



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

FedEx GLOBAL EDUCATION CENTER  
CAMPUS BOX 3130  
CHAPEL HILL, NC 27599-3130

T 919.962-7002  
F 919.962-2262  
studyabroad.unc.edu

December 18, 2013

Administrative Board of the College of Arts and Sciences  
Office of General Education  
UNC-CH

Dear Colleagues,

**Spanish for the Professions, Business track, summer program in Sevilla, Spain**

The Department of Romance Languages and Literatures and the Study Abroad Office are seeking your approval for a new faculty led summer program in Sevilla, Spain.

*Rationale*

Since its inception in 2007, the Spanish Minor for the Professions in the Department of Romance Languages has experienced steady growth. Every semester, approximately 70 students start the minor. Exceedingly high demand for the medical Spanish track in the minor led the UNC-Chapel Hill Summer School to offer the entire Medical Track of the minor for the first time in 2011, when 12 students enrolled. The following summer 16 students enrolled. Given this high level of interest, Michelle Gravatt (ROML) and Rodney Vargas (Study Abroad Office) developed a summer study abroad program in Costa Rica, offered in conjunction with the University of Costa Rica. This program took place for the first time this past summer (May-July 2013). Approximately 30 students applied for one of 20 available slots. The program was highly successful, and we are confident that it will continue to be so.

The Business Track is the second most popular track in the Spanish Minor for the Professions. As with the Medical Track, we are unable to meet the high demand for this program on campus. Many students plan to combine their interest in business and its related fields of study with a minor in Spanish, so they are better prepared to work with an ever-increasing Spanish-speaking population in North Carolina and beyond.

As students begin the minor program, many have reached a language-learning plateau, and an immersion experience would offer the potential for them to make significant progress that would not be possible in Chapel Hill. Access to the linguistic and cultural immersion that is provided by study abroad is an essential part of the experience for students completing a major or minor in a language. Unfortunately, students in this popular minor program face a double disincentive to study abroad: few of the core courses in the minor are offered through existing study abroad programs, and students can only count one study abroad course towards the completion of any four-course minor in the College of Arts & Sciences.

The three core courses for the Spanish Minor for the Professions are approved and listed in the Undergraduate Bulletin: Spanish Language and Culture for the Professions (SPAN 265), Spanish for Business (SPAN 320) and Spanish for Professional and Community Engagement (SPAN 329). Similar to the Medical Track program offered in Costa Rica, we propose offering all three courses for the Business Track in Sevilla during summer 2015 and annually thereafter.

The first course in the minor, SPAN 265, is currently already offered in Sevilla during the long-established five week UNC-Chapel Hill summer program. Students who wish to take all three courses for the Minor in Sevilla will enroll for the first summer session and take SPAN 265 along with another course routinely offered as part of the summer program to receive a total of 6 UNC credits. We propose to expand beyond this five week summer session specifically for the group of students wishing to do the minor and offer the two additional courses in the Business Track (SPAN 320 and SPAN 329). This half of the program would also last 5 weeks and each course would receive 3 UNC credits. In sum, the summer program proposed here will be of ten weeks duration and offer 12 credits, 9 of which would pertain to the Minor. Students who have already taken SPAN 265 on UNC-CH's campus may enroll only in the second summer session (SPAN 320 and SPAN 329) to complete their Minor and will receive 6 UNC credits. A chart explaining both options is attached in the Appendices.

As a member of the European Union, Spain offers a variety of international business and business-related opportunities for our students. Given UNC-Chapel Hill's long partnership with the Centro Internacional de Estudios Culturales (CINECU), Sevilla is the ideal site for the Business Track program, especially since CINECU currently offers one of the proposed courses (SPAN 265).

The Costa Rica and Sevilla programs are designed for two different student interests and so we do not anticipate direct competition for student enrollments. This new track was discussed with both the outgoing Chair (Larry King) and the new Associate Chair for International programs (Sam Amago).

### *Description*

Students in the Spanish for the Professions Minor in the Business Track will have two options: attend the first summer session in Sevilla where they will take the SPAN 265 course along with another course for a total of 6 UNC credits and then remain in Sevilla for another 5 weeks to take SPAN 320 and SPAN 329 during the second summer session for 6 UNC and receive a total of 12 credits or take the SPAN 265 on UNC-CH campus prior to the summer and enroll in the second session (SPAN 320 and SPAN 329) and receive a total of 6 UNC credits. All courses will be taught at CINECU. The program will take full advantage of the location by including course content not available in Chapel Hill. There will be a variety of guest speakers and site visits (to be determined, in conjunction with our colleagues at CINECU). All activities and guest lectures will incur required student assignments, such as essays and class presentations, through which students will offer analysis and reflection on the information learned and experience gained.

Those students who decide to enroll in the first summer session will be taking courses with other students on the regular UNC-Chapel Hill summer program in Sevilla and will participate in all events and excursions planned and/or required for them. The second summer session will also have events and excursions included in the program.

### *Courses and Faculty*

During the first summer session, the SPAN/SEVI 265 course is currently taught by a local professor using UNC-CH/ROML text and syllabus. Students will receive 3 TREQ credits for this course. During the second summer session there will be a UNC-CH faculty member on site who will teach one course (SPAN 320) and be the faculty of record for the second course (SPAN 329). Students will receive graded credit for these two courses. For summer 2015, it is proposed that Dr. Elizabeth Bruno be the faculty in residence for the second session.

More detailed course descriptions, as well as a chart describing both options, and CV are attached in the Appendices

#### *Academic Requirements and Credit*

UNC-Chapel Hill students participating in this program will need to have a 2.75 GPA and have sophomore standing to be eligible. Students will also need a minimum of 4 semesters of Spanish language/ SPAN 204 or equivalent to participate in this program. Students who have taken Spanish 265 on campus and wish to finish the minor by taking the two additional courses in Sevilla may attend the second summer session only. Students who have taken Spanish language beyond the 265 level will not be eligible for this program. The maximum number of students who can be accepted into the program is 20. This program will be made available to UNC system students, with priority given to UNC-Chapel Hill students.

For SPAN 265, TREQ credit will be awarded as long as the student receives a C or better in each course. Students successfully completing SPAN 320 and 329 will receive UNC-Chapel Hill graded credit.

#### *Logistics, Health and Safety*

##### Facilities

All courses are taught at CINECU, our Study Abroad partner institution in Sevilla since 1973. The Study Abroad Office currently manages both semester and summer programs at CINECU.

##### Housing

Just as with all our programs in Sevilla, students will live in home stays where they will have the opportunity to experience Spanish language and culture through daily interaction with Spanish families: this is a key component of our Sevilla programs. Host families provide breakfast, dinner and laundry services.

##### Other activities

Upon arrival students participate in an orientation led by the staff of our partner center, CINECU. Students will have two required excursions accompanied by staff and faculty who will take the opportunity to share historical and cultural perspectives.

##### Health and Safety

Students will be covered by UNC-Chapel Hill's Study Abroad HTH insurance for the duration of their time on this program. This policy covers them worldwide. Throughout the summer, staff and faculty are

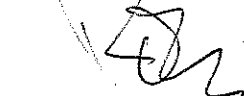
available for consultation concerning academic and personal issues. As already mentioned, CINECU has been a partner institution for many years and we value their commitment to the wellbeing of our students.

*Conclusion*

We hope this proposal has given a clear representation of the summer program in Sevilla, Spain. We believe this program will be attractive to students in the Spanish for the Professions Minor – Business track. We are happy to provide you with any additional information you might need to aid in your evaluations of this proposal.

Sincerely,

  
\_\_\_\_\_  
Samuel Amago [Interim chair]  
Dr. Federico Luisetti, Chair, Department of Romance Languages and Literatures Date 1/22/2014

  
\_\_\_\_\_  
Dr. Robert Miles, Associate Dean: Study Abroad and International Exchanges Date 1.22.14

Appendices: course syllabi and Faculty CVs

Two options for students who wish to complete a Minor in Spanish for the Professions – Business track –  
 Sevilla summer

Program with 6 credits in Sevilla during 1 <sup>st</sup> summer session	Program with 12 credits in Sevilla during summer sessions 1 and 2.
Student takes SPAN 265 on campus before going to Sevilla	Student takes SPAN 265 as part of Sevilla's first summer session along with another course 3 + 3
Student takes SPAN 320 and 329 in Sevilla during second summer session 3+3	Student takes SPAN 320 and 329 in Sevilla during second summer session 3+3

## Elizabeth C. Bruno

---

University of North Carolina at Chapel Hill  
Department of Romance Languages and Literatures  
CB#3170, Dey Hall 120  
Chapel Hill, N.C. 27599

200 Saunders, Apt. 201  
Chapel Hill, N.C. 27517  
(919) 928-8143  
[ebruno@email.unc.edu](mailto:ebruno@email.unc.edu)

---

### EDUCATION

Ph.D. in Latin American Literature, August 2006  
Minor: Latin American History  
The University of North Carolina at Chapel Hill  
Dissertation: Speaking Through the Body: The Eroticized Feminism of Gioconda Belli  
Advisor: María A. Salgado

M.A. in Latin American Literature, UNC at Chapel Hill, May 2002

M.B.A. in International Business, Wake Forest University, May 1992

B.A. in Political Science, Mary Washington College, May 1987

---

### TEACHING AND PROFESSIONAL EXPERIENCE

Program Coordinator, Spanish Minor for the Professions, Summer 2013-Present

Course Coordinator, Spanish 300 (Advanced Composition and Grammar Review), Fall 2007-Pres.

Senior Lecturer, Dept. of Romance Languages, UNC-CH, at present

Lecturing Fellow, Dept. of Romance Studies, Duke University, Fall 2006

Teaching Fellow, Dept. of Romance Languages, UNC-CH, 2000-2006

Spanish Instructor, UNC-CH, School of Medicine, 2002-2003, 2006, 2011

Spanish Instructor, UNC-CH, School of Public Health, 2002-2010

Conversation Coach, UNC-CH, Kenan-Flagler School of Business, 2002-2009

Spanish Instructor, UNC-CH, School of Medicine, CAMPOS Program, Spring 2006, Fall 2006

---

### COURSES TAUGHT

Spanish 329: Spanish for Community and Professional Engagement. APPLS (Community Service Course), new capstone course for the Spanish Minor for the Professions.

Spanish 321: Spanish for Healthcare: Designed new course (part of the new Spanish Minor for the Professions), chose readings, text, wrote exams, Spring 2008

Spanish 300: Advanced Composition and Grammar, Fall 2006-present  
Taught course in accordance with course-wide syllabus, co-wrote exams, evaluated students' work, assigned final grade

Spanish 115 (Duke University): Introduction to Spanish American Literature, Pre-Colombian to Independence: Selected text and primary readings, designed syllabus, evaluated students' work, assigned final grade, Fall 2006

Languages Across the Curriculum: POLI 238 Contemporary Latin American Politics, Fall 2006  
Selected primary readings materials in field of contemporary Latin American politics in Spanish, led all 50-minute LAC discussions, evaluated students' work, assigned final grade

Languages Across the Curriculum: INTS 210 Global Issues, Fall 2005  
Selected primary readings in field of international studies in Spanish, led all 50-minute LAC discussions, developed website for course, evaluated students' work, assigned final grade

Spanish 260: Introduction to Spanish and Spanish American Literature, Fall 2004, Spring 2012  
Selected readings, designed syllabus, evaluated students' work, assigned final grade

Spanish 320: Spanish for Business, Fall 2003  
Selected readings, designed syllabus, evaluated students' work, assigned final grade

APPLES Service-Learning, intermediate Spanish (3<sup>rd</sup> and 4<sup>th</sup> semester), 2001-Spring 2006  
Assisted in the adaptation of courses to facilitate service-learning schedule, assigned students to volunteer sites, monitored their volunteer work and experience, integrated volunteer activities into course, evaluated students' work, assigned final grade

¡A su salud! Intermediate Spanish for Healthcare workers, 2003-present  
Taught the pilot course and assisted in the development of the syllabus and evaluation of course materials, assisted in adaptation of course to the distance-learning classroom, evaluated students' work, assigned final grade

Spanish 101, 102, 203, 204  
Taught course in accordance with course-wide syllabus, co-wrote exams, evaluated students' work, assigned final grade

Spanish 101 and 102 On-line  
Designed and taught both of these courses for Carolina Courses Online. These courses have been offered continuously and successfully since then (Span 101, Fall 2010 and Span 102, Fall 2011)

Kenan-Flagler Conversation Coach, Fall 2002-Fall 2005  
Developed activities that emphasized the business culture and language skills needed by future MBA graduates, led weekly conversation classes

School of Medicine: beginning and intermediate Spanish, 2002-2003  
Developed syllabus for courses, evaluated students' work, assigned grades

School of Medicine: intermediate Spanish / CAMPOS program, Spring 2006, Fall 2006-present  
Developed syllabus for course, evaluated students' work, assigned grades

---

## SCHOLARSHIP

¡A su salud! Spanish for Healthcare, Cuaderno, 2<sup>nd</sup> edition, Spring 2009

Review of Linking the Americas, by Leslie Feracho, Hispanófila, May 2007

---

## PAPERS AND PRESENTATIONS

“Service-Learning throughout the University Spanish Curriculum,” American Council on the Teaching of Foreign Languages, Orlando, FL, 21-24 November, 2013

“The Minor in Spanish for the Professions at UNC-Chapel Hill: Connecting Foreign Language to Medicine, Business, and Law.” University of Richmond, March 22, 2013.

“Service-Learning in the Spanish Minor for the Professions,” American Council on the Teaching of Foreign Languages, San Diego, CA, 19-22 November, 2009

“Intermediate/Advanced Conversation and Composition for the Millennium Generation” American Council on the Teaching of Foreign Languages, Orlando, FL, 18-21 November, 2008

“Video in the Classroom” Foreign Language Association of North Carolina, Winston-Salem, NC, 4-6 October, 2007

“(Em)bodying the Nation: Gioconda Belli’s Multiple Vision of Nicaragua,” Congreso Internacional de Literatura Centroamericana, Antigua, Guatemala, 18-20 April, 2007

“Gioconda Belli’s ‘Intima multitud’”: An exploration of the multiple facets of woman through images of the body,” The Mountain Interstate Foreign Language Conference, Winston-Salem, NC, 13-15 October, 2005

“¡A su salud! Spanish for Health Professionals,” The American Association of Teachers of Spanish and Portuguese, New York City, 28-31 July 2005

“Ni chicha ni limonada: The Fractured Identity of She/Ella in Dolores Prida’s Coser y cantar,” The Carolina Conference on Romance Literatures at the UNC-CH, 31 March-2 April, 2005

“Service-Learning: Spanish Beyond the Classroom,” The Southern Conference on Language Teaching, Charlotte, NC, 24-26 February 2005

“Gioconda Belli in *Apogeo*: Rebellion, Eroticism, and Maturity,” The South Atlantic Modern Language Association, Roanoke, VA, 12-14 November 2004

“A su salud: *ER* en español: Intermediate Spanish for Healthcare Professionals,” Foreign Language Association of North Carolina, Raleigh, NC, 28-30 October, 2004

“Navigating the Space Between Words and Silence: The Poetry of Ada Salas,” The Mountain Interstate Foreign Language Conference, Knoxville, TN, 14-16 October 2004

“The Subversion of the Gender Roles in Angela de Azevedo’s El muerto disimulado,” The South Atlantic Modern Language Association, Atlanta, GA, 14-16 November 2003

“Pedro Shimose’s New Poetics,” The First International Poetry Symposium at the UNC-G,



Greensboro, NC, 27-29 March 2003

---

## HONORS AND AWARDS

Ueltschi Grant, Awarded by the APPLS office to develop a new course: Spanish 321,  
Spring 2008

CIBER Scholarship, Awarded by the Moore School of Business, University of South  
Carolina, June 2007

Tanner Graduate Teaching Assistants Award for Excellence in Undergraduate Teaching,  
Spring 2007

Graduate Teaching Award in the Dept. of Romance Languages, UNC-CH, Spring 2006

Future Faculty Fellowship Program Award, UNC-CH, August 2004

---

## RELATED EXPERIENCE

Study Abroad Director, San Pedro, Costa Rica, Summer 2013

On-site director of UNC-CH program, in charge of undergraduate students on their first  
international study program

AP Reader, Summer 2011 and Summer 2012

Volunteer Interpreter at SHAC (Student Health Action Coalition)

Interpreter for graduate students in the Health Sciences program at UNC as well as  
volunteer physicians for Spanish-speaking patients at free Wednesday evening clinic  
Summer 2009-Present

On-set Language Specialist and Interpreter, A su salud Beginner's Course, Cuernavaca, Mexico,  
On-site language evaluation of actors' dialogue and language use during the filming of the  
beginner's Spanish for Healthcare course February 2007

On-set Language Specialist, A su salud Beginner's Course, Chapel Hill / Durham, N.C.  
On-site language evaluation of actors' dialogue and language use during the filming of the  
beginner's Spanish for Healthcare course Summer 2006

Study Abroad Director, Santiago, Chile, Summer 2005

On-site director of UNC-CH program, in charge of undergraduate students on their first  
international study program

---

## ACADEMIC SERVICE at UNC-CH

Program Coordinator, Spanish Minor for the Professions, Summer 2012-Present

Responsible for informing students about the minor, for enrollment in courses in the minor,  
for coordination of courses in the minor. Responsible for working with Study Abroad on  
current program in Costa Rica and the development of a new program in Seville, Spain.

Course Coordinator, Spanish 300, Fall 2007-present

Responsible for developing course content (syllabus, contract, grading rubrics, etc.), developing and distributing materials to instructors (daily lesson plans, in-class activities, quizzes, supplementary materials)

Designed new, one-credit Grammar Review course (Spring 2012)

Pilot program testing new desks in Dey Hall 201 (Spring 2012)

Designed three courses for the Friday Center's CCO program, Span 101 (Fall 2010), Span 102 (Fall 2011), and Span 203 (Fall 2013).

Textbook Committee Chair, Spring 2010 (Spanish 300)

Textbook Committee Chair, Spring 2010 (Spanish 203/204)

Language Instruction Committee, Fall 2007-present

APPLES Faculty Advisor, Summer 2010

Responsible for monitoring and evaluating student's work in an independent project in the local community with Student Action for Farmworkers

APPLES Faculty Advisor, Summer 2007

Responsible for monitoring and evaluating student's work in an independent project in the local community

Honor Court Member, Fall 2003-Spring 2006

Attended judicial court training session, complete written exam, sat on a variety of honor court cases, worked to promote honorable conduct among colleagues

Graduate Romance Association Treasurer and Senator, 2003-2004

Attended Graduate and Professional Student Federation to pass bills, allocate funds, and discuss graduate student issues

Textbook Committee, Spring 2004 (Spanish 203)

Attended meetings, evaluated several textbooks, and helped to choose textbook for third semester Spanish course

---

## **LANGUAGE SKILLS**

Fluent in Spanish

Reading knowledge of Italian

---

## **COMPUTER SKILLS**

Microsoft Word / Word Perfect

Blackboard (course management tool)

Sakai (course management tool)

Elluminate / Blackboard Collaborate (course management tool for distance-learning teaching)

---

## **PROFESSIONAL DEVELOPMENT**

Faculty Development in International Business, University of South Carolina, 4-9 June, 2007

APPLES Faculty Development Institute, 6-7 May, 2005

CIBER Conference on Business, Language and Culture, Park City, Utah, April 2005

Festival Internacional de Poesía, Granada, Nicaragua, February, 2005

Future Faculty Fellowship Program, UNC-CH, 11-18 August 2004

---

## **PROFESSIONAL AFFILIATIONS**

ACTFL member, 2008-Present

MLA member, 2002-Present

SAMLA member, 2003-present

National Spanish Honor Society Sigma Delta Pi, 2001-Present

---

## **REFERENCES**

Available upon request

## SPANISH 329/293, SPANISH FOR PROFESSIONAL AND COMMUNITY ENGAGEMENT (Spring 2014)

**Professor:** Dr. Elizabeth Bruno  
**E-mail:** [ebruno@email.unc.edu](mailto:ebruno@email.unc.edu)

**Office:** Dey Hall 120

**Office Hours:** M 9:00-9:30  
W 1:00-3:00

### Course description

The primary goal of the Spanish Minor for the Professions is to prepare students to work with the Spanish-speaking population in the U.S. in their chosen field, particularly in business, healthcare, and law. Spanish for Professional and Community Engagement is a seventh-semester capstone course that stresses the application of Spanish language & Hispanic cultures skills in professional and community contexts. Students will apply content from current and previous courses in the minor sequence to course assignments, community service work and reflections, as well as research projects and presentations.

### Course objectives

The main objective of this course is to help students continue to develop their Spanish-language skills through reading, writing, listening, and speaking. These skills will be practiced, in part, through a variety of activities intended to familiarize students with the necessary information and skills to be able to effectively communicate in Spanish in a culturally-appropriate manner in professional workplace contexts and in ways that benefit the community. In order to communicate as effectively as possible in Spanish, the course emphasizes three areas:

- Content that focuses on Latino cultures and the profession-specific work of our community partners.
- Strategies to aid effective communication, including reflective thinking about cultural norms, as well as a continuation of the development of Spanish-language grammar skills.
- Analysis that contextualizes issues surrounding Spanish (the language) and Latinos in the US within the broader scope of civic learning (understanding public policy, engaged citizenship, diversity, social responsibility, etc.)

### SPAN 293: APPLES Service Learning

Spanish 329 provides students with a community-based learning experience (Span 293) in which all students work on average three hours per week (**a total of 30 hours**) at one of several places that serve the Spanish-speaking community in the Triangle. The precise nature of the work that you will do may vary according to the needs of each organization and its clients.

**OJO:** Students' community placements are designed to give the student significant opportunities to listen to, speak, read and write Spanish. However, the reality for many in the US today is that both Spanish and English are used, sometimes separately, sometimes simultaneously. Students' work in the community will draw upon both their knowledge of Spanish and English. Do not expect to use Spanish 100% of the time.

## Required course texts and other materials

Abbott, Annie. *Comunidades: más allá del aula*. (Pearson/Prentice Hall) and its companion website: <http://www.pearsonhighered.com/comunidades/>

Ramos, Jorge. *La otra cara de América*. Harper Collins Publishers. 2006. 2<sup>nd</sup> edition.

Selected articles related to immigration, the Hispanic community in the United States, and professional development. These will be available in Sakai.

Spanish language dictionary

## Course components

Homework	15%
Reflection Essays	15%
Miniquizzes	10%
Investigations and related Presentations (two topics, 5% each)	10%
Final Presentation (APPLES Presentation)	10%
Midterm Exam	20%
Final Exam	20%

## SPAN 293 Grade:

Completion of APPLES responsibilities, as agreed to with the supervisor, and completion of service hours (30 hours minimum)	75%
Reflection Essays	25%

**Homework (15%):** Homework must be turned in on time, and according to instructions (i.e., typed double-spaced in New Times Roman when indicated). Some homework assignments will be collected without prior announcement (in which case hand-written work is fine). These assignments will be graded on **content** and **grammar**. Given that this is a seventh semester course, students are expected to write clearly and concisely in Spanish. Students are expected to do all assignments with care, and to avoid simple grammatical errors (agreement, spelling, accent marks, etc.). **It is strongly advised that students consult a dictionary while doing all assignments, even those assignments that may not be collected.** The more effort you put into your assignments, the more you will learn and the more you will improve your Spanish language skills.

**Reflection Essays (15%):** There will be **three** in-class reflection essays and related activities over the course of the semester, during which you will have the opportunity to reflect on your service learning experience up to that point with our class. You will complete a written reflection essay before coming to class. These essays and the related discussions are intended to help you make connections among the content of the textbook, your own experiences (especially with the community partner), your other courses, your career goals, and other assignments for this course. Essay topics and more information will be provided by your instructor throughout the semester.

**Miniquizzes (5%):** Students will take a variety of Miniquizzes during the semester. These will include Reading Quizzes (related to assigned readings). Note that **Reading Quizzes** will be **unannounced**. If you are absent, you will not be able to make up the Reading Quizzes. Students will also take Miniquizzes based on the Common Writing Mistakes. There will also be Miniquizzes based upon the grammar points we review during the semester.

**Investigations (10%):** You will complete 2 research investigations about a topic related to the Spanish-speaking community through a group project. These investigations will consist of a concise write-up of your group's research and a group presentation.

**Final Presentation (10%):** At the end of the semester, you will present the results of your work in the community. The presentation must include a visual element (such as Power Point). It must also incorporate information from your community service activities, as well as your related reflections.

**Exams (40%):** There will be two exams during the semester, a midterm exam and a final exam, assessing your understanding of information you have read and discussed in class, including the topics researched and presented by you and your group partners as well as those of your classmates. Each exam will be worth 20% of your SPAN 329 grade. Regarding the final exam, check your final exam schedule early to make sure that you don't have three exams within twenty-four hours, or an exam scheduled at the same time as the final exam of this course. If you do, you must present evidence of this conflict to the Dean of your College and get an excuse slip **well in advance of the day of the Final Exam**. Your instructor will have to have this excuse slip with plenty of time in order to prepare a make-up for you.

Attendance will be taken daily. If you are absent, it is your responsibility to find out what you missed so that you come prepared on the day that you do return to class. **Please note that after the three classes have been missed for any reason, 10% will be deducted from your participation grade for each additional absence.**

#### **Late Work/Make-Up**

There will be **no make-up work. No work will be accepted late.** You can turn things in early or have someone else turn them in for you if you have to be absent. **Make sure you have the phone numbers and emails of at least two of your classmates in case you miss class.**

**\*\*Use of laptops, cell phones, and other portable electronic devices during class is prohibited (unless it is part of a course presentation).**

**\*\*Syllabus and calendar subject to change, at instructor's discretion.**

**NOTE: If you are volunteering in the local schools, you may want to review Lección 5 (28-31) of the Comunidades textbook. If you need to review numbers in Spanish, you may want to review Lección 7 (38-42).**

## GRADING SCALE

91.5+=A  
89.5 - 91.49=A-  
87.5 - 89.49 = B+  
81.5 - 87.49=B  
79.5 - 81.49=B-  
77.5 - 79.49=C+  
71.5 - 77.49 = C  
69.5 - 71.49 = C-  
67.5 - 69.49 = D+  
59.5 - 67.49 = D  
59.49 and lower=F

### **Honor Code System Statement:**

Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. Any form of cheating on quizzes or exams is in violation of the honor code; and, all quizzes and exams should contain the written pledge and your signature: "I have neither given nor received unauthorized aid on this exam." Students may not work together or seek any help on homework assignments. You cannot copy anything from the textbook without being in violation of the honor code. Also, you must write your own compositions, composition outlines, and homework assignments without help from friends, tutors, native speakers, or anyone else. It is in violation of the honor code for your compositions, composition outlines, or any portion of your compositions and composition outlines, to be written by another person. It is also in violation of the honor code to copy, translate, paraphrase or transcribe your compositions, composition outlines, or paragraph or any portion of your compositions, composition outlines, or homework assignments from any source. If you have questions pertaining to what constitutes an honor violation in this course, please contact your instructor.

All students must refrain from lying, cheating, and stealing as well as from engaging in conduct that significantly impairs the welfare or educational opportunities of others in the university community. This includes refraining from all forms of academic dishonesty, including plagiarism. Your full participation and observance of the Honor Code is expected at all times.

If you have questions about your responsibilities under the Honor Code, please consult:

- Your instructor
- Office of Student Conduct
- Instrument of Student Judicial Governance
- Plagiarism Tutorial
- Online Honor System Module

\*\*Syllabus and calendar subject to change, at instructor's discretion.

<b>ENERO</b>	
M-8	<p>Introducción al curso</p> <p>Discusión: ¿Qué es el aprendizaje en la comunidad? ¿Qué conexión puede tener con el desarrollo profesional? ¿Qué experiencia tienes con el trabajo voluntario? ¿Has trabajado con hispanos en tu comunidad?</p>
V-10	<p>Introducción al curso: ¿Qué es el aprendizaje en la comunidad? ¿Qué conexión puede tener con el desarrollo profesional?</p> <p><i>Comunidades</i> p. 13-25 (Lecciones 3 [¿Qué es el aprendizaje en la comunidad?] y 4 [¿Por qué aprender el español en la comunidad?])</p> <p><b>Completar:</b> “Apples On-line Module” (<a href="http://www.unc.edu/apples/documents/APPLES_Online_Module.pdf">http://www.unc.edu/apples/documents/APPLES_Online_Module.pdf</a>)</p> <p><b>Repasar:</b> las opciones de lugar de servicio (Resources, <i>Apples Forms</i> folder)</p>
L-13	<p>La comunidad hispana en EEUU: <i>Comunidades</i></p> <p>Lección 10: ¿Quiénes son los inmigrantes en tu comunidad? (62-66)</p> <p><b>Completar:</b> Act. 10-1, Paso 2 (63-64)</p> <p><b>Leer:</b> “Basics of the United States Immigration System” (Sakai Resources, IPC folder)</p> <p><b>Contestar:</b> las preguntas asociadas con el artículo (a máquina, doble espacio, Times New Roman 12)</p>
M-15	<p>La comunidad hispana en EEUU: <i>Comunidades</i></p> <p>Lección 14: ¿Por qué emigrar? (89-95)</p> <p><b>Completar:</b> Act.14-4, Paso 1 (91-92)</p> <p><b>Entregar:</b> “Choosing a community partner” (Resources, <i>Apples Forms</i> folder)</p>
V-17	<p>La comunidad hispana en EEUU</p> <p><b>Leer:</b> “Latinos in the US: A Demographic Profile” (Sakai Resources, IPC folder)</p> <p><b>Contestar:</b> las preguntas asociadas con el artículo (a máquina, doble espacio, Times New Roman 12)</p>
L-20	No hay clase
M-22	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p><b>Leer:</b> Introducción (XIX-XXV) y Prólogo (XXVII-XXXIII)</p>
V-24	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p><b>Leer:</b> Cap. 27: El redescubrimiento de los hispanos (165-170) y Cap. 43: La vida loca (240-243)</p>
L-27	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p><b>Leer:</b> Cap. 2: Cuando el hambre es más fuerte que el miedo (10-21)</p> <p>Trabajar en clase sobre la primera mini presentación</p>



M-29	<p><b>Reflexión de servicio 1</b></p> <p><b>Escribir:</b> Ensayo de reflexión 1 Mis esperanzas, o lo que quiero hacer en mi trabajo con APPLES y por qué (Escrito a máquina, Times New Roman 12, doble espacio)</p>
V-31	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p>Leer: Cap. 20: Centroamericanos: Entre guerras, leyes y huracanes (128-135)</p>
<b>FEBRERO</b>	
L-3	<p>La comunidad hispana en EEUU</p> <p><b>Mini presentaciones:</b> los países de dónde vienen la mayoría de los inmigrantes de habla española</p>
M-5	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p>La comunidad hispana en EEUU: Ver en clase el “mockumentary”, <i>Un día sin un mexicano</i></p> <p>Leer: Cap. 5: Un día sin un mexicano (35-38)</p>
V-7	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p>La comunidad hispana en EEUU: Ver en clase el “mockumentary”, <i>Un día sin un mexicano</i></p> <p>Leer: Cap. 28: California es el futuro (171-174)</p>
L-10	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p><b>Contestar:</b> las preguntas sobre la película (Escrito a máquina, TNR 12, doble espacio)</p> <p>Leer: Cap. 8, “La redada” (47-50) y Cap. 16, “La niña mexicana...” (79-81)</p>
M-12	<p>La comunidad hispana en EEUU: <i>Comunidades</i></p> <p>Lección 11: ¿Es el teléfono nuestro modo de comunicación preferido? (69-75) Lección 12: ¿Sabemos tomar buenos recados? (76-82) Lección 13: ¿Sabemos qué hacer con tantos documentos? (83-88)</p>
V-14	<p>La comunidad hispana en Carolina del Norte: <i>Comunidades</i></p> <p>Leer: “Latinos in North Carolina: A Growing Part of the State’s Economic and Social Landscape” (Sakai Resources, IPC folder)</p> <p>Lección 6: ¿Sabemos cómo trabajar en la comunidad de manera culturalmente apropiada? (28-37)</p>
L-17	<p>La comunidad hispana en EEUU</p> <p><b>Leer:</b> La Bestia <b>Contestar:</b> las preguntas sobre el artículo (Times New Roman 12, doble espacio)</p>
M-19	<p>La comunidad hispana en EEUU</p> <p>Película documental: <i>Pueblos Hispanos</i></p>
V-21	<p>La comunidad hispana en EEUU</p> <p>Película documental: <i>Pueblos Hispanos</i></p>

L-24	El trabajo en la comunidad: <b>Reflexión de servicio 2</b>  <b>Escribir:</b> Ensayo de reflexión 2 Mis experiencias hasta ahora, lo que he hecho en mi trabajo voluntario y lo que he aprendido (Escrito a máquina, Times New Roman 12, doble espacio)
M-26	<b>EXAMEN</b> de mitad de semestre
V-28	La comunidad hispana en EEUU / Carolina del Norte: <i>Comunidades</i>  Lección 15: ¿Son noticias para nosotros? (98-101) <b>Seleccionar:</b> un artículo de <i>Qué Pasa</i> u otro periódico en línea que refleja un asunto importante de la comunidad hispana <b>Escribir:</b> un resumen conciso del artículo (Times New Roman 12, doble espacio)
<b>MARZO</b>	
L-3	Trabajar en las mini presentaciones en grupo
M-5	<b>Mini presentaciones en grupo:</b> El acto de los sueños y E-Verify
V-7	<b>Mini presentación en grupo:</b> La ley de cuidado de salud a bajo precio
<b>Vacaciones de primavera (10-14)</b>	
L-17	La comunidad hispana en EEUU: <i>La otra cara de América</i> Película documental: <i>La cosecha</i>  <b>Leer:</b> Cap. 9: Los hombres verdes... (51-53) y Cap. 12: Los indispensables (64-67)
M-19	La comunidad hispana en EEUU: <i>La otra cara de América</i> Película documental: <i>La cosecha</i>  <b>Leer:</b> Cap. 30: Cómplices de los indocumentados (179-182)
V-21	La comunidad hispana en EEUU / <i>La cosecha</i>  <b>Contestar:</b> Las preguntas sobre la película (Times New Roman 12, doble espacio)
L-24	La comunidad hispana en EEUU / Carolina del Norte: <i>Comunidades</i>  Lección 16: ¿Qué podemos aprender de los relatos orales? (102-111) <b>Contestar:</b> Act. 16-2, Paso 3 (109). OJO: Tienen que leer el relato oral en el texto para poder contestar las preguntas.
M-26	La comunidad hispana en EEUU / Trabajar en la comunidad hispana: <i>Comunidades</i>  Lección 17: ¿En tu comunidad hay vivienda accesible para todos? (112-116) Lección 18: ¿Cómo se relacionan la vivienda y la calidad de vida? (117-122) <b>Completar:</b> las siguientes actividades: Act. 17-1, Pasos 2 y 3 (113) y Act. 18-2, Paso 1 (120)
V-28	La comunidad hispana en EEUU: <i>La otra cara de América</i>  <b>Leer:</b> Cap. 33, “Carlos Fuentes contra Samuel Huntington” (193-199)  <b>Entregar:</b> la hoja informativa sobre el tema de las minipresentaciones

L-31	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p><b>Leer:</b> “El espanglish”, Cap. 38: ¡Qué viva el espanglish! (217-221), Cap. 39: El futuro del español en Estados Unidos (222-225) y Cap. 40: El profesor de espanglish (226-230)</p>
<b>ABRIL</b>	
M-2	<p>La comunidad hispana en EEUU: <i>La otra cara de América</i></p> <p>Leer: “Nuestro futuro”, Cap. 46: ¿Y yo soy inmigrante, Papá? (253-254) y Cap. 47: La amnistía (255-261)</p>
V-4	<p>El desarrollo profesional por la comunidad: Identificar el campo y buscar trabajo y programa graduado</p> <p><b>Buscar:</b> un puesto y un programa graduado en que tienes interés.  <b>Escribir:</b> un resumen de cada uno. Incluye la información pertinente: nombre de compañía/programa, tipo de trabajo/estudio, características requeridas, etc. También indica cómo se conecta el puesto y el programa a tu especialidad secundaria de <i>Español para las profesiones y/o tu servicio en la comunidad hispana</i>. (Times New Roman 12, doble espacio)</p>
L-7	<p>El desarrollo profesional por la comunidad: La presencia digital</p> <p><b>Contestar:</b> ¿Qué valor debe tener nuestra presencia digital en la vida profesional? ¿Tienen el derecho de investigar nuestra presencia digital los empleadores posibles? ¿Por qué sí o no? Da razones concretas en tu respuesta. (a máquina, doble espacio, Times New Roman 12)</p>
M-9	<p>El desarrollo profesional por la comunidad: <b>Reflexión de servicio 3</b></p> <p><b>Escribir:</b> Ensayo de reflexión 3.  Tu ensayo debe tener el siguiente formato y debe contestar estas preguntas:  -Dónde te ofreciste de voluntario y qué hiciste allí  -Cuáles eran tus metas  -Menciona <b>dos</b> experiencias y explica cómo estas experiencias te han impactado  -Cómo tu experiencia de voluntariado tiene conexión con tus planes profesionales  -Una breve conclusión</p>
V-11	Trabajar en la comunidad hispana: <b>Presentaciones</b>
L-14	Trabajar en la comunidad hispana: <b>Presentaciones</b>
M-16	Trabajar en la comunidad hispana: <b>Presentaciones</b>
V-18	No hay clase
L-21	Trabajar en la comunidad hispana: <b>Presentaciones</b>
M-23	Trabajar en la comunidad hispana: <b>Presentaciones</b>
V-25	<p>Reflexiones y conclusiones: <i>Comunidades:</i>  Lección 20: ¿Qué aprendemos con el aprendizaje en la comunidad que no se puede aprender en un libro? (132-137)  Lección 22: ¿Qué importancia tiene esta experiencia con el aprendizaje en la comunidad? (143-148)  Lección 23: ¿Cómo vamos a despedirnos? (149-155)</p> <p><b>Completar:</b> Act. 20-1, Paso 1 (133), Act. 22-2, Paso1 (144-145), Act. 23-3, Paso3 (152)</p>

**Español 320: *Español para negocios***

## Contrato del curso

<u>Horario:</u> <u>Profesor:</u> <u>Oficina:</u> <u>Horas de oficina:</u>
--

**Descripción:**

Span 320 (Español para negocios) es un curso del 6º semestre dentro del programa “Spanish Minor for the Professions”. El presente curso está diseñado para que el estudiante desarrolle su habilidad comunicativa en español dentro del contexto del comercio. Este curso le ofrecerá una oportunidad de familiarizarse con el vocabulario, las expresiones orales y escritas y algunos aspectos culturales relacionados con los conceptos básicos del mundo de los negocios, tales como banca, bienes raíces, recursos humanos, bienes y servicios, mercadeo (marketing), finanzas, comercio internacional, importación y exportación.

**Libro de texto:**

*Entre socios: español para el mundo profesional*, de Carney, Carmen and Coria-Sánchez, Carlos. McGraw Hill, USA. 2010.

**Objetivos:**

1. Adquirir conocimientos generales y vocabulario específico sobre el mundo de los negocios en español.
2. Mejorar las cuatro habilidades lingüísticas para comunicarse eficazmente en diferentes contextos.
3. Mejorar la capacidad expresiva en el lenguaje a través de la lectura y de la participación en clase.
4. Estimular el pensamiento crítico y el espíritu creativo para desempeñarse en mercados internacionales.
5. Entender y valorar el papel de la cultura hispana en el contexto de los negocios.

**División de la nota:**

Participación activa	5%
Tareas	10%
Trabajos escritos (2)	10%
Pruebas (6)	10%
Proyecto I	10%
Proyecto II	10%
Examen de mitad de semestre:	20%
Examen final:	25%

**Escala:**

92–100=**A**, 90–91 = **A-**, 88–89=**B+**, 82–87=**B**, 80–81=**B-**, 78–79=**C+**, 72–77=**C**, 70–71=**C-**, 68–69=**D+**, 60–67=**D**, <60=**F**

## **Descripción de los elementos del curso:**

### **Participación activa:**

Se espera que el estudiante participe de una manera **activa, voluntaria y cooperadora** en todas las actividades. La nota de participación se basa en tu rendimiento en clase (preparación y participación en español). Las siguientes cosas tendrán un efecto negativo en la nota de participación: llegar tarde a clase, hablar inglés, no hacer la tarea asignada, mandar mensajes o comunicarse por celular durante la clase, salir durante la clase, leer/hacer algo no relacionado con la clase (leer el Daily Tarheel, tus apuntes de otro curso, etc).

### **Tareas:**

La nota de tarea englobará las tareas asignadas para hacer antes de clase. Las tareas recogidas y calificadas por el profesor se evaluarán por contenido y gramática, según la plantilla (*rubric-writing assignments*) que se encuentra en sakai.

**OJO:** No se aceptarán tareas después de la fecha asignada.

### **Trabajos escritos:**

Los estudiantes escribirán 2 composiciones de una página sobre los temas relacionados con el comercio. Los trabajos escritos se evaluarán por contenido y gramática, según la plantilla (*rubric-writing assignments*) que se encuentra en sakai.

### **Pruebas:**

Habrá pruebas sobre el vocabulario, las *Expresiones de la lengua* y los elementos de gramática que se hayan repasado en clase. **OJO:** Cada capítulo termina con una lista de vocabulario. Hay que estudiar todas estas palabras para prepararse bien para las pruebas y los exámenes.

**Proyectos:** A lo largo del semestre, el estudiante llevará a cabo 2 proyectos. Se presentarán los dos durante el semestre.

### **Proyecto I: Cartera financiera**

### **Proyecto II: Plan de negocio**

### **Examen de mitad de semestre y el examen final:**

Habrá un examen de mitad de semestre y un examen final. Los exámenes incluyen todos los materiales que estudiamos en clase. El examen final no es comprensivo. Antes de los exámenes habrá un repaso.

### **OJO:**

La asistencia es **fundamental**. Se espera que el estudiante no falte a ninguna clase. Ausencias en exceso de 3 veces se considerarán excesivas y se quitará 1 % de la nota de participación. Los estudiantes que no asistan a pruebas o presentaciones orales sin permiso previo del profesor no tendrán la oportunidad de volver a realizarlas y recibirán una "F" en la actividad determinada.

### **Código de honor**

El **plagio** es una falta grave que el sistema judicial universitario castiga. Si tienes alguna duda sobre lo que constituye **plagio** en este curso, pídele a tu profesor que te lo explique. También hay una

explicación detallada al respecto en la página sobre el Código de honor (Honor Code) en el sitio Web oficial del Fiscal General Estudiantil (Student Attorney General).

En este curso está prohibido usar ayudas tales como BabelFish, Systran, WorldLingo, [www.freetranslation.com](http://www.freetranslation.com) o instrumentos de **traducción de texto completo**. El uso de cualquiera de estos instrumentos de traducción en SPAN 300 constituye *plagio*, y es **una infracción del Código de honor** (Honor Code).

Tampoco puedes pedirle ayuda a un hispanohablante para las composiciones, ni a ninguna otra persona sin hablar antes con tu profesor/a. Pedirle ayuda a otra persona sin hablar con tu profesor/a de antemano es una infracción del Código de honor (Honor Code).

Si tienes alguna duda sobre lo que constituye plagio en este curso, pregúntale a tu instructor antes de empezar tu trabajo.

Plan de estudio (Syllabus subject to change at the instructor's discretion)

Semana	Día	Temas y actividades	Tareas
1	8/enero	Introducción al curso Discusión sobre normas y plan de estudio Discusión sobre proyectos	Leer los documentos relacionados con el curso
	10/	Cap.1: El dinero y la banca (1-5) Apéndice gramatical: Los usos del presente de indicativo (A-1)	Hacer: Act. A y B (4-5) Hacer: Práctica A (A-2)
2	13/	Cap.1 (5-8) Apéndice gramatical: Ser y estar (A7-A8)	Contestar: preguntas 1, 3, 5, 8 de Act. A (7) Hacer: Act. B (7-8) Hacer: Práctica B (A-9)
	15/	Cap.1 (12-15)	Contestar: preguntas de <i>Después de leer</i> 1, 2, 6, 7 (14-15)
	17/	Cap.1 <b>Prueba</b>	
3	20/	<b>No hay clase</b>	
	22/	Cap.4: La bolsa de valores (59-65)	Hacer: Actividades A y B (64-65)
	24/	Actividades Apéndice gramatical: El subjuntivo (A21-25) y Las cláusulas adjetivales (A27)	Hacer: Práctica B y C (A25-27) y A (A-30)
4	27/	Cap.4 (65-68)	Hacer: Act. B (67-68)
	29/	Cap.4 (74-76)	Contestar: preguntas 3 y 4 (76-77)
	31/	Cap.4: <b>Prueba</b>	
5	3/febrero	Cap.2: El mercado (18-25)	Hacer: Act. A (24) y Act. B (24-25)
	5/	Cap.2 (25-28)	Contestar: preguntas: 3, 7, 8 (27-28). Hacer: Act. B (28)
	7/	Cap.2 (32-35)	Contestar: preguntas 2 y 6
6	10/	Actividades Apéndice gramatical: Pretérito e imperfecto (A9-15)	Hacer: Práctica A y B (A15-16)
	12/	Cap.2 <b>Prueba</b>	
	14/	Cap.3: La empresa (39-44) Apéndice gramatical: Por y para (A16-17)	Hacer: Actividades A y B (44) Hacer: Práctica C y D (A18-19)
7	17/	Cap.3 (45-47)	Contestar: preguntas 1, 2, 6, 7 (46-47) Hacer: Act. B (47)
	19/	Cap.3 (53-55) Apéndice gramatical: Expresiones de tiempo con hacer (A19-20)	Contestar: preguntas de <i>Después de leer</i> 2, 3, 4, 6 (55) Hacer: Práctica B (A20-21)
	21/	Repaso para el examen	
8	24/	<b>Examen de mitad de semestre</b>	
	26/	Cap.5: Las importaciones y las exportaciones (80-84) Apéndice gramatical: Los pronombres	Hacer: Actividades A y B (85-85) Hacer: Práctica A (A-30), A (A-32) y

		relativos (A29-32)	A (A-33)
	28/	Cap.5 (86-88)	Contestar: preguntas 2, 4, 5 (89) Hacer: Act. B (90)
9	3/marzo	Cap.5 (91) Apéndice gramatical: Los mandatos (A33-34)	Contestar: preguntas 1-3 (91) Hacer: Ejercicio de práctica de los mandatos (se encuentra en sakai)
	5/	Cap.5 <b>Prueba</b>	
	7/	Actividades	
10	17/	Nuevas tecnologías / redes sociales	
	19/	Nuevas tecnologías / redes sociales	
	21/	Nuevas tecnologías / redes sociales	
11	24/	Cap.6: La mercadotecnia y la publicidad (101-105)	Hacer: Act. A y B (104-105)
	26/	Cap.6 (105-108)	Contestar: preguntas 2, 6, 8 (108) Hacer: Act. B (108)
	28/	Cap.6 (113-116)	Contestar: preguntas 4 y 5
12	31/	Actividades Apéndice gramatical: El imperfecto del subjuntivo (A36-37), Usos especiales del subjuntivo (A38-39) y La cláusula de y el subjuntivo (A40-41)	Hacer: Práctica C (A37-38), B (A39-40), A (A-41)
	2/abril	<b>Cap.6: Prueba</b>	
	4/	Cap.7: La sociedad de consumo (120-124) Apéndice gramatical: El futuro (A41-43) y El condicional (A44-45)	Hacer: Act. A y B (125) Hacer: Práctica C (A-44) y C (A-47)
13	7/	Cap.7 (126-127)	Contestar: preguntas 2, 3, 4, 5, 6 Hacer: Act. B (128)
	9/	Cap.7 (130-132)	Contestar: preguntas 1-3 (132)
	11/	Actividades Apéndice gramatical: El participio pasado (A48-49) y Los tiempos compuestos (A50-52)	Hacer: Práctica B (A49-50) y Práctica A (A-52)
14	14/	<b>Cap.7: Prueba</b>	
	16/	Cap.8: Los recursos humanos (144-149) Apéndice gramatical: El presente perfecto de subjuntivo (A53-54) y El pluscuamperfecto de subjuntivo (A54-55)	
	18/	<b>No hay clase</b>	Hacer: Act. A y B (149-150) Hacer: Práctica A (A-54) y C (A-56)
15	20/	Actividades	
	23/	Cap.8 (150-154) Apéndice gramatical: Se impersonal (A58)	Contestar: preguntas 5, 6, 7 Hacer: Act. B (155) Hacer: Práctica A (A-59)



	25/	Repaso	

**\* Examen final: Jueves, el 1 de mayo, a las 12pm**

**SPAN 265: SPANISH FOR THE PROFESSIONS  
SPRING 2014**

**COURSE DESCRIPTION**

Welcome to the first course in the Spanish Minor for the Professions! Spanish 265 is an all skills course (meaning that students will participate in a variety of activities both in-class and at home in order to improve their Spanish-language skills in four areas: reading, writing, speaking, and listening).

The primary goal of this minor is to prepare students to speak spontaneously (in Spanish) about a wide variety of subjects. Students will also read and write on topics appropriate to their professions of choice.

**COURSE OBJECTIVES**

1. to review and expand on functions and notions of the Spanish language and to apply their usage within the context of professional fields.
2. to develop communicative competence within the professional context of the various regions of the Spanish-speaking world and within our own community.
3. to promote a better understanding of Hispanic culture, making connections with those living within the community now.
4. to foster critical thinking skills, such as problem-identification and solving, decision making, anticipation and planning, comparisons of cultural expectations, and achieving communication in a professional context.

**TEXTS**

Doutrich/Rivera-Hernández. Senderos. Comunicación y conversación en español. Heinle.

**ATTENDANCE POLICY**

There are no attendance or participation grades in this course. As with any language class, students are encouraged to attend and participate in order to develop language skills as well as fulfill the course goals. **If a make-up quiz is needed, it must be rescheduled before the quiz date. No work will be accepted late.** You can turn things in early (on paper or in electronic format) or have someone else turn them in for you if you have to be absent. Make sure you have the phone numbers and emails of at least two of your classmates in case you miss class. In case of emergency, you must contact your professor as soon as it is reasonably possible.

**COURSE GRADES**

<b>Homework 5%</b> <b>Quizzes 10%</b> <b>Reading Journal 5%</b> <b>Minipresentation 10%</b> <b>Midterm 15%</b>	<b>Research project 20% (5%, 5%, 10%)</b> <b>Research portfolio 5%</b> <b>Poster presentation 10%</b> <b>Final exam 20%</b>
--	--

**GRADING SCALE**

91.5+=A	79.5 - 81.49=B-	67.5 - 69.49 = D+
89.5 - 91.49=A-	77.5 - 79.49=C+	59.5 - 67.49 = D
87.5 - 89.49 = B+	71.5 - 77.49 = C	59.49 and lower=F
81.5 - 87.49=B	69.5 - 71.49 = C-	

**QUIZZES**

Quizzes will be based on the vocabulary and grammar of each chapter. See syllabus for dates.

## **HOMEWORK**

Homework includes daily readings and activities from the textbook.

**READING JOURNAL.** **Two** days a week students read or listen for at least **10 minutes** from an article or story of interest to him/her. The article must be from authentic (credible sources) Spanish-language newspapers, magazines, websites, etc. Every two weeks students will make an entry in their journal following the format provided in Sakai.

**MINIPRESENTATION.** Each student will make one oral presentation in Spanish to the class about one of the readings from his/her reading journal.

## **RESEARCH PROJECT**

The purpose of the final project is to improve language and communication skills, add a deeper dimension to selected content from the course, provide an opportunity to present an issue that you studied in greater detail than anyone else and synthesize all the elements of the course and present what you have learned. See research project description for more details.

## **POSTER PRESENTATION**

You will sign up to present your research project findings at a poster session near the end of the semester. Each student will present a largely visual analysis of her/his research project on a single 11x17 poster (3-4 simultaneous poster “booths” with the audience mingling and asking questions—you need to know your material inside-and-out and be prepared to interact with the audience **but** you must let your audience lead by asking you questions. Remember: **NO** reading, no reciting memorized scripts. This will give students the opportunity to present their own work in a public forum and demonstrate the application of course concepts to real-world contexts. All posters must be **professional** and therefore must be electronically processed—no tape, construction paper, poster board, scissor cuts, etc. (think ‘board room,’ not ‘school classroom’!) See research project description for a detailed description of the project and how it will be graded.

## **RESEARCH PORTFOLIO**

This assignment is an edited compilation of Research Assignments 2,3 and 4. See description for details and format.

## **EXAMS**

There will be one midterm and one final exam. Both exams will test listening comprehension, grammar, reading and writing skills as covered in the course. Check your final exam schedule to make sure that you don't have three exams within twenty-four hours, or an exam scheduled at the same time as the final exam of this course. If you do, you must present evidence of this conflict to the Dean of your College and get an excuse slip **well in advance of the day of the Final Exam. Your instructor will have to have this excuse slip with plenty of time in order to prepare a make-up for you.**

SPAN 265 – Programa del curso – Primavera de 2014

<b>ENERO</b>	
Miércoles 8	Introducción
Viernes 10	<b>Capítulo 1.</b> Lectura (2-5)
Lunes 13	Video (6-9)
Miércoles 15	Comunicación I (10-11)
Viernes 17	Gramática (12-21)
Lunes 20	No hay clase
Miércoles 22	Comunicación II (22-24). / <b>ENTREGAR RESEARCH ASSIGNMENT 1 EN DROPBOX</b>
Viernes 24	<b>Capítulo 2.</b> Gramática (37-42) / <b>ENTREGAR RESUMEN DE LECTURAS EN</b>
Lunes 27	<b>Capítulo 3.</b> Lectura (48-53) – <b>QUIZ 1</b> (Capítulo 1+ gramática capítulo 2)
Miércoles 29	Video (54-57) / <b>ENTREGAR RESEARCH ASSIGNMENT 2 EN PAPEL.</b>
Viernes 31	Comunicación I (58-59) / <b>MINIPRESENTACIONES</b>
<b>FEBRERO</b>	
Lunes 3	Gramática (60-67) /
Miércoles 5	Comunicación II (68-72) / <b>MINIPRESENTACIONES</b>
Viernes 7	<b>Capítulo 4.</b> Lectura (74-79) / <b>ENTREGAR RESUMEN DE LECTURAS EN DROPBOX</b>
Lunes 10	Video (80-83)
Miércoles 12	Comunicación I (84-85) / <b>MINIPRESENTACIONES</b>
Viernes 14	Gramática (86-93)
Lunes 17	Comunicación II (94-96)/ <b>MINIPRESENTACIONES - QUIZ 2</b> (Capítulos 3 y 4)
Miércoles 19	<b>Capítulo 5.</b> Lectura (98-103) <b>ENTREGAR RESEARCH ASSIGNMENT 3 EN PAPEL</b>
Viernes 21	Video (104-107) / <b>ENTREGAR RESUMEN DE LECTURAS EN DROPBOX.</b>
Lunes 24	Comunicación I (108-109) <b>MINIPRESENTACIONES</b>
Miércoles 26	Gramática (110-115) /
Viernes 28	Comunicación II (116-120) <b>MINIPRESENTACIONES</b>
<b>MARZO</b>	
Lunes 3	<b>MIDTER</b> (Capítulos 1-5)
Miércoles 5	<b>Capítulo 6.</b> Lectura (122-125)
Viernes 7	Video (126-129)
Lunes 10-14	No hay clase
Lunes 17	Comunicación I (130-131)
Miércoles 19	Gramática (132-137) / <b>ENTREGAR RESEARCH ASSIGNMENT 4 EN PAPEL.</b>
Viernes 21	Comunicación II (138-142)
Lunes 24	<b>Capítulo 7.</b> Lectura (144-149)
Miércoles 26	Video (150-153)
Viernes 28	Comunicación I (154-155)
Lunes 31	Gramática (156-161)
<b>ABRIL</b>	
Miércoles 2	Comunicación II (162-166) <b>QUIZ 3</b> (Capítulos 6 y 7)
Viernes 4	<b>Capítulo 8.</b> Lectura (168-171)
Lunes 7	Video (172-175)
Miércoles 9	Comunicación I (176-177)
Viernes 11	Gramática (178-183)
Lunes 14	Comunicación II (184-188)
Miércoles 16	<b>Día de trabajo para las presentaciones.</b>
Viernes 18	No hay clase.

Lunes 21	<b>PRESENTACIONES FINALES / ENTREGAR RESEARCH PORTFOLIO EN</b>
Miércoles 23	<b>PRESENTACIONES FINALES</b>
Viernes 25	<b>PRESENTACIONES FINALES</b>

\*Este programa puede estar sujeto a cambios

\*\* El horario de los **exámenes finales** se encuentra en la página web del Registrar: <http://registrar.unc.edu/academic-calendar/final-examination-schedule-spring-2014/>