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COURSE DESCRIPTION
Spanish 335 is designed to promote students' oral and written abilities in Spanish as well as their critical understanding of Latin American culture and society through the discussion and analysis of different social web-based sources. This section will focus on migration issues, both in Latin America and the U.S.

Course prerequisites: SPAN 202 or SPAN 215, or equivalent, or permission of instructor

LEARNING OBJECTIVES
In SPAN 335, students will develop advanced intermediate competency in the speaking, reading and writing of Spanish for community and professional contexts while simultaneously pursuing the following learning outcomes:

- Identify and articulate one’s own opinions about migration and how those values influence their interactions and relationships with others, both locally and globally.
- Explain how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies.
- Apply intercultural competencies in group and individual projects.
- Develop a critical vision regarding migration and its impact on our local communities.

COURSE MATERIALS

- Readings and activities available on Blackboard.
- Reference tools such as online dictionaries and Spanish grammar websites available through Blackboard, including:
  - Aprendo español con... [https://airtable.com/shrA3HcTaEqjF85GV](https://airtable.com/shrA3HcTaEqjF85GV). Base de datos con más de 168 apps, organizadas por categorías, para aprender español.
  - Sinónimos.org. [http://www.sinonimos.org](http://www.sinonimos.org)
  - Linguee. [https://www.linguee.es/](https://www.linguee.es/)

TECHNOLOGY REQUIREMENTS
General GMU requirements available here: [https://masononline.gmu.edu/what-technologies-do-i-need/](https://masononline.gmu.edu/what-technologies-do-i-need/). Please remember that

- You will need access to a Windows or Macintosh computer and to a fast, reliable broadband Internet connection (e.g., cable, DSL).
- For optimum visibility of course material, the recommended computer monitor and laptop screen size is 13-inches or larger.
- You must have consistent access to an internet connection to complete the assignments in this course through Blackboard ([https://mymason.gmu.edu](https://mymason.gmu.edu)). Smartphones are not enough to access the technology required for this course.
You will need computer speakers or headphones to listen to recorded content, and a webcam for oral interaction with your instructor. A headset microphone is recommended for live audio sessions using course tools like Blackboard Collaborate.

It is expected that you possess the following technical skills:

- navigate the World Wide Web using different Web browsers
- experience in using the learning management system, Blackboard (Blackboard Learn Videos for Students: https://help.blackboard.com/Learn/Student/Watch_Videos/ Blackboard Manual for Students https://help.blackboard.com/Learn/Student. Should you require any assistance, please contact the ITS Support Center @ 703-993-8870 / support@gmu.edu)
- communicate via email including sending attachments
- use office applications such as Microsoft Office (or similar) to create documents
- be comfortable uploading and downloading saved files and assignments in Blackboard
- be capable downloading and installing software and applications.

If you need help with any of these activities you can get assistance from The Division of Instructional Technology [https://its.gmu.edu/service/category/teaching-learning/].

Specific tools for this course:

*Hypothesis* (available through Blackboard)

*Videoconference tool of your choice* (Zoom and Collaborate are available through Blackboard)

**SPAN 335 ONLINE**

This course is offered completely online via Blackboard Courses (Log into https://mymasonportal.gmu.edu, select the Courses Tab, and the course can be found in the Course List). Learning a language in an online setting requires as much work as learning in the class, along with a great amount of discipline. I strongly advise you to set aside at least 6-10 hours per week for this course. Each week begins on Monday and ends on Saturday. The Course Modules and Weekly Lessons section includes links to all materials, activities and learning goals for each given week. They will be open for you the Friday before each given week, at 11:59PM. Please check your GMU email messages and Blackboard on a daily basis for course announcements, which may include reminders, revisions, and updates. All announcements related to the course will also appear on Bb’s Announcements page.

**IMPORTANT:** Successful learning of a language requires being exposed to large amounts of written and oral input and making the effort to communicate in that language. Therefore, you should try to use the Spanish language as much as possible, even beyond class assignments. You should not expect to comprehend every word you read or hear; instead, you should aim at understanding the overall meaning. After continued practice, the language will start to become more and more comprehensible. Several tips and suggestions to improve your learning efficiency, study skills, and memorization abilities, and for getting
the most out of study can be found on the course calendar and Blackboard’s Weekly Modules.

If you encounter any problem, do not hesitate to contact me via email. I will respond in less than 24 hours from Monday to Friday. You can also post your question on Ask your Professor forum. In addition, I will be on Collaborate during office hours but I can accommodate to your busy schedule and schedule an individual session with you if you can’t make it during my office hours. I am available via Skype, Zoom, Collaborate and almost any other platform of your choice. I will schedule informal chats with you throughout the semester to provide you with one-on-one opportunities to practice your Spanish.

**Grading**

The final grade will be computed as follows:

1. Online community (participation) 10%
2. In the news 20%
3. Video- and audio-based activities 20%
4. Module reports (six short reports) 20%
5. Oral practice 10%
6. Final project (oral mini-presentation and written report) 20%

The final letter grade for the class will be assigned as follows:

- 96+ A+
- 93-95 A
- 90-92 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 60-69 D
- 0-59 F

**Assignment deadlines**

When reviewing the course calendar, you will notice that course assignments are divided by category:

- **Online community (one post on Discussion forums)** due Mondays at 11:59PM
- **In the news activities (reading and annotation)**, due Wednesdays at 11:59 PM
- **Video- and audio-based activities** Fridays at 11:59 PM
- **Module reports** due on Sundays at 11:59 PM
- **Oral interaction with instructor**, scheduled at your convenience after each module to discuss your module report
- **Final project and oral mini-presentation** due last week of classes and final exam day

There is no reason why you can’t skip ahead or complete many of these activities in one day, with the exception of community-based activities that require the interaction with
peers. However, I encourage you to manage your time well in the course. More information about each type of assignment is provided below.

**General rules for assignments**

Course work must be submitted by the deadline so that the instructor can provide you with feedback and respond to your posts on a timely basis. Deadlines for each specific type of assignment are included in the following sections of this syllabus. Overdue submissions will be accepted but penalized 5% per day up to a maximum of 20% (i.e., four days late). Please review Blackboard regularly to check your grades. Please use Times New Roman as your font, 12 point, one and a half-spaced and in a Word-compatible format for your compositions. Please do not use GoogleDocs to submit your assignments unless otherwise indicated. Use your last name and the type and number of the assignment as your file name (i.e., romanmendozacomposición1 borrador.doc). Always cite your sources. And please, do not turn in any written assignments without proper accent marks and punctuation. Finally, students may not turn in assignments for this course that have been submitted for a grade in any previous or current course. All coursework is mandatory. PLEASE note that I am happy to discuss extra attempts.

1. **Online Community (participation) – 10%**

In order to build a true online community, you are required to participate in the Discussion Board forums. Your contributions (around 250 words about a reflection question related to the topic of the previous week) are due by 11:59 PM on Mondays.

2. **In the news – 20%**

Every week, we’ll read a short newspaper article or discuss a cartoon using a collaborative reading annotation tool called Hypothesis. The tool is integrated into Blackboard and allows for each student to add text comments, audio files, links, etc. to any given text or file. Depending on the final number of enrolled students, you will be assigned a role, probably in small groups or pairs). Roles include: annotator, commentator and text “enhancer”, i.e., the person who will be adding links to additional resources related to the text. In the news activities are due by 11:59 PM on Wednesdays.

3. **Video- and audio-based activities – 20%**

The second type of activities will be based on short videos and podcasts available via Blackboard. Deliverables include voice recordings, interactive activities and collaborative summaries. Video and audio-based activities are due by 11:59 PM on Fridays.

4. **Module Reports – 20%**

Each report will be between 250 and 350 words and will be submitted via Blackboard. Your focus on each report will be to discuss, adding your own opinion and supplementary information, the topics covered in the preceding Module. We will use a draft-review-final version process that will help you identify your most common mistakes in Spanish and improve your writing style. Detailed instructions regarding content, format and evaluation of these writing assignments will be made available in Blackboard prior to each due date. Drafts are mandatory and will count as 40% of the grade for each project. Drafts and final versions will always be due by 11:59 PM on Sundays.

5. **Oral practice – 10%**

Students will meet individually with the instructor for 7-10 minutes once per module to informally discuss the module report and practice their oral skills. Meetings will be scheduled at the students’ convenience during the weeks noted in the class schedule.
6. Final project – 20%
Students will prepare one written project and individual oral mini-presentation on a migration topic situated in a community or professional context of their interest. The project will be prepared during the semester and submitted on the day of the final exam. See Blackboard for additional guidelines and the class schedule at the end of this syllabus for deadlines.

7. Extra credit
The Diagnostic Test and the Orientation Quiz due during the first week are mandatory and will be counted as extra credit at the end of the semester up to 3 points. There will be other opportunities for extra credit throughout the semester for an additional 2 points.

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STUDENT EXPECTATIONS

Academic Integrity
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See https://oai.gmu.edu/mason-honor-code/].

Honor Code

MasonLive/Email (GMU Email)
Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See https://masonlivelogin.gmu.edu/login].

Patriot Pass
Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See https://password.gmu.edu/index.jsp].

University Policies
Students must follow the university policies. [See http://universitypolicy.gmu.edu and http://catalog.gmu.edu].

Responsible Use of Computing
Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

University Calendar
Check the GMU calendar at http://registrar.gmu.edu/calendars/.

Students with Disabilities
Students with disabilities who seek accommodations in a course must be registered with the George Mason University Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See https://ds.gmu.edu/]. Answers to frequently asked questions by faculty, staff, and students related to how the COVID-19 situation is impacting accommodations and services are available here: https://ds.gmu.edu/response-to-covid-19/
---Students are expected to follow courteous Internet etiquette---

COVID-19 Public Health and Safety Precautions
Although this course will not take place on campus, this is a friendly reminder about Mason’s new policy on face coverings: https://universitypolicy.gmu.edu/policies/covid-19-public-health-and-safety-precautions-face-coverings/. All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (https://mymason.gmu.edu). Students are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a “green” notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class. Please also check FAQs for a Safe Return.

If you experience any health issues or encounter unforeseen problems with technology while taking this class, please bring them to your instructor’s attention as soon as possible so that she and your academic advisor can discuss alternatives with you.

Privacy Statement
All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

George Mason Diversity Statement
George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Read more here.

Student Services

University Libraries
University Libraries provides resources for distance students. [See http://library.gmu.edu/for/online].

Writing Center
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the online tutoring here: https://writingcenter.gmu.edu/tutoring/email-tutoring.

Counseling and Psychological Services
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See https://caps.gmu.edu/].
**Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

### Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>First day of classes; last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed</td>
<td>Aug 24</td>
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<tr>
<td>Last day to add classes—all individualized section forms due</td>
<td>Aug 31</td>
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<tr>
<td>Last day to drop with no tuition penalty</td>
<td>Sep 8</td>
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<td>Web Withdrawal Period (100% tuition liability)</td>
<td>Sep 9-15</td>
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<tr>
<td>Midterm progress reporting period (100-200 level classes)—grades available via <a href="#">Patriot Web</a></td>
<td>Sep 21 – Oct 16</td>
</tr>
<tr>
<td>Selective Withdrawal Period (undergraduate students only, 100% tuition liability)</td>
<td>Sep 29 –Oct 28</td>
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<tr>
<td>Incomplete work from Spring &amp; Summer 2019 due to Instructor</td>
<td>Dec 5</td>
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<tr>
<td>Incomplete grade changes from Spring &amp; Summer 2019 due to Registrar</td>
<td>Dec 11</td>
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<tr>
<td>Thanksgiving Recess</td>
<td>Nov 25-29</td>
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<tr>
<td>Last day of classes</td>
<td>December 7</td>
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<tr>
<td>Reading Days</td>
<td>Dec 5</td>
</tr>
<tr>
<td>Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.</td>
<td>Dec 5</td>
</tr>
<tr>
<td>Exam Period (beginning at 7:30 a.m.)</td>
<td>Dec 9-16</td>
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<tr>
<td>Winter Graduation Ceremony</td>
<td>Dec 17</td>
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<tr>
<td>Degree Conferral Date</td>
<td>Dec 19</td>
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</table>
Preliminary Calendar
(may be subject to changes)

Please take note of the deadlines for each type of activity or assignment. Under Course Modules and Weekly Lessons on Blackboard, you will find all the assignments for the week in one place. The readings and videos (column 2) introduce the topics and themes of each unit; Online Community (column 3) will be due on Mondays. In the news assignments (column 4) are due on Wednesdays. Video and audio-based activities (column 5) are always due on Fridays. Module reports (column 6) are due on Sundays. Oral interactions (column 7) are due by the end of the week and will be scheduled at your convenience during the week following the end of each module. 11:59PM is the deadline for all assignments in this course.

Illustrations by José Manuel Esteban. Thanks to Professors Lisa Rabin and Alexia Vikis for her input and ideas for this syllabus.

<table>
<thead>
<tr>
<th>Fecha y tema</th>
<th>Lecturas, videos o presentaciones de la profesora</th>
<th>Comunidad Online</th>
<th>En las noticias</th>
<th>Actividades con vídeos y audios</th>
<th>Informes de cada módulo</th>
<th>Práctica oral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Dónde: Blackboard</td>
<td>Dónde: Discussion Boards on Blackboard</td>
<td>Dónde: Hypothesis, which is a tool integrated into Blackboard</td>
<td>Dónde: Assignment folders on Blackboard</td>
<td>Dónde: Assignment folders on Blackboard</td>
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Módulo de introducción: Preparándote para esta clase

Semana 1: Agos. 24–30
Introducción al curso

<table>
<thead>
<tr>
<th>Lección 1</th>
<th>Lección 2</th>
<th>Lección 3</th>
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<tbody>
<tr>
<td>Leer el programa de 335 (syllabus). Haz test de comprensión del programa en BB (antes del miércoles). Haz encuesta sobre tecnología (antes del domingo).</td>
<td>Foro de discusión 1: Módulo Presentaciones (mira BB para saber los detalles y el día de entrega)</td>
<td>Hypothesis 1: Haz una anotación en el programa de SPAN 335 (antes del viernes)</td>
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</tbody>
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Prueba diagnóstica (en BB) – abierta esta vez hasta el sábado.
<table>
<thead>
<tr>
<th>Módulo 1: Movimientos migratorios y desplazamientos de población</th>
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<tbody>
<tr>
<td><strong>Semana 2: Agos. 31–Sept. 6</strong></td>
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<td><strong>Semana 3: Sept. 7–13</strong></td>
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<tr>
<th>Módulo 2: El otro: xenofobia y racismo</th>
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<tr>
<td><strong>Semana 4: Sept. 14–20.</strong></td>
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<td><strong>Semana 5: Sept. 21–27</strong></td>
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<tr>
<th>Módulo 3: Migraciones y lengua</th>
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<tr>
<td><strong>Semana 6: Sept. 28–Oct. 4</strong></td>
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<td><strong>Semana 7: Oct. 5–11</strong></td>
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<td><strong>Semana 8: Oct. 12–18</strong></td>
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<td>Módulo 4: Migraciones y cultura</td>
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<tr>
<td><strong>Semana 9: Oct. 19–25</strong></td>
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<tr>
<td>Lección 9. La cultura de los migrantes</td>
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<td><strong>Semana 10: Oct. 26–Nov.1</strong></td>
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<td>Lección 10. Apropiación cultural</td>
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<thead>
<tr>
<th>Módulo 5: Migraciones y legislación</th>
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<tr>
<td><strong>Semana 11: Nov. 2–8</strong></td>
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<tr>
<td>Lección 11. Derechos y obligaciones</td>
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<tr>
<td><strong>Semana 12: Nov. 9–15</strong></td>
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<tr>
<td>Lección 12. DreamAct y otras legislaciones</td>
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<tr>
<th>Módulo 6: El papel de las organizaciones no gubernamentales</th>
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<tr>
<td><strong>Semana 13: Nov. 16–22</strong></td>
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<tr>
<td>Lección 13. Las ONGs</td>
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<td><strong>Semana 14: Nov. 23–29</strong></td>
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<tr>
<td>Lección 14. Participación ciudadana y voluntariado</td>
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<tr>
<td><strong>Semana 15: Nov.30–Dec 6</strong> Making Connections / Putting All Together</td>
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<tr>
<td><strong>THANKSGIVING</strong></td>
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<tr>
<td>Presentaciones orales del proyecto final</td>
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Proyecto Final Escrito– 10 de diciembre