

Hispanic (S)heroes! - SPAN 4370 01

CRN: 23041

Duration: Jan 17, 2018 - May 10, 2018 on-line

Professor (profesora): Dra. (la doctora) Debra D. Andrist

andrist@shsu.edu 936-294-1414

Office ABIV 333

Virtual and physical office hrs. usually TTh 11 am-3 pm central time but by arranged appointments

However, I generally answer email within no more than 24 hours or almost always much less time, with exception of weekends or if I am out-of-town at a conference, when response may be slightly delayed.

#associated Blackboard documents

GENERAL UNIVERSITY, COLLEGE OF HUMANITIES & SOCIAL SCIENCES,
WORLD LANGUAGES & CULTURES AND DR. ANDRIST'S POLICIES & INFO
(PÓLIZAS E INFO)

(any of the required four policies below: <http://www.shsu.edu/syllabus/>

Americans with disabilities act (ada),

Religious holidays

Visitors in the classroom

Academic dishonesty

Virtual Attendance: <http://www.shsu.edu/dotasset/1e59e034-4fe5-4563-be7b-362234dca1ae.pdf>

Classroom rules of conduct apply in both the virtual and face-to-face classroom:

<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

Language/lenguaje

The syllabi are bilingual, mostly in English for legal purposes pero toda la clase misma en español, known as code-switching

Schedule/Horario

All schedules are subject to adaptation as necessary by professor at any point for any reason with prior on-line advisement of students.

Help/Ayuda

via email or in person/por correo electrónico o cara-a-cara

While I am available nearly every day within hours to respond to questions, and eager to do so, preferably by email, but also by phone, I do not supply information which is available in the various syllabi and/or Blackboard documents by reading same--unless the question concerns clarification and/or more details.

With on-line technology/con la tecnología de en-línea

Prepare to be able to do any on-line components of the course before the first day of class! For the technological demands of the course, as in use of blackboard, do the tutorial. If you have problems with the technological side of the course, immediately contact helpline (the professor herself can not help with technology, only content).

Time requirements/Requisitos en términos de tiempo

This is a 3-credit-hour undergraduate advanced-level class, a very demanding course in terms of the content and the usual necessary time commitment of about six hours a week. You'll be practicing listening, speaking, reading, writing in correct formal Spanish, in addition to content.

FYI: time commitment is equivalent of one 150-minute class meeting per week, 15 weeks per semester=approximately 38 hours in class; plus an equal number of preparation study hours=approximately 38 hours outside class; plan on spending a total (minimum) of 76 hours on this class over the semester or more than five hours per week or better for your progress, an hour every single day of the "work" week. Please pay necessary attention to detail and take time to think/consider/analyze. Do the work in sequence as on the schedule, if not on the suggested days.

While I am sympathetic to jobs, child care, etc., other responsibilities on the part of students, it is mandatory to devote a minimum of the above amount of uninterrupted, highly-attentive, time to this course, an on-line language-acquisition course. Please take the course during another semester if you are not able to devote that amount of time, energy and attention to the course. No exceptions, no late submissions.

Plagiarism (plagio)#

Your enrollment in this class constitutes your legal and moral obligation to the honor code. Plagiarism—copying or paraphrasing others' work without crediting them for it--is illegal and unethical--and grounds for failure, not just in the assignment, but in this class over-all. Paraphrases, as well quotes, must be documented. See Blackboard document for definition of plagiarism and *MLA Handbook* for how to document.

Philosophy (filosofía)

This is a university undergraduate advanced-level academic course with appropriate academic requirements. You earn your grade on that basis. You do not receive university credit for "ethnic or gender consciousness" or even Spanish language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

Interaction (interacciones)

Respect for others' views and space, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

Respect for others in general, particularly in the case of disagreement about theme issues or debates, is required on the part of every participant. Polite presentation style, especially in discussion boards, is vital. Treat others as you would have them treat you! No personal attacks, name-calling, etc. will be permitted at any time on any topic.

Performance concerns (preocupaciones estudiantiles)

I am committed to facilitating each student's performance. Students must be committed to maximizing their own performance, too. This is a dual responsibility.

Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns.

If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the virtual classroom itself? (very many students need more preparation time due to differing levels of language acquisition; you may personally need more time, you may need grammar review and you may need study-strategy assistance! Ask for help!)
2. Have you contacted the Sam Center and/or New Gresham library and/or TWC resources about study-skills suggestions/workshops/assistance in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted me, especially via personal appointment, to discuss specific actions which will help you improve your performance?
5. Have you arranged (virtual) study sessions with other students in the class?
6. Have you contacted the Writing Center and/or WOLC tutoring and scheduled personal tutoring (free)?

General Student Responsibilities/responsabilidades estudiantiles en general

Technology, Physical Form and Content/tecnología, forma física y contenido

Prepare for any on-line technological aspects of the course before the first day of class, for the technological demands of the course, as in use of Blackboard! Do the on-line tutorial!

If you have problems with the technological side of the course, immediately follow these instructions (the professor herself does not help with technology, only content).

“having problems loading content in your blackboard courses?

If you are receiving java or jsp errors when trying to access content or tools in your blackboard course don't panic! Clear your internet browser's cache and all will be well.

Instructions for clearing your cache can be found here: <http://www.wikihow.com/clear-your-browser%27s-cache>

If you need further assistance with this, contact our support desk at 936.294.2780/blackboard@shsu.edu.”

http://distance.shsu.edu/blackboard/how-to/need_help.html

Do not wait until the last minute, close to the deadline, to post assignments in the Blackboard discussion boards or dropboxes, if indicated as the manner of turning in an assignment. Give yourself time to get help from helpline helpline@shsu.edu or 936-294-1950.

In case there is an unexpected technological glitch on either your end or that of SHSU.

Technological glitches at the last minute are not acceptable excuses for not meeting deadlines.

Do not email assignments to me for any reason.

Do your work in word (watch out for « auto-correct » which will change cognates to English, thus being errors in Spanish) and paste into the discussion board or dropbox so that accents, double-spacing, etc., show up as required. The document *type international characters* in Blackboard documents gives you steps for adding accents, tildes, diéresis, etc.

Required headings on papers submitted

You will lose points for not including all of the information and in Spanish using correct spelling, etc.

You are responsible for all material, on-line, on Blackboard, etc. in “class.”

You are personally & solely responsible for your activities (asking questions or doing homework) in order to meet your personal expectations and desire for success/grade.

Number of times that you review “homework” videos, readings, etc. is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, Blackboard or “said in class.” You are expected to watch videos carefully and highlight both those and reading and take notes as needed.

You are expected to stay in more-or-less daily contact with the professor and other students as personally needed.

Enrichment activities to speed along your progress/actividades para progresar más rápidamente
Study tips

General rule of thumb: try to incorporate Spanish into your regular, everyday life as much as possible.

Practice listening and speaking:

- make a friend who speaks Spanish (either as a student or as a native)
- attend cultural events (see department schedule of events, and SHSU event calendar)

Practice listening:

- watch television: news reports, listen to the radio, go to movies or rent videos in Spanish: children's level

Practice reading:

- buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, business, etc. Subscribe to, buy or borrow a newspaper or magazine: *Américas, Vanidades, Buen Hogar, Cosmo*, etc.

Practice writing:

- find a pen pal: write and receive letters in Spanish
- keep a journal/diary in Spanish
- write your notes in Spanish
- write creatively (stories) in Spanish
- use computer programs in Spanish

Specific study strategies

- study with other students, get a tutor
- buy or borrow a workbook or a text by another author: write out exercises
- review your text: table of contents (write all you know and check), exercises (redo)

- make note cards: use ink colors to indicate gender of nouns, etc. Make visualization/collage cards.

- listen to your audio materials extra times or get others. Do exercises in accompanying workbooks.

Resources (recursos):

- Tutoring. WOLC Department free tutoring (see procedure and schedule posted). Our tutors are graduate students, most are native speakers who can help with specific areas, or to practice your oral skills.
- Spanish conversation club. Group oral sessions with a native speaker language partner provided by the department of foreign languages. See schedule and topics posted. Use these sessions to practice your listening and speaking skills outside of class work. Attendance and participation to these sessions may constitute extra credit for the course. Talk to your instructor.
- Sam center, library, TWC center: live chat, website, research database, workshops, tours, research services.

Contact persons at the library for Hispanic content and/or the web services librarians at Newton Gresham Library

General faculty responsibilities/responsabilidades de la profesora

Content but not technology!/contenido pero no lo tecnológico)

I intend to be available to discuss, advise, etc., during and outside of class as much as possible but not 24/7 immediate.

Virtual contact, real-life visits and phone calls may be arranged by appointment. Drop-ins may or may not be possible when my office door is open, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return. If the door is closed, I am not available. Please email for an appointment.

Please also either honor your appointment or email me to cancel. I will afford you the same courtesy if I have an unavoidable conflict.

Email is always better than telephoning.

I intend to return assignments with commentary and/or grades as soon as possible, usually within a week or before so you can use it to avoid repeating errors of form, especially.

Instructor evaluations/evaluaciones de la profesora

Two or three weeks before the end of the semester the student will be asked to complete an official IDEA evaluation of the course and your instructor. The one essential and two important objectives for this course are:

Essential

-Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures -

Important

-Learning to analyze and critically evaluate ideas, arguments, and points of view

-developing skill in expressing oneself orally or in writing (in the target language)

Attendance/presencia

Virtual “attendance” policy: follow the class schedule, barring personal physical catastrophe,** which must be documented in writing by an official source as soon as possible, preferably before the request for late submission due to catastrophe rather than after.

****catastrophe** as defined by professor as death, hospitalized illness, etc.

Technology problems with computers or Blackboard do not qualify as catastrophes according to this definition; do not wait until the last minute to submit work so that you have options to reach helpline (do not contact professor for technical help)

Deadlines: syllabus assignments must be submitted at the time and day of the corresponding virtual class as on the syllabus.

No late submissions.

Students are encouraged to “buddy” with other students to get class notes/assignments and/or to arrange for other internet or computer access as necessary.

Always refer to your syllabus on the course site on Blackboard.

The student is responsible for communicating directly with his or her instructor when s/he is unable to submit required materials on schedule in the case of catastrophe. If possible, students should notify instructor and make arrangements for late assignments before the absence occurs. Excusing the student is at the sole discretion of the faculty member. Only death, serious illness or accident would ordinarily be reasons for late assignments. It is the student’s responsibility to request and turn in late work, if permitted in writing by professor. Permitting make-up work, granting full or partial credit, etc., are solely at the discretion of the professor according to university guidelines.

The term “excused absence” is discretionary and solely up to the professor of record.

http://www.shsu.edu/students/studentguidelines2007_2008.pdf (shsu student guidelines)

Course description/descripción del curso

SPAN 4370 Seminar in Selected Topics in Literature, Language, or Civilization

. An in-depth study of a selected topic. The topic to be explored will change from year to year. This course may be repeated for credit as the content varies. Prerequisite: Grade of C or better in SPAN 3361 or consent of Chair. Credit 3.

POLICIES SPECIFIC TO COURSE/PÓLIZAS ESPECÍFICAS DEL CURSO

Due to this course’s emphases, all submissions must be entirely in Spanish, including diacritic marks, etc. Therefore, you must work in word 10, English (**symbols for diacritic marks attached#**) or Spanish version and cut-and-paste into blackboard, or using keyboard procedures detailed in apostrophe, vowel.

General goals: results/metast generales: resultados

1. Enhanced personal production skills in Spanish language: listening, speaking, reading and writing, plus cultural knowledge
2. Awareness and appreciation of cultural and gender aspects of the Hispanic world(s): vocabulary, grammar, reading, analysis, writing; cultural and literary concepts, perspectives and insights

Course objectives: activities/objectivos del curso: actividades

1. Close-attention-to-detail and critical-thinking listening, speaking, reading, writing and cultural perspective skills; includes visual and audio
2. Editing and proofreading skills
3. Writing strategies

4. Analytical skills.

Style/estilo

This course has one delivery method: on-line, especially via Blackboard. Spanish will be the preferred language in nearly all cases but code-switching will be practiced when absolutely necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

Texts/textos/libros

You will not need to buy any books for this course (though you may want to, especially the *MLA Handbook*). We'll use on-line resources and various documents, URLs, etc., that I'll put on the Blackboard course site and/or send to you electronically and/or will put copies into reserve at Newton Gresham.

- Videos are on-line or through NGL [www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#) (May not work with older versions of Flash. If this does not work in IE, try Chrome.

Read [Quick-Start: How to Link to a Film](#), or [Films on Demand: A Guide for SHSU Users](#)]]
-SHSU, NGL, ARTICLES, VIDEOS/FILMS ON-LINE, FILMS ON DEMAND

Other resources/otros recursos

- Additional required websites and videos may be indicated on daily syllabus. Outline; take written notes.
- Additional required documents may be indicated on daily syllabus. Outline; take written notes.
- Additional required or recommended websites and videos may be sent via email
- Background and contextual info for course:
MLA Handbook (documentation guide)
<http://shslibraryguides.org/citations>
Diccionario de la Real Academia <http://www.rae.es/>
Word reference: <http://www.wordreference.com/>
Grammar review by topic, includes explanations & review "tests":
<http://www.spanishdict.com/grammar>

Required "equipment"/"equipaje" requerido

- Computer with internet access. Tune up your computer for remote access and for optimal technical performance and blackboard course site and links
- Personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class work for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results.

Evaluation/grades (assessment) (evaluación/notas)

Notas=grades in English, not notes, which are apuntes in Spanish)

The following rubrics will be applied to all written graded assignments as indicated: special emphasis on both correct form, but not limited to same, in this course [vocabulary, style, grammar, spelling (including diacritic marks) and other mechanics] and content (investigation, organization, analysis)

	4 Excellent	3 Good	2 Fair	1 Poor
Organization	Presentation is effective and presented in a logical format with a clear beginning, middle and end. There is a clear statement of ideas and smooth transitions. The writer has stated the main idea clearly and has provided relevant details.	Presentation is effective with a few minor problems and is generally logical. The sequencing is logical but incomplete. The main ideas are clear but loosely connected.	Presentation is somewhat logical but can be confusing at certain points. Ideas are not well connected and lack logical sequence. The main idea is unclear and lacking relevant details.	Presentation lacks organization and logical order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic.
Content	The main idea is clearly conveyed in a presentation that is relevant and interesting. The student provides evidence of thoughtful input and all details are appropriate. Appropriate vocabulary and functions are used.	The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions.	The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions.	The main idea is unclear and there is no evidence of details to support it. The details that are provided are irrelevant and none of the proper vocabulary or functions is used.
Vocabulary (vocabulario)	There is a wide range of the vocabulary words used in an accurate manner to convey the main idea.	There is an adequate range of the vocabulary words with some errors in usage.	There is a limited range of vocabulary words used accompanied by inappropriate use and errors.	There is a small range of vocabulary, erroneous usage and translation based errors.
Grammar (gramática)	Grammatical functions are used correctly	Grammatical functions are used adequately	There are significant mistakes in	There are frequent errors in usage that

	with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns.	with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns.	constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning.	distort meaning. Simple sentence construction is lacking as well as knowledge of verb tenses, order, number, agreement, articles, prepositions and pronouns.
Spelling (deletrero u ortografía) and mechanics (mecánica) (to include components of investigation and research and organization and analysis as appropriate to the assignment)	Spelling, punctuation, and capitalization are generally correct. Citations and paraphrasing are used appropriately as relevant to the assignment.	Spelling, punctuation, and capitalization errors are infrequent. Citations and paraphrasing are generally used appropriately as relevant to the assignment.	There are frequent errors with spelling, punctuation, and capitalization. Citations and paraphrasing are often misused.	Mistakes in spelling, punctuation, and capitalization distort meaning. Citations and paraphrasing are not used appropriately.

- 1000-POINT SYSTEM/SISTEMA DE 1000 PUNTOS
1000-900=A, 899-800=B, 799-700=C, 699-600=D, 599-0=F
- GRADED WORK EXPLANATIONS/EXPLICACIONES DE TAREAS CORREGIDAS

1 Autobiography#@40 (half points on spelling/grammar & half on content)

autobiography, 90-110 palabras in Spanish, edited for spelling & grammar, on Blackboard discussion board--following prof's example in Blackboard documents, before midnight the first Thursday/entregar su autobiografía de 90-110 palabras en español, deletreo y gramática redactados, en Blackboard discussion board--siguiendo el ejemplo de la profe en Blackboard documents—antes de medianoche el primer jueves

1 bio commentary#@20 (half points on spelling/grammar & half on content)

read bios of other students on Blackboard discussion board in Blackboard & post at least one observation, 45-55 words in Spanish, spelling & grammar edited, about commonalities among students before midnight the first Friday/leer bios estudiantiles en Blackboard discussion board y entregar a lo menos una observación, 45-55 palabras en español, deletreo y gramática redactados, sobre lo parecido entre los estudiantes antes de la medianoche el primer viernes

1 Syllabi quiz#@30

1 body quiz@30

Following Mon., 1-22/el siguiente lunes el 22: take quiz on syllabus & on body on Blackboard assignments due before 8 am/hacer examencito sobre los sílabuses y sobre el cuerpo en Blackboard assignments, plazo antes de las 8 de la mañana. May be repeated until deadline but will vary order of true/false.

14 Observations & comments#@25=350 (half points on spelling/grammar & half on content)
Wednesdays/los miércoles: Post observations/opinions, 45-55 words in Spanish, edited for spelling & grammar, about assignments & discussions on Blackboard Discussion board before midnight, discussion questions furnished according to each week's themes/entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche, preguntas para discusión dadas según los temas de cada semana

14 Reactions & debate#@20=280 (half points on spelling/grammar & half on content)
Thursday/los jueves: Read Discussion board & post at least one reaction for debate purposes, 45-55 words in Spanish, edited for spelling & grammar, before 8 am Friday/leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

14 essays#@20=280 (half points on spelling/grammar & half on content)
Friday/viernes: Write an essay, 45-55 words in Spanish, edit for spelling & grammar, essay questions furnished according to each week's themes/escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática, preguntas para ensayos dadas según los temas de cada semana

Following Mondays/el siguiente lunes: post edited essay on Blackboard dropbox before 8 am/entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana

final exam equivalent: the three homework assignments from week 15 count as the final/equivalente del examen final: las tres tareas de la semana 15 cuentan como el final

EXTRA CREDIT POSSIBILITY

1 ACE activity advisement to prof=10 + 1 ACE activity summary@50
sábado., 10-2: PROYECTO ACE: DÍA DE CARRERAS Y EDUCACIÓN POR HOUSTON
HISPANIC FORUM, GEORGE R. BROWN CONVENTION CENTER, HOUSTON, 9 de la mañana -3 de la tarde

or equivalent arranged individually with professor by no later than the above date/o equivalente arreglado individualmente con la profe antes de esta fecha

review of the experience answering the questions about ACE in the document in Blackboard, due immediately before the week after spring break/resumen de la experiencia contestando las preguntas sobre ACE que están en Blackboard documents, que se debe entregar antes de la semana después de la pausa primaveral

DAILY SYLLABUS/ASSIGNMENTS

MAY BE ADAPTED ACCORDING TO RESULTS OF STUDENTE KNOWLEDGE AND/OR SCHEDULING NEEDS OVER THE SEMESTER/SE PUEDE ADAPTAR SEGÚN EL CONOCIMIENTO ESTUDIANTIL Y/O NECESIDADES DEL HORARIO DURANTE TODO EL SEMESTRE

ACE (SERVICE LEARNING) and WRITING-ENHANCED COURSE

(Bilingual English/Spanish at first to make sure everybody understands the repetitive & sequential patterns of weekly work--but changing to only Spanish by third week/Bilingüe inglés/español al principio para que todos entiendan el plan repetitivo y secuencial de cada semana con tareas, discusiones verbales, discusiones escritas,* reacciones* y ensayos*--pero cambiando al español después de la tercera semana)

- Homework in sequence, recommended day-by-day as below but always in sequence no matter which days: explore (watch, listen, read: videos, readings, etc. in Spanish and/or English), process (discuss aloud in person in Spanish), comment (post observations and/or opinions in Spanish on Blackboard discussion board)*, debate (post reactions in discussion board in Blackboard in Spanish),* conclude (post essay in Spanish in Blackboard dropbox)*/tarea en secuencia, recomendada día por día pero siempre en secuencia no importan los días: explorar (lecturas y/o videos, etc. in español y/o inglés), procesar (discutir en voz alta en español en persona, comentar (entregar observations y/o opiniones en español en Blackboard discussion board)*, debatir (entregar reacciones en español en Blackboard discussion board), concluir (entregar ensayo en español en Blackboard dropbox)

*graded/notas

WEEK/SEMANA 1 (Wed., Jan. 17 - Fri., Jan. 19/miércoles el 17 de enero – viernes el 19):

COURSE & STUDENT INTROS/INTRO AL CURSO Y A LOS COMPAÑEROS

-Wed., 1-17/miércoles el 17 de enero: read syllabi and prof's bio on Blackboard: who, what, why, where, when, how/leer los sílabuses y bio de la profe en Blackboard: quién, qué, por qué, dónde, cuándo, cómo

-Thurs., 1-18/jueves el 18: post autobiography, 90-110 palabras in Spanish, edited for spelling & grammar, on Blackboard discussion board--following prof's example in Blackboard documents, before midnight/entregar su autobio de 90-110 palabras en español, deletreo y gramática

redactados, en Blackboard discussion board--siguiendo el ejemplo de la profe en Blackboard documents—antes de medianoche*

-Fri., 1-19/viernes el 19: read bios of other students on Blackboard discussion board in Blackboard & post at least one observation, 45-55 words in Spanish, spelling & grammar edited, about commonalities among students before midnight/leer bios estudiantiles en Blackboard discussion board y entregar a lo menos una observación, 45-55 palabras en español, deletreo y gramática redactados, sobre lo parecido entre los estudiantes antes de la medianoche*

-Following Mon., 1-22/el siguiente lunes el 22: take quiz on syllabus on Blackboard assignments due before 8 am/hacer examencito sobre los sílabuses en Blackboard assignments, plazo antes de las 8 de la mañana*

WEEK/SEMANA 2 (Mon., 1-22 – Fri., 1-26/lunes el 22 – viernes el 26): LINGUISTIC

“GEOGRAPHY:” CONCEPTS & DEFINITIONS/GEOGRAFÍA LINGÜÍSTICA:

CONCEPTOS Y DEFINICIONES

-Monday/lunes: See, listen, read assignments/ver, escuchar, leer tareas:

LINGÜÍSTICA: EL LENGUAJE

<https://www.merriam-webster.com/words-at-play/woty2017-top-looked-up-words-feminism>

<https://www.merriam-webster.com/video/2017-word-of-the-year-behind-the-scenes>

<https://www.merriam-webster.com/dictionary/shero>

(Blackboard) Andrist, Preface to *S/He: Sex & Gender in the Hispanic Worlds*

<https://www.urbandictionary.com/define.php?term=shero>

términos: femenina v. feminista, mujerista

-Tuesday/martes: Discuss assignments aloud with family/friends/whomsoever via in person/
phone//Skype/Facetime/discutir tarea en voz alta con familia/amigos/quienquiera cara a
cara/Skype/Facetime

-Wednesday/miércoles: Post observations/opinions, 45-55 words in Spanish, edited for spelling
& grammar, about assignments & discussions on Blackboard Discussion board before
midnight/entregar observaciones/opiniones, 45-55 palabras en español, deletreero y gramática
redactados antes de medianoche*

Discussion question/pregunta para contestar y debatir=¿Cómo se define el término *s/hero* y cómo
se decide quién es una *s/hero*?

-Thursday/jueves: Read Discussion board & post at least one reaction for debate purposes, 45-55
words in Spanish, edited for spelling & grammar, before 8 am Friday/leer lo que pusieron los
otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en
español, deletreero y gramática redactados, antes de las 8 de la mañana el viernes*

-Friday/viernes: Write an essay, 45-55 words in Spanish, edit for spelling & grammar/escribir
ensayo, 45-55 palabras en español, redactor deletreero y gramática

Essay question/pregunta para ensayo=¿Quién es su *s/hero* personal y por qué?

-Following Mon., 1-29/el siguiente lunes el 29: post edited essay on Blackboard dropbox before 8 am/entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

WEEK/SEMANA 3 (Mon., 1-29 – Fri., Feb. 2/lunes el 29 – viernes el 2 de febrero): LAS INDÍGENAS HISTÓRICAS

-Monday/lunes: See, listen, read assignments/ver, escuchar/leer tareas:

-mujeres aztecas:

<http://www.nacion.com/archivo/mujeres-en-el-imperio-azteca/EX5BEMLCWFA7LGMFU4VB7YBTVA/story/>

-Atotoztli

<https://lacuevadesusana.blogspot.com/2012/06/atotoztli-ii-la-reina-azteca.html>

-Malintzín/Malinche/Doña Marina:

https://es.wikipedia.org/wiki/La_Malinche

-Tuesday/martes: Discuss assignments aloud with family/friends/whomsoever via in person/phone//Skype/Facetime/discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-Wednesday/miércoles: Post observations/opinions, 45-55 words in Spanish, edited for spelling & grammar, about assignments & discussions on Blackboard Discussion board before

midnight/entregar observaciones/opiniones, 45-55 palabras en español, deletreado y gramática redactados antes de medianoche*

Discussion question/pregunta para contestar y debatir=¿Fue Malintzín/Malinche/Doña Marina *s/hero* o traidora a su gente y por qué?

-Thursday/jueves: Read Discussion board & post at least one reaction for debate purposes, 45-55 words in Spanish, edited for spelling & grammar, before 8 am Friday/leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreado y gramática redactados, antes de las 8 de la mañana el viernes*

-viernes: ensayo, 45-55 palabras en español, redactor deletreado y gramática

Essay question/pregunta para ensayo=¿Fue atípica Atotoztli en su sociedad y cómo sí o no?

-el siguiente lunes el 5 de febrero: post edited essay on Blackboard dropbox before 8 am/entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 4 (lunes, 5 de febrero – viernes 9-2): LA MADRE PATRIA: LAS ESPAÑOLAS HISTÓRICAS

-lunes: leer

-la Reina Católica, Isabel I

https://es.wikipedia.org/wiki/Isabel_I_de_Castilla

-Laurencia de *Fuenteovejuna* por Lope de Vega [Siglo de Oro (17)]

http://www.spainthenandnow.com/spanish-literature/fuenteovejuna-summary/default_229.aspx

-Santa Teresa

http://corazones.org/santos/teresa_avila.htm

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debatir=¿Se puede decir que Laurencia o la verdadera o la ficticia fue una *s/hero* y por qué?

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

-viernes: ensayo, 45-55 palabras en español, redactor deletreo y gramática

pregunta para ensayo=¿Fue la más *s/hero* Isabel I o Sta. Teresa y por qué?

-el siguiente lunes el 12 de febrero: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

sábado., 10-2: PROYECTO ACE: DÍA DE CARRERAS Y EDUCACIÓN POR HOUSTON
HISPANIC FORUM, GEORGE R. BROWN CONVENTION CENTER, HOUSTON, 9 de la
mañana -3 de la tarde

or equivalent arranged individually with professor by no later than the above date/o equivalente
arreglado individualmente con la profe antes de esta fecha*

resumen de la experiencia contestando las preguntas sobre ACE en el sílabus específico que se
debe entregar antes de la semana después de la pausa primaveral*

SEMANA 5 (l, 12-2 – v, 16-2) LAS MUJERES COLONIALES

-lunes: leer

-La Virgin de Guadalupe

<http://www.la-virgen.org/virgen-de-guadalupe/>

-Study Guide for *La Virgin de Guadalupe: Guadalupe: Madre de todo México* in Blackboard
documents

-<http://www.sanrafaelfilms.com/films.html>

-Sor Juana

https://es.wikipedia.org/wiki/Sor_Juana_In%C3%A9s_de_la_Cruz

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate=¿Ha sido la historia de la Virgen de Guadalupe si no una *s/hero*, a los menos una inspiración a las mexicanas y por qué?

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

-viernes: escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática
Essay question/pregunta para ensayo=¿Cómo ha sido Sor Juana una *s/hero* por sus obras y por qué?

-el siguiente lunes el 19: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 6 (l, 19-2 – v, 23-2) LO FEMENINO TRADICIONAL

-lunes

- BIOLOGICAL DESTINY THROUGHOUT THE AGES

-leer: *Non-traditional Concepts of Motherhood: Hispanic Women Poets in the 20th Century* in Blackboard documents

-ver, escuchar

- [www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#) (May not work with older versions of Flash. If this does not work in IE, try Chrome. Read [Quick-Start: How to Link to a Film, or Films on Demand: A Guide for SHSU Users](#))]
-SHSU, NGL, ARTICLES, VIDEOS/FILMS ON-LINE, FILMS ON DEMAND, *Mujeres de América Latina* (series): *Ser Madre en América Latina*

- -EL TRABAJO DOMÉSTICO

-*A Recipe for the Modern Spanish Nation: Carmen de Burgos's and Emilia Pardo Bazán's Cookbook Discourses*, en Blackboard documents

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate==¿Por qué se puede decir que todas las madres hispanas han sido *s/heroes* durante toda la historia?

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

-viernes: escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática

Essay question/pregunta para ensayo: ¿Cómo puede ser un libro de recetas para la cocinera tradicional inspirar a una *s/hero*?

-el siguiente lunes el 26: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 7 (l, 26-2 – v, 2 de marzo) LA VÍCTIMA: LA MISOGENÍA, LA DISCRIMINACIÓN Y EL MALTRATAMIENTO

-lunes: leer

- *EL INCESTO*

-*Incest In Medieval/Renaissance Spanish Poetry* en Blackboard documents

- LA VIOLENCIA DOMÉSTICA

-*Domestic Violence: Social (& Personal) Control Techniques*

Through The Ages In Hispanic Worlds en Blackboard documents

Ver y escuchar:

-NGL, Films on Demand, *Mujeres de América Latina* (series): *Guatemala silenciada*

-NGL, Films on Demand, *Mujeres de América Latina* (series): *Dominicanas*

leer

-Silvia Rivera https://es.wikipedia.org/wiki/Sylvia_Rivera

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate==¿Qué tiene que hacer la idea de ser una *s/hero* con los varios temas de abuso de mujeres?

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

-viernes: escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática

Essay question/pregunta para ensayo: ¿Qué ejemplo de los anteriores de victimizar a mujeres le afectó a Ud. más y por qué?

-el siguiente lunes el 5: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 8 (l, 5-3 – v, 9-3 LO NO TRADICIONAL

lunes, leer

- LA EDUCACIÓN

-*On The Education of Women in the Hispanic World* en Blackboard documents

- ACTIVIDADES NO TRADICIONALES

-la judía: Doña Gracia Mendes Nasi https://en.wikipedia.org/wiki/Gracia_Mendes_Nasi

-La mujer varonil: https://cvc.cervantes.es/literatura/aih/pdf/08/aih_08_2_071.pdf

(Ana Caro de Mallén)

-La guerrillera: Petra Herrera https://es.wikipedia.org/wiki/Petra_Herrera

-NGL, Films on Demand, *Rebel: Loreta Velázquez, Secret Soldier of the American Civil War*

-*Women in the Spanish Civil War* en Blackboard documents

Tomasa Cuevas https://es.wikipedia.org/wiki/Tomasa_Cuevas

-Madres de la Plaza de Mayo https://es.wikipedia.org/wiki/Madres_de_Plaza_de_Mayo

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática

redactados antes de medianoche*

pregunta para contestar y debate==¿Quién es la más *s/hero* de los ejemplos anteriores de mujeres no tradicionales y por qué?

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción

para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

-viernes: escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática

Essay question/pregunta para ensayo: ¿Cuáles son las características de actividades no tradicionales que hacen a una mujer una *s/hero*?

-el siguiente lunes el 19: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

PAUSA PRIMAVERAL/SPRING BREAK I, 12-3 – v,16-3

SEMANA 9 (I, 19-3 – v, 23-3) LAS PROFESIONES NO TRADICIONALES: LAS ESCRITORAS

lunes: leer

-<https://www.aboutespanol.com/las-mujeres-escriptoras-mas-importantes-2206894>

-Gabriela Mistral. https://es.wikipedia.org/wiki/Gabriela_Mistral

-Rosario Castellanos, Laura Ezquivel

Control of the Female Body: Threats and Violence vs. Strategies in Blackboard documents

-Rosario Ferré

20th Century Feminist S/hero Images in Literature: Images of Power from Rosario Ferré's

Remythologized Fairy Tales, en Blackboard documents

-Luisa Valenzuela

Luisa Valenzuela: Una creadora revisionista de mitos en Blackboard documents

-Gloria Anzaldúa

Bridges Across Multiple Identities: Literal & Figurative Chicanahood en Blackboard documents

-Rima de Vallbona

Transsexualism. Revisiones & Reverses in Rima de Vallbona's 'Beto y Betina' en Blackboard documents

martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate==¿Qué autora anterior fue la más *s/hero* por su obra y por qué?

jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

viernes: escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática

Essay question/pregunta para ensayo: Por leer sobre las autoras anteriores ¿quién le interesa a Ud. más y por qué?

el siguiente lunes el 26: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 10 (l, 26-3 – 30-3) LAS ARTISTAS DE VARIOS TIPOS, LAS ACTORES Y OTRAS

lunes, leer

-*The Semiotics Of Spanish Womanhood: Words and Pictures* en Blackboard documents

-<https://www.univision.com/noticias/mes-de-la-hispanidad/50-latinas-que-conquistaron-el-mundo-fotos>

-Frida Kahlo, Remedios Varo

The Female Body and Control via Transformation: The Beauty and the Beast en Blackboard documents

- LAS MÚSICAS

Teresa Carreño

https://es.wikipedia.org/wiki/Teresa_Carre%C3%B1o

-Celia Cruz https://es.wikipedia.org/wiki/Celia_Cruz

martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate==¿Cómo puede ser una artista de cualquier tipo una *s/hero*?

jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

viernes: escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática

Essay question/pregunta para ensayo: Por leer sobre las artistas anteriores ¿quién le parece a Ud. más una *s/hero* y por qué?

el siguiente lunes el 2: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 11 (l, 2 de abril – v, 6-4): LA POLÍTICA LATINOAMERICANA

leer

-Evita Perón https://es.wikipedia.org/wiki/Eva_Per%C3%B3n

-Las hermanas Mirabel https://es.wikipedia.org/wiki/Hermanas_Mirabal

ver y escuchar

-NGL, Films on Demand, *Mujeres de América Latina* (series): *Puerto Rico: El paraíso invadido*

-NGL, Films on Demand, *Mujeres de América Latina* (series): *México: La rebelión de la Llorona*

-NGL, Films on Demand, *Mujeres de América Latina* (series): *Cuba: Las hijas de Fidel*

-NGL, Films on Demand, *Mujeres de América Latina* (series): *Chilenas: Del drama a la esperanza*

martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate: ¿Fue Evita una verdadera s/hero o no y por qué?

jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

viernes: escribir ensayo, 45-55 palabras en español, redactor de deletreo y gramática

Essay question/pregunta para ensayo: ¿Qué grupo nacional de las s/heroes anteriores ha tenido más influencia en las mujeres de su país y por qué?

el siguiente lunes el 9: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 12 (l, 9-4 – v, 13-4) LAS PRESIDENTAS LATINOAMERICANAS

leer:

-https://www.lainformacion.com/mundo/en-40-anos-10-mujeres-presidentas-en-america-latina_1ztRDHSfxav6fMoG66duV3/

-http://news.bbc.co.uk/hi/spanish/latin_america/newsid_4615000/4615746.stm

-ver y escuchar: -NGL, Films on Demand, *Mujeres de América Latina* (series): *Nicaragua: Del Rojo al Violeta*

- 8 LÍDERES LATINOAMERICANAS (solamente Figueres y Chávez)

<https://www.univision.com/noticias/hispanos/los-ocho-lideres-latinoamericanos-mas-poderosos-segun-la-revista-fortune>

martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate==¿Qué presidenta ha sido la más *s/hero* para las mujeres de su país y por qué?

jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

viernes: escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática

Essay question/pregunta para ensayo: Por leer sobre las líderes anteriores, ¿a quién la clasifica Ud. más una *s/hero* y por qué?

el siguiente lunes el 15: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 13 (l, 16-4 – 20-4) LAS INDÍGENAS MODERNAS

Leer: Rigoberta Menchú https://es.wikipedia.org/wiki/Rigoberta_Mench%C3%BA

See, listen/ver, escuchar

- [www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#) (May not work with older versions of Flash. If this does not work in IE, try Chrome.

Read Quick-Start: How to Link to a Film, or Films on Demand: A Guide for SHSU Users)]

-SHSU, NGL, articles, videos/films on line, Films on Demand, *Mujeres de América Latina* (series): *Ecuador: La mujer indígena*

-SHSU, NGL, articles, videos/films on line, Films on Demand, *Mujeres de América Latina* (series): *Venezuela: Del siglo 21 a la prehistoria*

martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate=¿Es una *s/hero* Rigoberta a pesar de la controversia sobre su autobio o no y por qué?

jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

viernes: escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática

Essay question/pregunta para ensayo=¿Qué características de *s/heroes* tienen en común las ecuatorianas y las venezolanas en adición a ser indígenas?

el siguiente lunes el 23: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 14 (l, 23-4 – v, 27-4) LAS S/HEROES MODERNAS

- LAS LATINOAMERICANAS MODERNAS

lunes, leer

[-https://www.telesurtv.net/news/El-papel-y-la-inclusion-de-la-mujer-en-Latinoamerica-20150306-0057.html](https://www.telesurtv.net/news/El-papel-y-la-inclusion-de-la-mujer-en-Latinoamerica-20150306-0057.html)

-22 mujeres latinas que hicieron historia:

[-https://www.buzzfeed.com/danielacadena/mujeres-historia?utm_term=.fg4VpZ5kB#.xrnL0QAYw](https://www.buzzfeed.com/danielacadena/mujeres-historia?utm_term=.fg4VpZ5kB#.xrnL0QAYw)

[-http://es.fuenteshistoricas.wikia.com/wiki/Mujeres_lideres_de_Latinoamerica](http://es.fuenteshistoricas.wikia.com/wiki/Mujeres_lideres_de_Latinoamerica)

[-https://www.forbes.com.mx/las-mujeres-mas-poderosas-de-america-latina/](https://www.forbes.com.mx/las-mujeres-mas-poderosas-de-america-latina/)

- LAS ESPAÑOLAS MODERNAS

[-https://listas.20minutos.es/lista/las-mujeres-mas-influyentes-de-la-historia-de-espana-214586/](https://listas.20minutos.es/lista/las-mujeres-mas-influyentes-de-la-historia-de-espana-214586/)

[-http://www.enfemenino.com/feminismo-derechos-igualdad/mujeres-importantes-en-espana-d44832c526972.html](http://www.enfemenino.com/feminismo-derechos-igualdad/mujeres-importantes-en-espana-d44832c526972.html)

[-http://www.donquijote.org/cultura/espana/sociedad/personalidades/mujeres-espanolas](http://www.donquijote.org/cultura/espana/sociedad/personalidades/mujeres-espanolas)

- LAS LATINAS/LATINX

Ver y escuchar

-NGL Films on Demand: *Women of Hope: Latinas Abriendo Camino*

leer

-Las cinco mujeres que han triunfado en los EE.UU.

<https://www.youtube.com/watch?v=eFZtrtkW5J4>

- LA CIENCIA

-Elena Ochoa

-http://www.bbc.com/mundo/noticias/2013/10/130930_ciencia_mujeres_cientificas_mr

- LA MEDIA

-Mayte Prida, Telemundo

-<https://www.studiovirtualarte.com/11-emprendedoras-hispanas/>

-Selena Quintanilla

-15 Rising Hispanic Politicians (solamente Herrera Beutler, Luján Gresham, Martínez, Sotomayor, Van de Putte)

<http://www.latinoleaders.com/Media-Kit/15-Rising-Hispanic-Politicians/>

martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate=¿Cuáles son las características que tienen en común todas las mujeres anteriores que las hacen *s/heroes*?

jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes*

viernes: escribir ensayo, 45-55 palabras en español, deletreo y gramática redactados

pregunta para ensayo: ¿A qué mujer anterior admira Ud. más y por qué?

el siguiente lunes el 30: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

SEMANA 15 (l, 30-4 – v, 4 de mayo) LO COMERCIAL

lunes, leer

- BARBIE

Cisneros, Sandra. *Bar-B-Q* de *The House on Mango Street*

-<http://popcultureandamericanchildhood.com/wp-content/uploads/2012/02/CisnerosBarbieQ.pdf>

-<https://ckerrigan23.wordpress.com/2014/09/25/barbie-q-analysis/>

<http://barbie.mattel.com/en-us/about/you-can-be-anything.html>

<http://barbie.mattel.com/shop/en-us/ba/sheroes>

LA ECONOMÍA Y LOS NEGOCIOS

Ver y escuchar

-NGL, Films on Demand, *Mujeres de América Latina* (series): *Bolivia: La coca, alimento de los pobres*

-NGL, Films on Demand, *Mujeres de América Latina* (series): *Perú: La colera del hambre*

Leer:

Seis mujeres que “rompieron el molde”

<https://www.forbes.com.mx/seis-mujeres-que-rompieron-el-molde-y-triunfaron/>

5 mujeres que han triunfado laboralmente

<http://expansion.mx/mi-carrera/2014/03/06/mujeres-en-un-mundo-de-hombres>

<https://www.telesurtv.net/news/Mujeres-destacadas-en-ambitos-considerados-masculinos-20150306-0052.html>

martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche*

pregunta para contestar y debate==¿Es Barbie una *s/hero* o no y por qué?

jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana
el viernes*

viernes: escribir ensayo, 45-55 palabras en español, redactor deletretero y gramática

Essay question/pregunta para ensayo: Por ver/escuchar y leer sobre las varias mujeres anteriores en el contexto económico, ¿qué opina Ud. sobre su estatus de *s/hero* o no y por qué?

el siguiente lunes el 7 de mayo: entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana*

EXÁMENES FINALES: las tres tareas de la semana 15 cuentan como el final