**Department of Modern and Classical Languages**

**SPAN 212: 004| GOVT 319: 005 – 3 credit hours**

***Intermediate Spanish in Local and Global Contexts***

**Days & Time: Tuesdays & Thursdays 12:00-1:15PM**

**Building: Innovation Hall 137**

**Fall 2022**

**SYLLABUS & COURSE CALENDAR**

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**Instructor**: Dr. Lisa Rabin **Email:** lrabin@gmu.edu **Office Hours**: TBA

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# Course Description

This intermediate course in Spanish guides students in language development that is relevant to their use of Spanish in community and professional contexts. As a Mason Core course in Global Understanding, Spanish 212 structures language lessons through critical content that is focused on the intersections of Latin American and Latinx history and culture with global patterns and processes of modernity. Students gain intermediate mastery of grammar, listening, speaking, reading and writing skills as they simultaneously learn about ways that Latin American and Latinx popular culture and social movements have emerged in dialogue with historical and contemporary globalizations, including 19th-century neocolonialism, the 20th-century rise of the international left, Cold War discourses and policies and contemporary neoliberalism. Students will use this new knowledge to reflect upon the worldviews and deep narratives belonging to speakers of the language they are learning to use. They will also consider how they can use Spanish to address challenges in Latin America and the Latinx US that have global roots and global reach. In fusing language development with global understanding, Spanish 212 brings a rich meaning to students’ growth as global and multilingual citizens at the University.

**Course prerequisites**: SPAN 201: Intermediate Spanish I or equivalent, or permission of instructor.

# Learning Objectives

In SPAN 212, students will develop intermediate competency in the speaking, reading and writing of Spanish for community and professional contexts while simultaneously pursuing the following learning outcomes in Global Understanding,

* Identify and articulate one’s own values 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.
* Using resources appropriate to Spanish-language education and Latin American cultural studies, analyze and create responses to problems and issues of the global society.

# Placement

Please consult our webpage for placement testing, which is limited this semester: <https://mcl.gmu.edu/placement-testing>. Students who have learned Spanish outside of the classroom (e.g, by speaking Spanish at home, by living in a Spanish-speaking country) should consider enrolling in SPAN 215: Intermediate Spanish for Heritage Speakers or SPAN 315: Spanish in Context for Heritage Speakers. For more information regarding SPAN 215 and SPAN 315, please contact Dr. Carla Burns @ cburns1@gmu.edu

# 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/shrA3HcTaqOjF8SGV>. Base de datos con más de 168 apps, organizadas por categorías, para aprender español.
	+ Diccionario argentino-español. <http://www.elcastellano.org/miyara/>
	+ Academia Mexicana de la Lengua: <http://www.academia.org.mx/> (acceso a muchas obras de referencia)
	+ Diccionario de la Lengua de la Real Academia Española. 22ª edición. Madrid: Espasa Calpe, 2003. Also available online: <http://www.rae.es/>
	+ Diccionarios del periódico El Mundo: <http://www.elmundo.es/diccionarios/>
	+ Ideas afine: <http://www.ideasafines.com.ar/>
	+ Sinónimos.org: <http://www.sinonimos.org>
	+ Wikilengua del español: <http://www.wikilengua.org/index.php/Portada>
	+ Wordreference.com: <http://www.wordreference.com/>
	+ Linguee: <https://www.linguee.es/>
	+ Guías y recursos para escribir (GMU Writing Center): <https://writingcenter.gmu.edu/writing-resources/wc-quick-guides>
	+ Manual de estilo MLA (Purdue OWL): <https://tinyurl.com/y7sg6y7a>
	+ Manual de estilo APA (Purdue OWL): <https://tinyurl.com/s7vz45h>

# Technology Requirements

General GMU requirements available here: <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>). Smartphones may not be enough to access the technology required for this course.
* You will need computer speakers or headphones to listen to recorded content, and a webcam and headset microphone for oral interaction with your instructor.

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/].](https://its.gmu.edu/service/category/teaching-learning/%5D.)

**Specific tools for this course**:

***Padlet*** (available through Blackboard)

***Hypothesis*** (available through Blackboard)

***Zoom*** and ***Collaborate*** (available through Blackboard)

# SPAN 212 on campus in person

This course is offered on campus in person. All enrolled students will meet on Tuesdays and Thursdays from 1:30pm-2:45pm EST in a socially distanced classroom: masked and maintaining six-foot distancing.

Learning a language requires a good deal of work and dedication. It is my intention to maximize your motivation to learn the language through rich content and consistent support. Towards this end, a fictional character, **Carolina Yanara Almonte Unquén**, will be in charge of introducing each week’s course topics. 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 Saturday before each given week, at 11:59PM EST. 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.

**Asynchronous support will be available in Blackboard for students who must miss class due to illness or quarantine.**

**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.

If you encounter any problem, do not hesitate to contact me via email. I will respond by the next day during the week, Monday to Friday. You can also post your question on **Blackboard’s Discussion Board**, using your name or anonymously. The Discussion Board is our out of class communication environment, and I encourage you to use it also to respond to your peers’ questions and comments. I am also available during my virtual office hours.

## Grading

The final grade will be computed as follows:

1. Class community – participation & discussion -15%
2. Course activities - 15%
3. Compositions (three) - 30%
4. Quizzes (two) - 30%
5. Oral mini-presentation - 10%

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

## General rules for assignments

Course work must be submitted by the deadline so that the instructor can provide you with feedback in a timely basis. Deadlines for each specific type of assignment are indicated on the course calendar and will be posted with the assignment on Blackboard. 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. For written assignments that must be uploaded in Blackboard, use your last name and the type and number of the assignment as your file name (i.e., vikiscomposición1borrador.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. This is in violation of George Mason’s Honor Code.

### 1. Class community – participation and discussion: 15%

In order to build a true class community, you are required to come to class on time and to participate in class discussions.

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

### 2. Course Activities – 15%

You will be performing content-rich activities for each lesson in class and as homework, via integrated Blackboard tools below; physical copies will also be provided as needed. All coursework is mandatory. PLEASE note that I am happy to discuss extra attempts for the assigned grammar review activities. Overdue submissions will be accepted but penalized 5% per day up to a maximum of 20% (i.e., four days late).

**Grammar Review** Interactive activities within Blackboard, usually

 auto-corrected.

**Bb Discussion Board** You will use this Bb asynchronous communication tool to

 provide answers to course-related questions and

 comment on at least one classmate’s post. Due on the

 dates indicated on the course calendar.

**Hypothesis** This is a collaborative reading tool that we may use to

 translate, annotate, comment, review grammar, debate,

 and read aloud. More details on Blackboard.

**Padlet** Students will use this tool to post pictures, videos, audio

 files or texts that represent what they are learning, or

 have learned in the previous Module. Due on the dates

 indicated on the course calendar.

### 3. Compositions – 30%

Each composition will be between 200 and 300 word. Your focus on each composition will be to analyze in detail a Spanish-language cultural practice, text or artefact that we have discussed in the preceding two Modules. 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 writing assignments 1 and 3 will be made available in Blackboard prior to each due date. Composition 2 will be written in class. Drafts are mandatory and will count as 40% of the grade for each individual composition.

### 4. Quizzes – 30%

We will have two quizzes during the semester, which are equivalent to our midterm exam and the final exam. These will use formats ranging from true/false, multiple choice, and short answer / essay questions. Both quizzes are scheduled to be taken in class. No make-ups are permitted except in unusual circumstances that you must discuss with me personally. Quizzes will pair the assessment of students’ listening and reading comprehension, writing skills, vocabulary and grammar knowledge with their critical understanding of historical and cultural content of the preceding three Modules. A study guide with practice exercises will be provided before each quiz.

### 5. Oral Mini-Presentation – 10%

Students will prepare one individual oral mini-presentation on a cultural topic situated in a community or professional context of their interest. See Blackboard for additional guidelines.

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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

Students must adhere to the guidelines of the George Mason University Honor Code [See <https://oai.gmu.edu/wp-content/uploads/2020/08/George-Mason-University-Honor-Code-2020-2021-final.pdf>].

## 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](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

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 (<https://www2.gmu.edu/safe-return-campus>). 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.

**Mason’s policy on face coverings**: <https://universitypolicy.gmu.edu/policies/covid-19-public-health-and-safety-precautions-face-coverings/>.

Please also check [FAQs for a Safe Return](https://www2.gmu.edu/safe-return-campus/faqs-for-safe-return) [<https://www2.gmu.edu/safe-return-campus/faqs-for-safe-return>]

If you experience any health issues or encounter unforeseen problems with technology while taking this class, please bring them to my attention as soon as possible so that your academic advisor and I 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](http://stearnscenter.gmu.edu/professional-development/mason-diversity-statement).

**Antiracism Statement**

As members of the George Mason University community, we will work to create an educational environment that is committed to antiracism and inclusive excellence. An antiracist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities. Antiracist work strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background. We believe that the work of antiracism starts with each individual; together, students and faculty in this course will build knowledge and take actions rooted in principles of equity, inclusion, and justice that we will carry with us throughout our lives.

**Sexual Misconduct and Interpersonal Violence**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202: Sexual Harassment and Misconduct](https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/) speaks to the specifics of Mason’s process, the resources, and the options available to students.

As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s [Title IX Coordinator](https://diversity.gmu.edu/sexual-misconduct) per [university policy 1412](https://universitypolicy.gmu.edu/policies/reporting-of-clery-act-crimes-andor-prohibited-sexual-conduct/). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](https://ssac.gmu.edu/) (703-380-1434) or [Counseling and Psychological Services](https://caps.gmu.edu/) (703-993-2380). You may also seek assistance from [Mason’s Title IX Coordinator](https://diversity.gmu.edu/sexual-misconduct) (703-993-8730; titleix@gmu.edu).

# 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](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>].

**Calendar of Religious Holidays and Observations**

<https://ulife.gmu.edu/religious-holiday-calendar/>

It is the student's responsibility to speak to the instructor in advance should their religious observances affect their participation in class activities and assignments.

**Campus Closure**

If the campus closes or class is canceled due to weather or other concern, you should check Blackboard and your email for updates on how to continue learning and information about any changes to events or assignments.

**Preliminary Calendar**

***This calendar is subject to changes.***

**This syllabus was created in dialogue with Dr. Esperanza Román-Mendoza and Dr. Lisa Rabin. Dr. Esperanza Román-Mendoza constructed its first iteration as an online course and provided Dr. Rabin invaluable guidance for its adaptation to the on-campus in-person format. Many thanks also to Professors Thammanoon Iampramoon, Olivia Rabinowitch, and Alexía Vikis for their support and ideas.**

**Illustrations by** [**José Manuel Esteban**](http://dibujosesteban.blogspot.com/)**.**

As you can see below, our class time on Tuesdays and Thursdays will be devoted to lecture and discussion on the unit’s topics and themes, and will include not only readings and multimedia on historical and cultural content but also grammar and other language development activities to support your growth in understanding and discussing the content in a deep way. Your homework for class on Tuesdays and Thursdays will help you reinforce your language lessons and synthesize them with your critical grasp of the content. You will enjoy these homework activities through a variety of integrated tools that Dr. Román-Mendoza has actualized for this course, including Hypothes.is and Padlet; along with Blackboard’s Discussion Board. All introductions, guidelines and instructions for the following week’s unit – including your homework -- will be released by Saturday, 11:59 pm, the previous week under **Course Modules and Weekly Lessons** on Blackboard.

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| **Fecha**  | **Lecciones y temas** | **En clase** | **Tarea****(completar antes de clase)** |
|  | **Módulo de introducción: Qué significa aprender una lengua** |
| **Semana 1:****Martes** | *Introducción al curso* | Introducción y breve presentación del programa (syllabus) Encuadre crítico-cultural del curso: ¿qué significa estudiar el español en la Universidad George Mason?Prueba diagnóstica | Leer con detenimiento el syllabus Usar el foro Q&A del Discussion Board en Bb para preguntas y comentarios sobre el sílabo y el curso**Foro de discusión 0: Módulo 0** (Bb): Actividad para conocerse.  |

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| **Fecha** | **Lecciones y temas** | **En clase** | **Tarea (antes de clase)** |
| **Semana 1:** **Jueves** | *Introducción al curso* | Calentamiento cultural. Preguntas y comentarios sobre los ejercicios de repaso (Grammar Review 1). Presentación de la profesora y discusión. | Hacer ejercicios de repaso Módulo Intro: Grammar Review 1 (Bb).**Foro de discusión 0: Módulo 0** (Bb): Actividad para conocerse.  |
|  | **Módulo 1: La idea de Latinoamérica y el concepto de latinx** |
| **Semana 2:** **Martes** | **Lección 2.** La idea de Latinoamérica. | Calentamiento cultural: Mi idea de Latinoamérica y Latinoamérica en mi comunidadCanción Latinoamérica por Calle 13 <https://youtu.be/dOiapn9mCl0> Presentación de la profesora y discusión: La OEA y el panamericanismo hegemónico y alternativo. Ejercicios 2. Descripciones en el pasado.**Nota**: Aunque vamos a cubrir las estructuras gramaticales en clase, las pueden estudiar antes de clase usando los materiales y recursos en Bb. | Reflexionar sobre estos 2 temas: Mi idea de Latinoamérica y Latinoamérica en mi comunidadVer video sobre los diferentes términos que se usan para hablar de Latinoamérica: <https://www.youtube.com/watch?v=W_GFJpEdS4w> Repasar las conjugaciones de los tiempos del pasado (pretérito e imperfecto). Ver recursos en Bb (Módulo 1) |
| **Semana 2:** **Jueves** | **Lección 2.** La idea de Latinoamérica. | Presentar sobre el mapa y las anotaciones (actividad Padlet 1). Desarrollar la descripción rica en el pasado con textura y sinónimos. | **Padlet 1:** Personas de la historia hemisférica. Ver instrucciones en Bb. Repasar los usos del pretérito e imperfecto de indicativo. |
| **Semana 3:****Martes** | **Lección 3.** ¿Qué significa el concepto Latinx? | Discusión de la serie, la lectura y la actividad en el foro de discusión de Bb. Presentación de la profesora. Ejercicios 3 Parte 1. Preguntas y pronombres interrogativos en el contexto cultural de la lección. | Mirar el primer episodio de *Gentefied* (en Netflix <https://www.netflix.com/title/80198208> ). Leer un artículo sobre el vecindario de la serie, Boyle Heights. Si no tienes acceso a Netflix, comunícate conmigo para una alternativa.**Foro de discusión 1 (Bb):** Módulo 1: Tema: Comentar sobre las distintas perspectivas y luchas de lxs miembrxs de la familia en la serie. Debes subir tu entrada al menos un día antes de clase y tu repuesta/comentario a un compañerx de clase antes de la próxima clase. |
| **Fecha** | **Lecciones y temas** | **En clase** | **Tarea** |
| **Semana 3:****Jueves** | **Lección 3.** ¿Qué significa el concepto Latinx? | Actividad de calentamiento sobre los temas de este sitio activista web:<https://mijente.net/>Discusión de la actividad del foro de discusión 2. Ejercicios 3 Parte 2. Preguntas y pronombres interrogativos en el contexto cultural de la lección.Aclarar dudas sobre la Composición #1 | **Foro de discusión 2 (Bb):** Módulo 1: Leer y contribuir reflexiones sobre este reporte: <https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/> Debes subir tu entrada al menos un día antes de clase y tu repuesta/comentario a un compañerx de clase antes de la próxima clase.Repasar los pronombres interrogativos. |
|  | **Módulo 2: Movimientos migratorios y desplazamientos de población** |
| **Semana 4:** **Martes** | **Lección 4.** Contexto histórico de los movimientos migratorios en LatAm y en EE.UU. | Presentación de la profesora y discusiónEjercicios 4 Parte 1. Las preposiciones *por* y *para* Taller de escritores: consultas sobre la primera composición. | **Foro de discusión 3 (Bb):** Módulo 2: Tema:Los desplazamientos de población en Latinoamérica. Ver instrucciones en Bb. Debes subir tus entradas al menos un día antes de clase.Preparar borrador Composición #1 para la próxima clase  |

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| **Fecha** | **Lecciones y temas** | **En clase** | **Tarea** |
| **Semana 4:** **Jueves** | **Lección 4.** Contexto histórico de los movimientos migratorios en LatAm y en EE.UU. | Presentación de la profesora y discusión: Los desplazamientos de poblaciónEjercicios 4 Parte 2. Los conectores temporales | Entregar borrador de Composición #1. Ver instrucciones en Bb.**Tarea optativa**: Ver el documental *No hubo tiempo para la tristeza* <https://www.youtube.com/watch?v=YYMTY_rAZ1Q> sobre La Violencia en Colombia. |
| **Semana 5:** **Martes** | **Lección 5.** Dónde vivimos y por qué nos mudamos. | Presentación de la profesora: El lugar de residencia y los desalojos​El vocabulario de la casa**Video**:<https://www.youtube.com/watch?v=B0NgT1Qq8uw&feature=youtu.be>Ejercicios 5. Oraciones temporales con indicativo. | **Foro de discusión 4 (Bb):** Módulo 2: Tema: Problemas de vivienda. Ver instrucciones en Bb. Debes subir tu entrada al menos un día antes de clase y tu repuesta/comentario a un compañerx de clase antes de la próxima clase. |
| **Semana 5:** **Jueves** | **Lección 5.** Dónde vivimos y por qué nos mudamos. | **Actividad colaborativa**: Crear un reporte de salud para tu área: <https://salud-america.org/health-equity-report-card/>Desarrolla un documento breve sobre tu reporte a alguno de los departamentos gubernamentales en tu área. | Entregar tu versión final de la Composición #1. Ver instrucciones en Bb.**Padlet 2**: Oraciones y reflexión. Ver instrucciones en Bb. Esta tarea se puede entregar este sábado 27/2 antes de las 11:59pm. |
|  | **Módulo 3: La lengua como bien de todos** |
| **Semana 6:** **Martes** | **Lección 6.** Las variedades del español. | Presentación de la profesora.Ejercicios 6. Parte 1. Formas de dirigirse a los interlocutores y los diferentes tipos de discurso | **Foro de discusión 5 (Bb):** Módulo 3:Tema: Malentendidos lingüísticos. Ver instrucciones en Bb. Debes subir tu entrada al menos un día antes de clase y tu repuesta/comentario a un compañerx de clase antes de la próxima clase. |

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| **Fecha** | **Lecciones y temas** | **En clase** | **Tarea** |
| **Semana 6:** **Jueves** | **Lección 6.** Las variedades del español. | Ejercicios 6. Parte. 2. El imperativo.Indagar sobre la conexión entre la variedad lingüística y la identidad social: fragmentos de películas de México, Cuba y Bolivia | **Padlet 3:** Las diferentes variedades del español. Ver instrucciones en Bb.  |
| **Semana 7:** **Martes** | **Lección 7.** La corrección lingüística**.** | Presentación de la profesora. ¿Hablamos igual que escribimos? ​ Y ¿Quién determina qué es correcto y qué es incorrecto? ​Ejercicios 7. Los diccionarios y las gramáticas | Leer "Botella al mar para el dios de las palabras" por Gabriel García Márquez <https://www.mundolatino.org/simplificar-la-ortografia-gabriel-garcia-marquez/>  |
| **Semana 7:** **Jueves** | **Lección 7.** La corrección lingüística. | Presentación de la profesora: Los defensores y los detractores de la normativización.Lectura y discusión sobre el lenguaje inclusivo:<https://criticasur.com.ar/nota/14735/la_real_academia_espanola_le_puso_un_freno_al_lenguaje_inclusivo/><https://www.elperiodico.com/es/sociedad/20180605/aluvion-criticas-rae-lenguaje-inclusivo-machismo-6857704> | **Foro de discusión 6 (Bb):** Módulo 3: Tema: Reflexiones finales sobre los temas del módulo 3. Ver instrucciones en Bb. Debes subir tu entrada al menos un día antes de clase y tu repuesta/comentario a un compañerx de clase antes de la próxima clase. |
| **Semana 8:** **Martes** | **Repaso** | Repaso para el primer quiz. | Repasar para el quiz. Ver guía y ejercicios en Bb. |
| **Semana 8:** **Jueves** | **Midterm: Quiz 1**  | **Primer quiz (Midterm)** | Estudiar para el quiz |

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| **Fecha** | **Lecciones y temas** | **En clase** | **Tarea** |
|  | **Módulo 4: Singularidad y apropiamiento cultural** |
| **Semana 9:** **Martes** | **Lección 9.** Qué es cultura. | Ejercicios 9. Formas de expresar opinión.Presentación de la profesora: Definición de la cultura  | Repasar las conjugaciones del subjuntivo presente |
| **Semana 9:** **Jueves** | **Lección 9.** Qué es cultura. | Presentación de la profesora: La telenovela: Cultura popular y cultura mediáticaDiscusión: La telenovela como espejo de la realidad cultural de Latinoamérica | **Foro de discusión 6 (Bb):** Módulo 4: Tema: Opinión sobre una telenovela. Ver instrucciones en Bb. Debes subir tu entrada al menos un día antes de clase y tu repuesta/comentario a un compañerx de clase antes de la próxima clase. |
| **Semana 10:** **Martes** | **Lección 10.** Apropiación cultural. | Ejercicios 10. Formas de expresar voluntad, ruegos y órdenesPresentación de la profesora: ¿Qué es la apropiación cultural?Apropiación cultural en el contexto latinx. Leer artículo <https://www.motherjones.com/media/2019/10/rosalia-and-the-blurry-borders-of-what-it-means-to-be-a-latin-artist>  | Buscar un artículo en inglés o en español sobre la apropiación cultural  |
| **Semana 10:** **Jueves** | **Lección 10.** Apropiación cultural. | Borrador Composición # 2 | Preparase para la composición**Padlet 4**: Adopción y adaptación de artefactos y de costumbres. Ver instrucciones en Bb. Esta tarea se puede entregar este sábado 3/4 antes de las 11:59pm. |

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| **Fecha** | **Lecciones y temas** | **En clase** | **Tarea** |
|  | **Módulo 5: La educación como motor para el cambio** |
| **Semana 11:** **Martes** | **Lección 11.** ¿Qué haríamos sin acceso a la educación? | Ejercicios 11: Oraciones hipotéticas con el condicional simplePresentación de la profesora: La educación como derecho fundamentalvideo de UNICEF: Educación para la infancia en todo el mundo. <https://www.youtube.com/watch?v=kJ5wDdEQgEY> ​  | Repasar las conjugaciones del condicional (simple) presente. Ver recursos en Bb. |
| **Semana 11:** **Jueves** | **Lección 11.** ¿Qué haríamos sin acceso a la educación? | Presentación de la profesora: Lxs DreamersEscribir versión final Composición #2 |  |
| **Semana 12:** **Martes** | **Lección 12.** La lucha por la educación pública.  | Ejercicios 12. Parte 1. Las oraciones adjetivas con antecedentes no conocidos.Discusión de la actividad del foro de discusión 7. Actividades sobre el artículo y presentación. | **Foro de discusión 7 (Bb):** Módulo 5:Preguntas sobre documental *!Chicano! Taking Back The Schools* <https://www.facinghistory.org/resource-library/video/chicano-episode-3-taking-back-schools> Ver detalles en Bb. Debes subir tu entrada al menos un día antes de clase y tu repuesta/comentario a un compañerx de clase antes de la próxima clase.Buscar un artículo periodístico reciente en inglés o español sobre la educación estadounidense y lxs Latinx. Puede ser sobre la educación bilingüe, la falta de recursos del estado, la falta de educación de alta calidad, el tema DACA, etc. Leerlo y traerlo a clase. |

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| **Fecha** | **Lecciones y temas** | **En clase** | **Tarea** |
| **Semana 12:** **Jueves** | **Lección 12.** La lucha por la educación pública.  | Ejercicios 12. Parte 2. Las oraciones adjetivas con subjuntivo e indicativoHistorias de reivindicación de la población latina en las escuelas estadounidenses. !Aspira! en la Ciudad de Nueva York, 1968​.<https://www.pbslearningmedia.org/resource/87537891-1a6d-41c6-9662-b09db4c17201/antonia-pantoja-presente/> Aclarar dudas sobre la Composición #3 | Repasar las oraciones adjetivas**Padlet 5:** Dificultades para acceder a la educación bilingüe en EE.UU. Ver instrucciones en Bb. Esta tarea se puede entregar este sábado 17/4 antes de las 11:59pm. |
|  | **Módulo 6: Gobierno y participación ciudadana** |
| **Semana 13:** **Martes** | **Lección 13.** Sistemas gubernamentales y representación y participación ciudadana​. | Ejercicios 13. Parte 1. Oraciones subordinadas adverbialesPresentación de la profesora: Los sistemas de gobierno en los países hispanohablantes. | Entregar borrador Composición # 3. Ver instrucciones en Bb. |
| **Semana 13:** **Jueves** | **Lección 13.** ​ Sistemas gubernamentales y representación y participación ciudadana​. | Ejercicios 13. Parte 2. Oraciones subordinadas adverbialesPresentación de sus investigaciones (Foro de discusión 8)Actividad cultural: El voto latinx | Repasar las oraciones adverbiales**Foro de discusión 8 (Bb):** Módulo 6: ¿Qué está pasando en el ámbito político en Latinoamérica en este momento? Ver instrucciones en Bb. Debes subir tu entrada al menos un día antes de clase y tu repuesta/comentario a un compañerx de clase antes de la próxima clase. |
| **Semana 14:** **Martes** | ***Making Connections / Putting It All Together*** | Repaso para el segundo quiz |  |
| **Semana 14:** **Jueves**(último día de clase) | ***Making Connections / Putting It All Together*** | Mini presentaciones orales | Subir en Bb versión final de la composición 3. antes de clase.Prepararse para las minipresentaciones |
|  **Segundo Quiz (Examen Final) – TBA de acuerdo con el calendario del Registrar****Calendario de los exámenes finales**: TBA |