

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>		UUPC Approval <u>2/24/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____		
<b>Current Course Prefix and Number</b>		<b>Current Course Title</b>	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> From:                      To: <b>Change course number</b> From:                      To: <b>Change credits*</b> From:                      To: <b>Change grading</b> From:                      To: <b>Change WAC/Gordon Rule status**</b> Add                      Remove <b>Change General Education Requirements***</b> Add                      Remove <small>*See <a href="#">Definition of a Credit Hour</a>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small>		<b>Change description to:</b>          <b>Change prerequisites/minimum grades to:</b>          <b>Change corequisites to:</b>          <b>Change registration controls to:</b>          Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b>		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b>			
<b>Approved by</b> Department Chair <u>Eric Berlatsky</u> College Curriculum Chair <u>Robin Larson</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		<b>Date</b> <u>1/30/2025</u> <u>02/10/2025</u> <u>2/13/2025</u> <u>2/24/25</u> <u>2/24/25</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

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**SPN 3343**

**Adv Spanish for Heritage**

**Learners 3 Credit(s)**

**Fall 2025 - 1 Full Term**

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Changes to be made for Fall 2025:

1. Oral exercises will be reduced from 3-4 minutes to 2.25-3 minutes
2. On reading assignments, number of questions to answer will be reduced from 4-8 to 3-6
3. The number of weekly assignments will be reduced by 25%
4. Writing assignments will be reduced by 33%
5. Length of writing assignments will be reduced to 375-500 words from 500-650 words
6. Oral presentations will be reduced from 20 minutes to 15 minutes.

## **Course Description**

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Advanced Spanish for Heritage Learners

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

For students who have already taken SPN 2341 or who have studied Spanish at an intermediate level and have functional abilities in understanding and speaking Spanish. Emphasis is placed on consolidating grammatical structures, vocabulary, oral reading and writing skills while increasing awareness of Hispanic cultures and their diversity. Fulfills foreign language requirement.

## **Instructional Method**

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**Fully Online Class**

100% of the course is delivered online.

## Required Texts/Materials

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**Nuestro idioma, nuestra herencia**

**ISBN:** 9780077424381

**Publisher:** McGraw-Hill

**Edition:** 1st

**Nuestro idioma, nuestra herencia**

**ISBN:** 9781260644814

**Publisher:** McGraw-Hill

**Nuestro idioma, nuestra herencia**

**ISBN:** 9781260618099

**Publisher:** McGraw-Hill

## Course Objectives/Student Learning Outcomes

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This course focuses on solidifying and deepening reading, writing, speaking and oral comprehension skills in order to achieve a better fluency in written communication, to enhance oral skills and to obtain a better understanding of Hispanic cultures and their diversity in the US and around the world.

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

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

1. Demonstrate critical awareness of historical and cultural notions by synthesizing and evaluating ideas, texts, events and general cultural knowledge surveys. (CO: 1)
2. Discuss Hispanic Cultures found in readings, films, and videos. (CO: 2)
3. Assess the contributions of Hispanics to the culture in the US. (CO: 3)

4. Use proper written and oral expression in Spanish. (CO: 4)
  5. Demonstrate interactions in Spanish with specific audiences. (CO: 5)
  6. Analyze ideas and events in a variety of non-literary and literary texts. (CO: 6)
  7. Demonstrate writing in formal Spanish. (CO: 7)
  8. Create informed and persuasive arguments based on the readings and research. (CO: 8)
- (CO = Course Objective)

## **Faculty Rights and Responsibilities**

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## **Disability Policy**

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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/](http://www.fau.edu/sas/).

## **Academic Service Learning (AS-L) Designated Course**

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This course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning

This course contains multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at [www.fau.edu/ouri](http://www.fau.edu/ouri).

Projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

- SLO 1: Knowledge. Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.
- SLO 2: Formulate Questions. Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.
- SLO 3: Plan of Action. Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.
- SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.
- SLO 5: Ethical Conduct. Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.
- SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes

Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, [www.fau.edu/leadandserve](http://www.fau.edu/leadandserve), for the survey link and more information on FAU's Academic Service-Learning program.

Minimum project hours: 10

### **Assumption of Risk Statement for Student**

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

If you are selected to participate in the university-wide Academic Service-Learning program, you will be required to document a minimum of 10 hours of student service to the community agency.

### **Course Evaluation Method**

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GRADING CRITERIA Introductions and Syllabus Quiz (10 points each – not graded)

You will post an introduction in the student introductions discussion board and take a syllabus quiz. You can take the syllabus quiz as many times as necessary to achieve 100%. Discussion Boards As part of the course assignments, you will be asked to post an original submission to the discussion board and reply to at least two other students' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. The rules of Netiquette must be followed. Replies are not texts with your friends. Full sentences, proper spelling, source citations, etc., are expected. Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, and present external research (paraphrase, avoid unnecessary and/or lengthy quotations; do not plagiarize, cite references). For maximum points, please reference external research or examples as well as the discussion rubrics. For each discussion assignments , all original posts must be submitted by Tuesday each week so classmates have time to post their responses to your posts. Responses to peers are due at 11:59pm on Friday.

Grade breakdown by kind of assessment (Language Skill) **Cultura- Encuestas (8 encuestas / 1% of total grade)** These are found on the textbook at the beginning of each Chapter. They will be used gauge your cultural knowledge of the topics covered in each Chapter. They will also be included in the exams. They will be featured in the course as quizzes. **Cultura – Lecturas Culturales (4 lecturas / 6%of total grade)** These are culture related readings and activities. You will be asked to read about a topic and respond in written and/or oral form. **Cultura-¡A charlar! (7 ¡A charlar! activities/ 7% of total weight)** Spoken responses to cultural topics.

**Taller de cultura (Taller de cultura activities / 12% of total grade)** In this section, you will be asked to create projects to showcase a cultural aspect studied in the content and readings pertaining to a topic. **Escritura (Escritura activities / 6% of total grade )** Short written activities aimed at practicing one aspect of writing. **Taller de escritura (Taller de escritura activities / 10% of total grade)** You will write two compositions of 1½-2-page. The compositions should be typed on a computer and double-spaced. The compositions are viewed as part of your work to gain an active command of Spanish, rather than as exercises that merely repeat old mistakes. **Ortografía - (Ortografía activities) - (8% of total grade)** Throughout the course you'll practice spelling, use of problematic letters and accentuation rules in Spanish. **Gramática (Grammar activities / 20% of total grade)** Throughout the course you'll review advanced grammar notions through grammar practice, reading and writing. **Vocabulario - 10%of total grade** (Vocabulary activities (Ongoing Glossary of problematic Expressions and a practice to upload plus short quizzes) Vocabulary practice will take place via building a glossary of problematic expressions and commonly misused words (includes cognates, false cognates, homophones, etc.) **Exámenes 20% of total Grade) (2 Exams: 10% of total grade each)** Examinations will be based on readings, lectures, homework, and discussions. The exams will include multiple choice, true/false and/or short answer questions. Answers will be evaluated based on content in terms of accuracy of information and ability to analyze the issues. Good answers will demonstrate that you have read and

understood the chapters, and actively participated in online discussions. Exams will be taken online in the Canvas Learning Management System. Test will be timed. No make-up exams are given.



## **Code of Academic Integrity**

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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](#).

## **Attendance Policy Statement**

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Students are expected to attend all 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.

Expectations for Students

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

## Email/Video Conferencing

You are responsible for reading all of your course email and responding in a timely manner.

## Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

## Religious Accommodation Policy Statement

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## Time Commitment Per Credit Hour

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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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%



Letter Grade	Letter Grade
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

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

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Make-up policy of exams: As for the exams (Partial and Final) there is no make-up possibility. Exceptions include: documented medical reason, religious accommodation, and official FAU athletic commitment, death in the family, or court appearance. If you know in advance of any such reason, please let me know. A grade of "C" or better is required for the course to count for the major or the minor.

### 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 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.

## Special Course Requirements

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TECHNOLOGY & COMPUTER REQUIREMENTS Hardware & Software Requirements

## Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

## Software

- Microsoft 365 Suite
- Reliable web browser (recommended Chrome or Firefox)
- Canvas mobile app: Download instructions for iOS device or Android device
- Adobe Reader
- Adobe Flash Player

## Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Check your Internet speed [here](#).

## Other Technologies

In order to complete your workbook assignments, you may need to download the CamScanner App on your smartphone or have weekly access to a document scanner. Computer Requirements

## Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- Specifications

## Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

## Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

#### Minimum Technical Skills Requirements

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

#### Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

#### Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see Print Screen instructions.

3. Complete a Help Desk ticket. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

## **Policy on the Recording of Lectures**

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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.

- AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.

## **Artificial Intelligence Preamble**

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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. [\[Policy 12.16 Artificial Intelligence\]](#)

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>

## **Counseling and Psychological Services (CAPS) Center**

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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/>

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)

- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

## Course Topical Outline

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### CALENDARIO

#### Assignment details in Canvas

Semana 1: Módulo 1 (6-12 enero)

Plazo de entrega	CAPÍTULO 1: La música del Caribe hispano
01.12	Presentaciones e introducción al curso  Encuesta sobre cultura general  Después de leer: A charlar  La música del caribe hispano  Glosario de palabras y expresiones problemáticas

Semana 2: Módulo 2 ( 13 -19 enero)

Plazo de entrega	CAPÍTULO 1: La música del Caribe hispano (continuación)
	La música del caribe hispano. Foro de discusión

01.19	Lectura cultural: comprensión
	Ortografía: reglas de acentuación
	Quiz de expresiones problemáticas (Cap. 1)
	Glosario de palabras y expresiones problemáticas

Semana 3: Módulo 3 ( 20-26 enero )

Plazo de entrega	CAPÍTULO 2: El cine mexicano
01.26	Encuesta sobre cultura general
	Gramática: El pretérito
	Antes del Foro de discusión: Cómo tener y grabar una reunión virtual con tus compañeros
	Cine mexicano del nuevo milenio. Foro de discusión

Semana 4 : Módulo 4 (27enero -2 febrero)

Plazo de entrega	CAPÍTULO 2: El cine mexicano (continuación)
02.02	Escritura: Biografía de un personaje del cine mexicano
	Gramática: El pretérito y el imperfecto
	¡ A charlar!
	Quiz de expresiones problemáticas (Cap. 2)
	Glosario de palabras y expresiones problemáticas

Semana 5: Módulo 5 (03-09 febrero )

Plazo de entrega	CAPÍTULO 3: Tradiciones y celebraciones
02.09	Encuesta sobre cultura general
	<ul style="list-style-type: none"> <li>Ortografía: Los usos de las letras “g” y “j”</li> </ul>
	<ul style="list-style-type: none"> <li>Composición # 1</li> </ul>
	<ul style="list-style-type: none"> <li>¡ A charlar!</li> </ul>

	<ul style="list-style-type: none"> <li>¡ A charlar! Comparte tu entrevista sobre productos hispanos</li> </ul> <p>Glosario de palabras y expresiones problemáticas</p>
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#### Semana 6: Módulo 6 (10-16 septiembre )

Plazo de entrega	CAPÍTULO 3: Tradiciones y celebraciones (cont.) CAPÍTULO 4: El turismo y el medioambiente
02.16	<p>Gramática: El participio pasado como adjetivo</p> <p>¡ A charlar!</p> <p>Encuesta sobre cultura general</p> <p>Ortografía: Quiz Los usos de las letras “c, “s” y “z”</p> <p>Quiz de expresiones problemáticas (Cap. 3)</p> <p>Glosario de palabras y expresiones problemáticas</p>

#### Semana 7: Módulo 7 (17-23 febrero)

Plazo de entrega	CAPÍTULO 4: El turismo y el medioambiente (cont.)
02.23	<p>¡ A charlar!</p> <p>Quiz de gramática: Los tiempos compuestos</p>
02.23	<p>Taller de cultura: Presentación de un proyecto cultural</p> <p>Quiz de expresiones problemáticas (Cap. 4)</p> <p>Glosario de palabras y expresiones problemáticas</p>

#### Semana 8: Módulo 8 (24 febrero -2 marzo )

Plazo de entrega	Examen parcial y proyecto cultural
	Examen parcial
03.02	Comparte tu proyecto cultural



Spring Break!

Semana 9: Módulo 9 (10-16 marzo)

Plazo de entrega	CAPÍTULO 5: Tradiciones literarias, mitos y leyendas
03.16	Encuesta sobre cultura general  Lectura Cultural. Después de leer: Mitos y leyendas de la zona andina  Ortografía: Los usos de las letras “b” y “v”  Gramática: La voz activa y la voz pasiva  Glosario de palabras y expresiones problemáticas

Semana 10: Módulo 10 (17-23 marzo)

Plazo de entrega	CAPÍTULO 5: Tradiciones literarias, mitos y leyendas (cont.)
03.23	¡ A charlar!  Quiz de expresiones problemáticas (Cap. 5)  Glosario de palabras y expresiones problemáticas  Composición # 2

Semana 11: Módulo 11 (24- 30 marzo)

Plazo de entrega	CAPÍTULO 6: Las artes
	Encuesta sobre cultura general  Lectura Cultural. Después de leer: Ideas generales sobre el teatro y las artes plásticas  Gramática: Quiz sobre el futuro y el condicional de indicativo

03.30	Ortografía: Los usos de las letras “ll” y “y”
	Quiz de expresiones problemáticas (Cap. 4)
	Glosario de palabras y expresiones problemáticas

Semana 12: Módulo 12 (31 marzo- 06 abril)

Plazo de entrega	CAPÍTULO 7: 1992: 500 años después de la conquista de América
04.06	Encuesta sobre cultura general
	Ortografía: Los usos de las letras “c” “q” y “qu”
	Gramática: Práctica del presente de subjuntivo
	Gramática: cláusulas adjetivales y adverbiales
	Quiz de expresiones problemáticas (Cap. 7)
	Glosario de palabras y expresiones problemáticas

Semana 13: Módulo 13 (07-13 abril )

Plazo de entrega	CAPÍTULO 8: Los hispanos en los Estados Unidos
04.13	
	Encuesta sobre cultura general Foro de discusión
	Escritura: Después de leer: “Historia general de los hispanos en los Estados Unidos”
	Gramática: Práctica del imperfecto de subjuntivo
	Quiz de expresiones problemáticas (Cap. 8)
	Glosario de palabras y expresiones problemáticas

Semana 14: Módulo 14 (14-20 abril)

Plazo de entrega	CAPÍTULO 8: Los hispanos en los Estados Unidos (cont.)
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04.20	Gramática: Usos del imperfecto de subjuntivo  Ortografía: Errores de uso común  Examen final (Buena suerte!)
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## Title IX Statement

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

## **SPN 3343 Advanced Spanish for Heritage Learners**

### **Catalog Entry**

<https://www.fau.edu/registrar/university-catalog/catalog/artsandlettersdes/>

### **Advanced Spanish for Heritage Learners (SPN 3343) ~~4~~3 credits**

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

For students who have already taken SPN 2341 or who have studied Spanish at an intermediate level and have functional abilities in understanding and speaking Spanish. Emphasis is placed on consolidating grammatical structures, vocabulary, oral reading and writing skills while increasing awareness of Hispanic cultures and their diversity. Fulfills foreign language requirement.