Ángeles Mastretta and write about a main character and the decisions they made.
12. Review the uses of *ser* and *estar*.

### Objectives Lesson 2

1. Understand and talk about the movie *El laberinto del fauno* (Pan's Labyrinth), which takes place during the Spanish Civil War.
2. Familiarize themselves with the work of the director Guillermo del Toro.
3. Understand the use of sound and color in film.
4. Analyze the ideas of oppression and resistance in various contexts.
5. Read about the dictatorship and terror in Argentina.
6. Revise your writing assignment.
7. Understand the function of the narrator's voice.
8. Read and understand a story about censorship and analyze the advantages and disadvantages of certain types of censorship and self-censorship in *Los censores* by Luisa Valenzuela.
9. Understand how the poetic voice transmits a message during wartimes while reading *Explico algunas cosas* by Pablo Neruda.
10. Read and understand a poem directed towards many people at the same time while reading the same poem listed in number 9.
11. Review the uses of preterit and imperfect.

### Objectives Lesson 3

1. Understand and talk about the film *Mar Adentro* (The Sea Inside) and the topic of euthanization.
2. Familiarize themselves with the work of film director Alejandro Amenábar.
3. Understand the cinematographic techniques regarding the relationship between music and emotional tone.
4. Talk about prohibition of the use of certain languages and the controversy surrounding the coexistence of vernacular languages and official languages.
5. Analyze the benefits of free will.
6. Familiarize themselves with the story *El revólver* (The Revolver) by Emilia Pardo Bazán.
7. Understand a woman's perspective regarding issues in a relationship.
8. Read and understand a story about the relationship between man and nature (*El hijo* by Horacio Quiroga).
9. Review direct and indirect object pronouns.

### Objectives Lesson 4

1. Understand and talk about the film *Lazos de Sangre* (Blood Ties), which centers around Buenos Aires culture.
2. Get to know the work of Argentine film director Juan José Campanella, who has also directed episodes of programs such as *Law & Order* and *House M.D.*
3. Understand the cinematographic techniques of character depiction, which includes make-up, wardrobe, dialogues, etc.
4. Consider familial relationships within an Argentine family.
5. Analyze allegory of power, time, and religion.

6. Read the story *La siesta del martes* by Gabriel García Márquez and the mythical Colombian town of Macondo.
7. Write about the most important aspects of happiness.
8. Read and understand the story *No oyes ladrar los perros* by Juan Rulfo, which is about a father desperately trying to save his son.
9. Analyze the story *Los gallinazos sin plumas* by Julio Ramón Ribeyro, which is about poor neighborhoods in Latin America and focuses on inequality.
10. Review the subjunctive and relative pronouns.

### Objectives Lesson 5

1. Understand and talk about the melodramatic film *Relatos salvajes, episodio 2: Las ratas* (Wild Tales Episode 2: The Rats), which relates to urban culture.
2. Get to know the Spanish film director Pedro Almodóvar, who has received critical acclaim internationally for his movies.
3. Debate with classmates about certain affirmations of love.
4. Familiarize themselves with *Emma Zunz*, a novel by Jorge Borges, which contains intertextual references and universal themes.
5. Understand more about the Jewish community in Buenos Aires.
6. Analyze the difference between revenge and justice.
7. Read and understand the play *Una lucha muy personal* by Marce Sarrias, a playwright from Barcelona.
8. Analyze humor and double entendre.
9. Write about the necessity and negative consequences of following norms.
10. Revise your writing assignment.
11. Turn in your topic for the final project, an academic essay about the causes and effects of the use or abuse of power, considering works student has read and/or seen throughout the semester.
12. Review other uses of the subjunctive and the use of *se*.

### Objectives Lesson 6

1. Understand and talk about the movie *También la lluvia* (Even the Rain), a film about managing power and the influence of the church/religion.
2. Get to know the Mexican film director Carlos Carrera.
3. Understand camera angulation, the cinematographic technique that influences audiences' emotions.
4. Discuss morality of certain behaviors and their relativity.
5. Read the story *La conciencia* by Ana María Matute, who writes about topics such as loneliness, lack of communication, and the necessity to escape everyday life.
6. Learn about aphorism, a literary technique that transmits and moral lesson or promotes a plot change.
7. Write about the possibility of having a clean conscience, giving examples to justify their point of view.
8. Revise your writing assignment.
9. Create a presentation about one of the topics discussed in class throughout the semester.
10. Review the use of the condition with *si* and other uses of *se*.



## Arizona State University

### School of International Letters and Cultures

### SPA 412: Spanish Conversation and Composition

### Syllabus Spring 2021

**Instructor:**

**Zoom:**

**email:**

**Office hours:**

**Office:**

If you are unsure about your placement, take the Placement Exam online at:

<https://silc.asu.edu/student-life/academic-advising/placement-testing/placement-testing-undergraduates>

## Pre-requisites

SPA 314/316 or equivalent

If you do not fulfill either of these requirements, you should talk to your instructor for more information or contact the Coordinator of Upper-Division language courses, Anne Walton-Ramírez, at [AnneWR@asu.edu](mailto:AnneWR@asu.edu).

Concerns: If you have any questions or concerns about this course, and you have already talked to your instructor, please contact the Coordinator of Upper-Division language courses, Anne Walton-Ramírez, at [AnneWR@asu.edu](mailto:AnneWR@asu.edu).

Note: It **IS** possible to receive Honors credit for this course. The Honors project does not affect your course grade. Please contact Cynthia Tompkins at [Cynthia.Tompkins@asu.edu](mailto:Cynthia.Tompkins@asu.edu) regarding your request for Honors credit.

## Course description

This course develops academic register of Spanish in both oral and written skills, while at the same time it strengthens the student's capacity for critical thinking and analysis. Language development

takes place within a dynamic literary and cultural context in which students are in contact with the culture, history, and literature of Spanish-speaking countries.

## Objetives

The objectives of SPA412 are to develop students' written and oral expression as well as listening and reading comprehension to understand authentic texts. **The subjects of composition and conversation are based on cultural and literary readings and films.**

At the end of the course, students will have mastery of:

- (1) an academic register in Spanish
- (2) the procedures needed to write academic essays
- (3) advanced grammar and spelling
- (4) advanced lexicon
- (6) oral expression in public presentations
- (7) **understanding and critical analysis of literary texts and films**

The objectives of SPA 412 are defined according to language development based on the ACTFL 2012 Language Proficiency Standards. The student must be able to speak and write at the Advanced High level and read and listen at the Advanced High level. For more information, see <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish>

The composition and conversation subjects are based on cultural and literary readings and films.

### **Oral communication:**

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. **They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise,** but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of

communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

### **Writing:**

Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

### **Oral comprehension:**

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

### **Reading:**

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

**Culture:** To be able to demonstrate comprehension of the relationship between practices, products, and perspectives of Hispanic culture (formal and informal greetings, schedules, dress, family structure, holidays, food, music, and other cultural practices. In addition, to be able to compare and contrast cultural historic moments with those in the U.S.

## Required Textbook

1) *INTRIGAS: Advanced Spanish through Literature and Film* (3rd edition) by Courtad, James C., Kathryn Everly, and Martín Gaspar. Vista Higher Learning, 2020.

2) Supersite access REQUIRED.

<https://vistahigherlearning.com/school/asu>

## Evaluation Criteria

	Categories and percentages	
<b>Oral component (45%)</b>	10%	Participation
	15%	Oral presentations
	10%	Final Oral Exam
	10%	Round Table Discussions (2)
<b>Written component (55%)</b>	15%	VHL Supersite Activities (homework)
	15%	Essays (2)
	15%	Workshop essays (3)
	10%	Academic paper Topic Proposal 2% Written paper 8%

## Grading scale

<b>GRADE</b>	<b>PERCENTAGES</b>
<b>A+</b>	97 – 100%
<b>A</b>	93 – 96%
<b>A-</b>	90 – 92%
<b>B+</b>	87 – 89%
<b>B</b>	83 – 86%
<b>B-</b>	80 – 82%
<b>C+</b>	77 – 79%
<b>C</b>	70 – 76%
<b>D</b>	60 – 69%
<b>E</b>	Below 60%
<b>XE</b>	Failure due to Academic Dishonesty
<b>EU</b>	Failing, did not complete
<b>EN</b>	Failing, never attended

## **Assignment Categories**

### **Participación y preparación para la clase (10%)**

Class attendance is mandatory, as it influences the student's academic progress. An active attitude is expected from the student in their learning process. This grade will be based, among other

factors, on 1) preparation for class, 2) use of Spanish, 3) cooperation and leadership in group work in class, 4) willingness to participate, 5) frequency and quality of their participation, 6) punctuality and 7) attendance.

For face-to-face courses, only two absences (one week of class) are allowed for any reason, be it illness, emergency, travel, etc. It is understood that attendance for this semester may be by Zoom or in person. For online courses, you are required to attend all virtual chat sessions. If the student has an emergency, it will be necessary to contact the instructor as soon as possible to be able to arrive at the virtual session at a different time than the assigned time.

Any absence will adversely affect the student's progress in class and their participation grade, which constitutes 10% of the grade. If you miss class, it is your responsibility to find out what was covered that day and what your homework is for the next day. It is a good idea to exchange your phone or e-mail with two classmates for this purpose.

If you have any questions about your class participation grade (or any other grade), the student should address the instructor during office hours. Feel free to ask your instructor for help when needed.

This course is scheduled as an in-person (face-to-face) course. You may attend some class sessions in-person and be remote for other sessions to ensure that the room occupancy is below 50%.

For the remote option, this course uses Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups, and/or tutoring. You can find out more information about ASU Sync for students here: <https://provost.asu.edu/sync/students>.

To access live sessions of this class, go to MyASU and click the Attend via Sync button next to this class on your schedule. The "Attend via Sync" button in the students' MyASU schedule will direct to the instructor's Personal Meeting ID. The Zoom link is also available on your syllabus.

To ensure in-person participation stays below 50% room occupancy, the class may be split into groups. Students will be assigned a day to attend the class in-person and placed on a rotation schedule, depending on the size of the classroom and the number of students enrolled. This means you will possibly rotate between in-person and ASU Sync (Zoom) attendance. Speak to your instructor regarding specific instructions for your particular course.

**If you cannot physically be on campus due to travel restrictions or personal health concerns**, you will be able to attend your classes via ASU Sync during the fall semester. If you will not be on-campus for the fall semester, you are expected to contact your professors to make accommodations.

## **Zoom Policies**

- Arrive to your Zoom session 5 minutes before class, to test equipment and prepare for the session.
- If you take a call or have to attend to a home emergency, please mute yourself for a moment.
- Dress appropriately for a school setting.
- Try to find a quiet, well-lit area.
- Remember, attending a session on Zoom is just like attending a session in class.
- Have your camera turned on, and mute your microphone unless speaking.

## **Oral Presentations (15%)**

One of the most common communicative situations in our society is that of public speaking. Hence the importance of this type of activity. Each student will make a presentation individually according to the topics indicated by their instructor. You should always include bibliographic citations when doing this type of research.

## **Final Oral Exam (10%)**

At the end of the semester there will be an oral exam, which will evaluate your oral expression based on the functions that you will have developed during the semester. They will take place in pairs. The instructor will give each pair of students a card with one or two situations that they will have to develop. These will be similar to those developed in class.

## **Round Table Discussions (10%)**

Roundtables are group class conversations. They will be held twice during the semester and you have to prepare to be able to present data relevant to the topics discussed in class. Since class participation is of the utmost importance, you must be present in order to get credit for this activity.

## **Supersite Activities (Homework) (15%)**

Throughout the semester all students must complete the tasks assigned by the instructor on the Supersite in order to measure the academic progress of the students. These tasks include the activities of Short Film, Structures, Readings and Tertulia (conversation practice) and any other activity assigned to them.

## **Essays (15%)**

In order to measure the academic progress of the students, 2 essays will be written considering the topics indicated by the instructor. The student will write two versions of each essay. Each version will be graded according to the course rubric.

The second version will be written outside of class time and should include:

1. a) a list of corrections
2. b) reflection on the corrections
3. c) second version of the essay

It is necessary to submit all the works in Word, font 12, double spaced, with 1.25 " margins.

The treatment of sexual, religious, violence and death issues must be academic at all times, never propagandistic, autobiographical, or sarcastic in nature.

In case of plagiarism, the Academic Integrity Policy will apply. All work that the student submits must be their own and created specifically for the class (works created in other Spanish courses will not be accepted). If the student requires the help of a tutor, he / she will explain grammar or any specific question, but cannot correct compositions or write them for the student. This is considered plagiarism. Committing plagiarism is severely sanctioned by the university. Electronic means of translation be not used to write compositions.

Essays and assignments must be delivered on the dates provided by the instructor, without exception. No work will be accepted after this date. The instructor will provide specific instructions regarding the topic and techniques.

## **Workshop Essays (15%)**

It will be necessary for each student, in addition to the 2 more elaborate compositions, to also write 3 Workshop Essays, as directed by their instructor. These are intended to provide more opportunities for student writing practice. Only ONE version will be submitted and full credit will be given for work completed and turned in on time if students follow all guidelines.

## **Final Project Academic Essay (10%)**

This research topic will be defined throughout the semester. Bibliography should be included at the end. The work should be 4 pages, 5 with citations. There will be TWO versions of this essay. It must be typed in font 12, double spaced, with 1.25 " margins. Handwritten essays will not be accepted.

The treatment of sexual, religious, violence and death issues must be academic at all times, never propagandistic, autobiographical or sarcastic in nature.

According to the Academic Integrity Policy, all work a student does for this class must be their own and created specifically for them. Works created in other Spanish courses are not accepted. If the student seeks the help of a tutor, he / she can give grammar explanations or explain any specific questions, but cannot correct compositions or write them for the student. This is considered plagiarism. Committing plagiarism is severely sanctioned by the university. Electronic means of translation cannot be used to write the final research paper.

The essay must be delivered on the date set by the instructor, without exception. No work will be accepted after this date.

## **Course Policies**

### **Disability Resources**

*Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/drc> (Enlaces a un sitio externo.).*

### **Expected Student Behavior**

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

## Academic Integrity Policy

*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. For more information, see <http://provost.asu.edu/academic-integrity> (Enlaces a un sitio externo.)*

In accordance with this policy, it is expected that all work (exams, compositions, Workbook activities or any other evaluation assigned or offered for a grade or credit) will be the student's own work.

A tutor or other qualified person may help with explanations of grammatical points and/or answer specific questions. However, compositions and all other graded assignments are to be done and corrected by the student without assistance.

ALSO, the use of electronic or any other written information (**including online translation programs and web pages**) is prohibited. You may consult sources, but may not incorporate their writing into your own. For more detailed information about unauthorized use of materials (plagiarism), please refer to the Computer, Internet and Electronic Communications Policy at <http://www.asu.edu/aad/manuals/acd/acd125.html> (Enlaces a un sitio externo.).

## Sanctions

Students violating the Academic Integrity Policy will receive the following sanctions:

1. The first time a student violates the Academic Integrity Policy he/she will receive a 0 for the assignment/exam/homework with no option to rewrite or retake.
2. If there is a second violation, the student will receive a 0 for the rubric (exam / composition / workbook assignment, etc.).
3. A third violation will result in the assignment of the grade of "XE" (the XE grade may not be appealed through the grade appeal process) for the course.

## Classroom Policies

BE RESPECTFUL of the teacher and other classmates. This includes not using electronic devices used for personal reasons during times in which you are to be graded for participation.

Arrive on time for class and participate actively.

Turn in assignments on time.

Study the material outside of class.

Seek help as the need arises. SILC offers FREE tutoring at <https://silc.asu.edu/learning-support-services/tutoring> ([Enlaces a un sitio externo.](#)) Click on the link for additional information.

## Communicating With your Classmates and the Instructor

You are suggested to e-mail questions of a personal nature to your instructor, who will respond generally within 24 hours.

ASU email is an [official means of communication \(Enlaces a un sitio externo.\)](#) 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.***

## Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona time) are firm. Note that Arizona never changes time, whereas many other areas follow daylight savings time during certain months of the year. Be aware of this when turning in assignments. Please follow the appropriate University policies to request an [accommodation for religious practices \(Enlaces a un sitio externo.\)](#) or to accommodate a missed assignment [due to University-sanctioned activities \(Enlaces a un sitio externo.\)](#).

### COURSE ASSIGNMENTS - IMPORTANT CONSIDERATIONS

**For specific instructions regarding each assignment please refer to the corresponding tab in Canvas**

- Students may turn in assignments up to 48 hours late but they will receive 50% of the grade they deserve for the assignment. Assignments turned in more than 48 hours after the due date will receive no grade. No exceptions!
- *If you miss any assignment due to an emergency*, appropriate written documentation that demonstrates your inability to complete an online assignment must be submitted immediately. You must have a claim/ticket number for reference regarding any online issue, such as problems with the Portales site or the Blackboard site. Failure to provide accurate and appropriate documentation of an emergency in a timely manner will result in a grade of 0.
- You will receive a participation score of 0 for all unexcused absences. Participation will be assessed every class meeting but will receive an average grade 5 times during this course. Remember, if you are not in class, you cannot participate.
- There are no make-ups for quizzes. If a quiz is missed due to a documented police, court or medical emergency of your own, the next quiz will count double. If you miss the last quiz due to a documented police, court or medical emergency of your own the previous quiz you took will count double.
- For all writing assignments, all work that you submit must be your own and must be written in your own words. Translating or having a tutor or native speaker alter your work will be treated as violations of the Academic Integrity Policy. No late writing assignments will be accepted.

The conditions under which assigned work or tests can be made up, including:

- *The instructor's general policy on absences.*
- *Information on excused absences related to religious observances/practices that are in accordance with [ACD 304-04 \(Enlaces a un sitio externo.\)](#) "Accommodations for Religious Practices."*
- *Information on excused absences related to university-sanctioned events/activities that are in accordance with [ACD 304-02 \(Enlaces a un sitio externo.\)](#) "Missed Classes Due to University-Sanctioned Activities."*

**Note:** For all writing assignments, whether they are part of the exam or independent assignments, you may not use your textbook to copy phrases or sentences or any electronic device with the exception of a dictionary. Please be aware that we encourage the use of spell checkers, but the use of online translation tools, copying information from websites, or consulting a Spanish-speaking person while completing assignments is not allowed. All work that you submit must be your own and must be written in your own words. Translating or having a tutor or native speaker alter your work will be treated as violations of the Academic Integrity Policy. **NO LATE WRITING ASSIGNMENTS WILL BE ACCEPTED.**

**KEEP IN MIND** that having anyone else write all or even part of your work for you is considered plagiarism because the work that you hand in and which bears your name will not truly be your own. This also goes for using any sort of translation service, including online translators such as Google Translate, to translate more than individual words for you.

## Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas or the VHL Supersite. Please do not submit an assignment via email.

Assignment due dates follow Arizona Standard time, **typically at 11:59PM**. Click the following link to access the [Time Converter \(Enlaces a un sitio externo.\)](#) to ensure you account for the difference in Time Zones. **Note:** Arizona does not observe Daylight Savings time.

## Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course \(Enlaces a un sitio externo.\)](#). 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 \(Enlaces a un sitio externo.\)](#), [Medical/Compassionate Withdrawal \(Enlaces a un sitio externo.\)](#), and a [Grade of Incomplete \(Enlaces a un sitio externo.\)](#).

Students may be dropped if they fail to do at least one of the following:

-fail to contact their instructor

-not attend class during the first week of classes

Students not completing any of these will be considered absent and may be dropped from the course for non-attendance.

It is highly recommended that you contact the instructor before the end of the first week of classes if absences during that period cannot be avoided.

## 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 should contact the Spanish Coordinator. The information to contact the Spanish Coordinator is under the tab "Comments and Concerns". As a last resort, appeals to the department chair should be made. Please follow the [University Policy for Student Appeal Procedures on Grades \(Enlaces a un sitio externo.\)](#).

## Student Conduct and 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 <http://provost.asu.edu/academicintegrity> (Enlaces a un sitio externo.). Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures \(Enlaces a un sitio externo.\)](#), [Computer, Internet, and Electronic Communications policy \(Enlaces a un sitio externo.\)](#), and outlined by the [Office of Student Rights & Responsibilities \(Enlaces a un sitio externo.\)](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference \(Enlaces a un sitio externo.\)](#) 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 \(Enlaces a un sitio externo.\)](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

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

## 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 \(Enlaces a un sitio externo.\)](#), 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.

## Mental Health

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

## Harrassment Prohibited

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

## Title IX

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

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> (Enlaces a un sitio externo.) 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> (Enlaces a un sitio externo.).

## 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 \(Enlaces a un sitio externo.\)](#), [harassment \(Enlaces a un sitio externo.\)](#), and [retaliation \(Enlaces a un sitio externo.\)](#) 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.

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> (Enlaces a un sitio externo.), is available if you wish discuss any concerns confidentially and privately.

## Statement of 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.

## 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 your instructor or the Coordinator, of Upper-Division Spanish language courses, Anne Walton-Ramírez, at [annewr@asu.edu](mailto:annewr@asu.edu).

## Communication with your Instructor & Classmates

**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. We assume that you received all emails if the sent emails don't bounce back.***

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services \(Enlaces a un sitio externo.\)](#), 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 notetaker'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 from the College of Liberal Arts and Sciences at the end of the semester. 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.

## Surveys

In order to ensure the continued improvement of this course and the entire Spanish Language Program at ASU, we ask you that you take a few minutes to complete the survey(s) requested. These are different from the student evaluations conducted by SILC and ASU at the end of the semester. We really appreciate your participation!!!

## Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations \(Enlaces a un sitio externo.\)](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation \(Enlaces a un sitio externo.\)](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc> ([Enlaces a un sitio externo.](#)), calling (480) 965-1234 or emailing [DRC@asu.edu](mailto:DRC@asu.edu). To speak with a specific office, please use the following information:

<p><b>ASU Online and Downtown Phoenix Campus</b> University Center Building, Suite 160 602-496-4321 (Voice)</p>	<p><b>Polytechnic Campus</b> 480-727-1165 (Voice)</p>
<p><b>West Campus</b> University Center Building (UCB), Room 130 602-543-8145 (Voice)</p>	<p><b>Tempe Campus</b> 480-965-1234 (Voice)</p>

## Technological Requirements and Support

**MINIMUM ELECTRONIC EQUIPMENT REQUIREMENTS:** This course requires students to complete many different kinds of tasks online. It is the student's responsibility to possess a working

computer to support the applications and various kinds of tasks employed in the course. View the link for details: <https://vistahigherlearning.zendesk.com/hc/en-us/articles/213224788-VHL-Central-Technical-Requirements> (Enlaces a un sitio externo.)

**Students will not be exempted from assignments because they lack the equipment required for successful completion of the course, and work from other grading categories will not be substituted for work not completed owing to students' lack of necessary equipment.**

This course does NOT use Canvas to deliver content, but rather **Canvas**, which can be accessed through MyASU at <http://my.asu.edu> (Enlaces a un sitio externo.) or the Canvas home page at <https://canvas.asu.edu/>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> (Enlaces a un sitio externo.).

To contact the help desk for questions about Blackboard, call toll-free at 1-855-278-5080.

For help navigating the program platform where you will access course assignments, resources, and more, and to make sure your computer is set with the required updates to successfully access and complete activities, go to: <http://support.vhlcentral.com/> (Enlaces a un sitio externo.)

To find everything you need to make the most of your platform experience including Guided Tours, How-To Videos, and User Guides, visit: [www.vistahigherlearning.com/supersite-resources](http://www.vistahigherlearning.com/supersite-resources) (Enlaces a un sitio externo.)

Vista Higher Learning Student Tech Support: (800) 248-2813

## Copyrighted materials

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.

If you have any questions, please refer to [ACD-304-10 Course Syllabus](#) (Enlaces a un sitio externo.) or contact Amanda A. Smith or Jenny Smith in The College Office of Students and Academic Programs at (480) 965-6506.

## Note for any recordings done for classes

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

## 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. Remember to check your ASU email and the course site often

# SPA 412 Calendario is found under Modules -> Calendar

[Last Day to Register or Drop/Add Without College Approval \(Enlaces a un sitio externo.\)](#) January 17, 2021

[Course Withdrawal Deadline \(Enlaces a un sitio externo.\)](#) April 4, 2021.

[Final Exams \(Enlaces a un sitio externo.\)](#) April 26-May 1, 2021

Upper-Division Spanish does NOT have a common final exam day. The date of the final exam day can be found by clicking on the link above and looking for the appropriate TTH or MW schedule.