FLORIDA ATLANTIC UNIVERSITY

# COURSE CHANGE REQUEST
## Undergraduate Programs

**Department** Languages, Linguistics & Comparative Lit.

**College** Arts and Letters

UUPC Approval 10-12-2026
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

| ***Current* Course Prefix and Number** | SPN 2221 | ***Current* Course Title** | Intermediate Spanish Language and Culture 2 |
|---|---|---|---|

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**

**Change prefix**

**From:** **To:**

**Change course number**

**From:** **To:**

**Change credits***

**From:** **To:**

**Change grading**

**From:** **To:**

**Change WAC/Gordon Rule status****

**Add** ☐ **Remove** ☐

**Change General Education Requirements*****

**Add** ☐ **Remove** ☐

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

**Change description to:**

Continuation of emphasis on communication skills, with special attention to grammar review. Not open to heritage learners or equivalent, who may substitute it with SPN 2341, which is equivalent to SPN 2220 and SPN 2221. A heritage learner is a student who has lived in a Spanish-speaking household. Credit may not be awarded for both SPN 2221 and SPN 2341. This is an Academic Service Learning (ASL) course. This course fulfills foreign language requirement (FLEX).

**Change prerequisites/minimum grades to:**

**Change corequisites to:**

**Change registration controls to:**

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

| **Effective Term/Year for Changes:** | Spring 2027 | **Terminate course? Effective Term/Year for Termination:** | |
|---|---|---|---|

**Faculty Contact/Email/Phone** Michael Hamilton / mhamilton@fau.edu

| ***Approved by*** | ***Date*** |
|---|---|
| Department Chair | 8/26/2026 |
| College Curriculum Chair | 9/29/2026 |
| College Dean | 10/01/2026 |
| UUPC Chair | 10-12-2026 |
| Undergraduate Studies Dean | 10-12-2026 |
| UFS President | |
| Provost | |

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**Beginning Spanish Language and Culture 1 (SPN 1120) 4 credits**
Beginning study of Spanish language and culture. For students with little or no experience in the language. Not open to ~~native speakers~~heritage learners or the equivalent, who may substitute it with SPN 1340, which is equivalent to SPN 1120 and SPN 1121. A heritage learner is a student who has lived in a Spanish-speaking household. ~~Credit may not be awarded for SPN 1120 and SPN 1340.~~

**Beginning Spanish Language and Culture 2 (SPN 1121) 4 credits**
Emphasis on speaking and aural comprehension. Practice in reading and writing. For students with some experience in the language. Not open to heritage learners or the equivalent, who may substitute it with SPN 1340, which is equivalent to SPN 1120 and SPN 1121. A heritage learner is a student who has lived in a Spanish-speaking household~~Not open to native speakers or equivalent, who may substitute it with SPN 1340~~. Credit may not be awarded for both SPN 1121 and SPN 1340. This course fulfills foreign language requirement (FLEX).

**Intermediate Spanish Language and Culture 1 (SPN 2220) 4 credits**
*Prerequisite: Placement test with a passing score (The test needs to be taken only once at FAU.)*
Emphasis on communication skills and grammar. Not open to ~~native speakers~~heritage learners or equivalent, who may substitute it with SPN 2341, which is equivalent to SPN 2220 and SPN 2221. A heritage learner is a student who has lived in a Spanish-speaking household.~~Credit may not be awarded for SPN 2220 and SPN 2341.~~ This course fulfills foreign language requirement (FLEX).

**Intermediate Spanish Language and Culture 2 (SPN 2221) 4 credits**
*Prerequisite: Placement test with a passing score (The test needs to be taken only once at FAU.)*
Continuation of emphasis on communication skills, with special attention to grammar review. Not open to ~~native speakers~~heritage learners or equivalent, who may substitute it with SPN 2341, which is equivalent to SPN 2220 and SPN 2221. A heritage learner is a student who has lived in a Spanish-speaking household. Credit may not be awarded for both SPN 2221 and SPN 2341. This is an Academic Service Learning (ASL) course. This course fulfills foreign language requirement (FLEX).

**Intermediate Spanish Conversation (SPN 2240) 3 credits**
*Prerequisite: Placement test with a passing score (The test needs to be taken only once at FAU.)*
Emphasis on aural comprehension and speaking facility, practice using topical materials. Not open to students who have completed SPN 2221 or ~~native speakers~~heritage learners or equivalent. A heritage learner is a student who has lived in a Spanish-speaking household. This course fulfills foreign language requirement (FLEX).

**Advanced Spanish (SPN 3400) 3 credits**
*Prerequisite: Placement test with a passing score (The test needs to be taken only once at FAU.)*
Intensive review of advanced grammar through written work and conversation. Students learn how to express themselves in writing and orally, using literary texts. SPN 3400 is not open to ~~native speakers or~~ heritage ~~speakers~~ learners or equivalent, ~~(~~who may substitute ~~SPN 2341 or~~ it with SPN 3343, depending on ~~ability~~proficiency~~)~~. A heritage learner is a student who has lived in

a Spanish-speaking household. Credit may not be awarded for both SPN 3400 and SPN 3343. This course fulfills foreign language requirement (FLEX).

**FLORIDA ATLANTIC UNIVERSITY**

# SPN 2221

## Interm Spanish Lang/Cult 2

**4 Credit(s)**

**1 Full Term**

## Instructor Information

## Course Description

**Intermediate Spanish Language and Culture 2**

Prerequisite: Placement test required with a passing score (The test needs to be taken only once at FAU.)

Continuation of emphasis on communication skills, with special attention to grammar review. Not open to heritage learners or equivalent, who may substitute it with SPN 2341, which is equivalent to SPN 2220 and SPN 2221. A heritage learner is a student who has lived in a Spanish-speaking household. Credit may not be awarded for both SPN 2221 and SPN 2341. This is an Academic Service Learning (ASL) course. This course fulfills foreign language requirement (FLEX).

The main goal of SPN 2221, Intermediate Spanish Language and Culture 2, is to help students achieve intermediate functional and communicative proficiency in Spanish. Students will develop all skills through the execution of a variety of exercises, activities and research projects which expose them to current cultural materials as they continue to prepare for upper division courses. By the end of the course students should have an intermediate high competency in Spanish vocabulary and grammar, an ability to communicate effectively in general settings using Spanish and further develop a nuanced understanding of the diversity and richness of the cultures and people of the Spanish speaking world. Course conducted in lingua.

## Prerequisites/Corequisites

SPN 2220 or equivalent

## Required Texts/Materials




**Contextos**
**ISBN:** 9781259282652
**Authors:** Julie Stephens-deJonge, Michael Sawyer
**Publisher:** McGraw-Hill Education
**Publication Date:** 2017-07-10
**Edition:** 1

**EBK CONTEXTOS**
**ISBN:** 9781260631432
**Publisher:** McGraw-Hill
**Edition:** 1st

## Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students should be able to:

- Comprehend spoken and written Spanish from several Spanish-speaking countries.
- Use correct grammar and vocabulary to communicate well in the target language to narrate past, present, future, and hypothetical situations.
- Demonstrate familiarization with different aspects of Spanish and Spanish-American cultures.
- Write effectively in the target language ranging from 750-1250 words, about past and contemporary salient features of the Spanish-speaking world.
- Demonstrate analytic, interpretative and critical thinking skills with respect to literary texts, films, music, and visual arts from the Spanish-speaking world.
- Present a research project on a particular cultural area from the Spanish-speaking world.

## Course Evaluation Method

SYLLABUS QUIZ (1%)

The syllabus provides important course requirements, structure, and navigation information. Once you've read the Syllabus, take this quiz to demonstrate your understanding of the information. You can take this quiz up to 3 times and have 30 minutes to take it. This quiz must be completed by the end of the First Week's Module.

ATTENDANCE AND PARTICIPATION (25%)

Students are expected to attend all their scheduled classes in person on the days and times assigned. Students should attend the entire scheduled time of the class (80 minutes). Unexcused absences will count against your final grade unless you provide documentation. You are expected to be present and attend the entire scheduled time of the class. Participation cannot be made up. Excessive absences (more than two without an excuse), arriving late (more than 10 minutes late), leaving early, and/or not participating in class will result in a lower grade. No participation points can be awarded for that day if you miss class. Once you have a third unexcused absence, the final course grade will be reduced to the next lowest grade (e.g., an A will be reduced to an A-, a B+ to a B, etc.). Furthermore, each additional absence during the semester will result in a grade-scale reduction in the final grade course (B to B-, etc.).

There is NO make-up for participation, except for the following, for which you will be awarded full participation for the day by providing proper documentation: (*)

HOMEWORK (21%)

Students are responsible for preparing all reading and writing requirement for each class before coming to class. Your daily assignments may include textbook activities and readings. Unless otherwise stated in the syllabus, homework should be completed on Connect and/or Canvas by 11:59 pm on the due date.

QUIZZES (20%)

There will be five (5) online quizzes administered through Canvas. The quizzes are designed to be able to be completed successfully within the time limit if you have been diligent about completing the activities, attending and participating actively in class. You will only have one attempt for each quiz, so I recommend that you review the material in your textbook, in Connect (including Grammar Tutorials, Extra Practice activities, and ALAs in Self Study mode). Quizzes may cover grammar or syntactical topics previously discussed in class or assigned as homework, and ideas/vocabulary of any assigned reading.

COMPOSITIONS (18 %)

During the semester, each student will write three (3) compositions. The length of these compositions will gradually increase. Each will be written in class (1st version) and edited (2nd version) at home. Compositions will cover description, narration, comparison, and argumentation. The first draft is worth 70% of the grade. The revised version will be worth 30%. Students will be evaluated on content, grammar, vocabulary, and organization. Composition's specifications will be mentioned in class and will be posted on Canvas.

Composition topics may vary, yet both vocabulary and grammar targeted in the composition will be studied well in advance. Compositions should be typewritten and double-spaced with one-inch margins and 12-point Times New Roman font. Length will be specified later. Accent marks and Spanish special characters must be typed, and the Spanish spell-checker should be used. Composition needs to be in Microsoft Word format (not PDFs).

A composition turned in late will be accepted for full credit only on the day the student returns to class after an excused absence.

CULTURAL PROJECTS (15%)

You will work on three (3) cultural projects focus on Hispanic culture and society. In consultation with the teacher, students will work in groups and individually to research, write, and present in a video-essay, essay and research poster. Presentations need a visual (PowerPoint, Word Document, etc.), including pictures, quotes, textbook citations, and your viewpoint as a conclusion. Each student needs to submit the presentation via Canvas. There is no make-up for a missed the Cultural project presentation.

The instructor will calculate your grade based on the following weighted distribution:

| Assessment | Weight (%) |
|---|---|
| Syllabus Quiz | 1% |
| Attendance and Participation | 25% |
| Homework (Connect and Canvas) | 21% |
| Compositions (3) | 18% |
| Cultural Projects (3) | 15% |
| Quizzes (5) | 20% |
| TOTAL | 100% |

## Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

## Course Grading Scale

| Letter Grade | Letter Grade |
|---|---|
| A | 94 - 100% |
| A- | 90 - 93% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | Below 60 |

## Policy on Make-up Tests, Late work, and Incompletes

LATE ASSIGNMENTS POLICY

This course is designed to provide students the maximum degree of flexibility when completing tests, exams, and all work related to the class. As such, no late work will be accepted.

MAKE-UP POLICY FOR TESTS

This course is designed to provide students the maximum degree of flexibility when completing tests, exams, and all work related to the class. As such, no make-up test are permitted.

INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with the consent of the Instructor, temporarily

receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the Instructor but is allowed only if the student is passing the course.

## Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class

participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 10.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

## Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

## Disability Policy

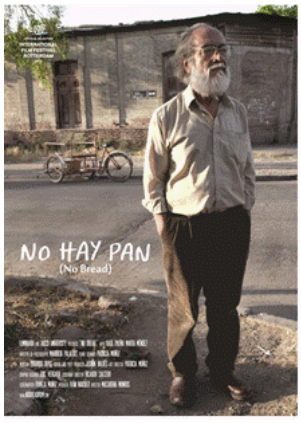
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

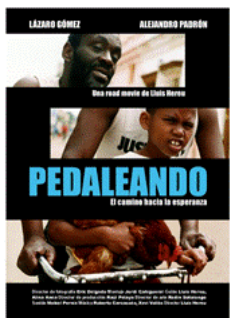
# Course Topical Outline

CALENDARIO DE CLASES

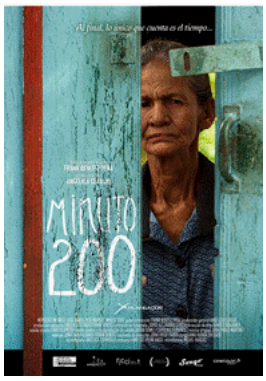
| FECHAS | PRESENTACIÓN Y ACTIVIDADES DE GRAMÁTICA Y LITERATURA<br><br>(trabajo en clase) | ESTUDIAR/COMPLETAR<br><br>En esta columna se encuentra la información sobre lo que debes estudiar y completar antes de venir a clase. |
|---|---|---|
| Semana 1 | Introducción al curso. Lectura del programa del curso.<br><br>¡A romper el hielo!<br><br>Encuesta de inicio de semestre.<br><br>Repaso: vocabulario / gramática<br><br>Connect | ANTES DE VENIR A CLASE:<br><br>Lee con cuidado el programa del curso y prepárate para hacer preguntas.<br><br>Prepárate para dialogar y presentarte en español a la clase: ¿De dónde eres? ¿Qué estudias? ¿Qué te gusta hacer en tu tiempo libre? ¿Qué clases de español has tomado? ¿En qué escuela? ¿Quiénes fueron tus profesores? |
| | Repaso: vocabulario, gramática y comprensión lectora.<br><br>Actividades de diálogo y escritura. | • En Canvas:<br><br>Lee el cuento “Imágenes Photoshop”<br><br>• Completa la tarea (3 actividades) |

August 31: Last Day to Pay without Late Fees

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|---|---|---|
| Semana 2 | Contextos: Cap. 6 - El comercio y la comunidad<br><br><br><br><br>“No hay pan”: Actividades de diálogo y uso del vocabulario. | Completar en Connect:<br><br>• Anticipación (pp. 341-351), Vocabulario (pp. 365-367)<br><br>Ver el cortometraje “No hay pan” antes de venir a clase. |

| | | |
|---|---|---|
| | Cultura: El almacén, el mercado al aire libre y el supermercado<br><br>El pan y la “ñapa”<br><br> | Completar en Connect:<br><br>- Más vocabulario<br><br>- Tutorial de gramática<br><br>-Gramática 6.1: El presente perfecto (pp. 368-379) |
| Semana 3 | Práctica de gramática, conversación y escritura. | • Completar en Connect:<br><br>-Gramática 6.2: Pluscuamperfecto (pp. 380-384)<br><br>- Gramática 6.3: Voz pasiva (pp. 385-397)<br><br>- Repaso de gramática |
| | Comprensión lectora y análisis del cuento “Una carta a Dios”<br><br>Taller de escritura (en clase según las instrucciones de su profesora)<br><br>Composición 1. Escritura en clase<br><br>(no se permite el uso de electrónicos) | • Completar en Connect:<br><br>- Contextos sociales<br><br>• En Canvas:<br><br>Lee el cuento “Una carta a Dios”, de Gregorio López y Fuentes. Trae a clase<br><br>tus notas y tarjetas de estudio<br><br>Prueba 1. 11 de septiembre (11:59 p.m.) |
| Semana 4 | Contextos: Cap. 7 – La política económica y el pueblo<br><br><br><br>“Pedalendo”: Actividades de diálogo y uso del vocabulario. | • Completar en Connect:<br><br>- Anticipación (pp. 419-431)<br><br>- Vocabulario (pp. 432-451) Gramática 7.1: Ver el cortometraje “Pedaleando” antes de venir a clase. |
| | Cultura: El período especial en Cuba. El Realismo mágico.<br><br> | • Completar en Connect:<br><br>- Más vocabulario<br><br>- Tutorial de gramática<br><br>- Los pronombres relativos y las cláusulas adjetivales (pp. 452-462) |

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|---|---|---|
| Semana 5 | Práctica de gramática, conversación y escritura. | • Completar en Connect:<br><br>- Gramática 7.2: El subjuntivo en cláusulas adjetivales (pp. 452-475)<br><br>• En Canvas:<br><br>Composición 1. Versión final (11:59 p.m.) |
| | Comprensión lectora y discusión del cuento “El nieto.”<br><br>Taller de escritura: Uso de conjunciones y transiciones. | • Completar en Connect:<br><br>- Contextos sociales<br><br>• En Canvas:<br><br>Lee el cuento “El nieto”, de Antonio Benítez Rojo<br><br>Prueba 2 - 25 de septiembre al final del día |
| Semana 6 | Contextos: Cap. 8 – La independencia y las metas personales<br><br><br><br>“Casitas”: Actividades de diálogo y uso del vocabulario. | • Completar en Connect:<br><br>-Anticipación (pp. 496-504) (4 ejercicios)<br><br>- Anticipación y Vocabulario (pp. 505-514) -<br><br>Ver el cortometraje “Casitas” antes de venir a clase. |
| | Cultura: La vivienda, alquilar o comprar, la hipoteca, el movimiento “okupa.” ¿Como serán las viviendas en el año 2025?<br><br> | • Completar en Connect:<br><br>- Más vocabulario<br><br>- Tutorial de gramática<br><br>Gramática 8.1: El futuro (pp. 517-525) |
| Semana 7 | Práctica de gramática, conversación y comprensión auditiva. | • Completar en Connect:<br><br>- Gramática 8.2: El condicional (pp. 526-534)<br><br>- Repaso de gramática |
| | Taller de escritura (en clase según las instrucciones de su instructor/a)<br><br>Composición 2. Escritura en clase<br><br>(no se permite el uso de electrónicos) | • Completar en Connect:<br><br>- Contextos sociales<br><br>• En Canvas:<br><br>Prueba 3 - 9 de octubre (11:59 p.m.) |

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| Semana 8 | Introducción al Cap. 9<br><br><br><br><br>“Minuto 200”: Actividades de diálogo y uso del vocabulario. | • Completar en Connect:<br><br>- Anticipación (pp. 563-573)<br><br>- Vocabulario (pp. 574-586)<br><br>Ver el cortometraje “Minuto 200” antes de venir a clase. |
| | Cultura: Los medios de comunicación y los retos sociales. La vejez y el aislamiento social.<br><br> | • Completar en Connect:<br><br>- El subjuntivo en cláusulas adverbiales (pp. 587-595)<br><br>- Otros usos del subjuntivo (pp. 600-603)<br><br>• En Canvas:<br><br>Composición 2. Versión final, entregar (11:59 p.m.) |
| Semana 9 | Práctica de gramática, conversación y comprensión auditiva. | • Completar en Connect:<br><br>- Más vocabulario<br><br>- Tutorial de gramática<br><br>- El subjuntivo en cláusulas adverbiales (pp. 587-599) (Parte II) |
| | Comprensión auditiva.<br><br>Taller de escritura: Uso de pronombres relativos. | • Completar en Connect:<br><br>Contextos sociales (pp. 610-623)<br><br>En Canvas:<br><br>- Prueba 4 - 23 de octubre al final del día |

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|---|---|---|
| Semana 10 | Contextos: Cap. 10 – La violencia política y la guerrilla<br><br><br>"Kalashnikov": Actividades de diálogo y uso del vocabulario. | • Completar en Connect:<br>Anticipación (pp. 630-637)<br>- Anticipación y Vocabulario (pp. 638-653)<br>Ver el cortometraje "Kalashnikov" antes de venir a clase. |
| | Cultura: El "Día de los Muertos" en la cultura hispana. | • Completar en Connect:<br>- Gramática 10.1: El imperfecto y pluscuamperfecto de subjuntivo (pp. 654-665) |
| Semana 11 | Práctica de gramática, conversación y comprensión auditiva. | • Completar en Connect:<br>- Gramática 10.2: Las oraciones condicionales (pp. 674-684)<br>- Gramática 10.1: El imperfecto y pluscuamperfecto d subjuntivo (pp. 665-673) |
| | Taller de escritura (en clase según las instrucciones de su instructor/a)<br>Composición 3. Escritura en clase | • En Canvas:<br>Lee con cuidado el cuento "Un día de estos", de Gabriel García Márquez y prepárate para analizar y escribir en clase. |
| Semana 12 | Proyecto Cultural 1.<br>Investigación y uso de fuentes de la biblioteca de la universidad<br>comunicación, argumentación y uso de la evidencia. | ANTES DE VENIR A CLASE:<br>Mira la película La historia oficial en Kanopy y toma notas para poder trabajar en clase https://www.kanopy.com/en/fau/watch/video/5724028<br>• En Canvas:<br>Proyecto Cultural 1 (práctica de investigación) |
| | Cultura e investigación de fuentes bibliográficas. Formato MLA. | • Completar en Connect:<br>Repaso de gramática<br>• En Canvas:<br>Proyecto Cultural 1 (versión final) |

| | | |
|---|---|---|
| Semana 13 | Proyecto Cultural 2.<br><br>Discusión, argumentación y escritura de ensayos. | • Completar en Connect:<br><br>Repaso de gramática<br><br>• En Canvas:<br><br>Lee el cuento “Emma”<br><br>Proyecto Cultural 2 (Primer borrador). |
| | Proyecto Cultural 2.<br><br>Escritura de ensayos y organización de ideas. | • Completar en Connect:<br><br>Contextos Sociales (pp. 686-688)<br><br>• En Canvas:<br><br>Proyecto Cultural 2 (Versión final). |
| Semana 14 | Proyecto cultural 3 (Poster) | Investigar y preparar Proyecto cultural 3 (Poster)<br><br>• En Canvas:<br><br>Composición 3. Versión final, entregar en Canvas (11:59 p.m.) |
| | | |
| Semana 15 | Presentación y conversación sobre Proyecto cultural 3 (Poster) | Preparar y presentar Proyecto cultural 3<br><br>• En Canvas:<br><br>Prueba 5. 2 de diciembre (11:59 p.m.) |
| | Presentación y conversación sobre Proyecto cultural 3 (Poster)<br><br>Evaluación del curso | Preparar y presentar Proyecto cultural 3<br><br>• En Canvas:<br><br>Proyecto cultural 3 (versión final) |