



Literature, Journalism, Writing and Languages

SPA 3001 Language and Culture through Civic Engagement

4 Units

Fall 2026

Meeting days/times (T 8:00am-9:00am Bond 151, F 2:30pm-4:30pm with travel time 2:00pm-2:29pm and 4:31pm-5:00pm)

Meeting location: T: Bond 151; F: Room 201, Mid-City Nazarene Church, City Heights: 4101 University Ave, San Diego, CA 92105

Final Exam: Monday December 14, 2026, 4:30pm-7:00pm (Location TBD)

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Scott Bennett, PhD Professor of Spanish
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Email:	scottbennett@pointloma.edu
Office location and hours:	Bond Academic Center 115, posted on office door and by appointment (in person or on Zoom)

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

A course designed to refine the skills of advanced communication through the study of basic phonetics, continuation of grammar review, writing, and the study of semantics. Conducted in Spanish.

This class aims to take you out of the classroom and into the real world to practice your skills and hone your communication in Spanish as well as improve cultural competency. The texts engage in a variety of topics and themes so that you gain an in-depth understanding of the Latino/Latina experience both locally and internationally. As part of PLNU's Community Classroom program, students attend community dinners, read a common book, study themes as they relate to Spanish-speaking people, and engage in service projects. All these activities will be reflected upon with guided homework and writing assignments, and students also have the opportunity to converse with one another about their experiences.

Prerequisite(s): SPA 2051 or consent of instructor.

Course Learning Outcomes (CLOs)

By the end of the course, students will be able to:

1. Produce (knowledge, application) written essays with reasonable control of grammar, semantics and stylistics. **(PLO 1,5)**
2. Speak (application) Spanish in various controlled situations with reasonable control of grammar, vocabulary usage and correct pronunciation. **(PLO 3,5)**
3. Apply (application) basic phonetics to improve pronunciation. **(PLO 3,5)**
4. Comprehend (comprehension) the main idea of connected oral discourse in the target language. **(PLO 2)**
5. Discuss (comprehension, analysis) with fellow students cultural mores and patterns of living as studied in and out of the classroom setting. **(PLO 4,6)**

CLO. *Students will demonstrate an understanding of the complex issues faced by diverse groups in global and cross-cultural contexts.*

Assessment: *The readings and final essay (signature assignment) expose students to a variety of issues in the Hispanic world—inside and outside the United States—and homework assignments, writing reflections, critical essays and presentations all require student engagement with the content. Diverse groups and differing points of view are represented, within the complex topics of immigration, Latin American identities, linguistics and bilingualism, and the Spanish-speaking members of the San Diego area. A special focus will be on the community of City Heights, with a research paper and presentation highlighting some of the challenges and positive changes in the neighborhood.*

Program Learning Outcomes (PLOs):

Students who complete the program will be able to:

1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.
2. Comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics.
3. Converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.
4. Interpret target language texts according to their cultural, literary, and/or linguistic content.
5. Display knowledge of the nature and structure of language.
6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.

Required Texts and Recommended Study Resources (Textos requeridos y recursos para estudiar)

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

1. *Taller de escritores*, 4th ed. Cañón, Paula. Vista Higher Learning, 2024. Supersite code can be purchased at:
<https://vistahigherlearning.com/store/tal4.html> for \$128.74 (Digital Access only recommended)
Please access through LomaBooks if you have that option!

2. Access to Podcasts, including *Radio Ambulante*, Internet- for news, songs, articles, current events *en español*.
3. App: *Lupa*, para mejorar tu español, acompaña Podcasts de *Radio Ambulante*
4. Subscription to *San Diego Union Tribune*, and other sources, *en español*
5. Materials in Canvas and vhlcentral.com
6. Attendance of Community Classroom events and dinners. Excursions to City Heights neighborhood for service learning; other field trips. Students' schedules will be considered concerning events and dinners, and also field trips.
7. Recommended online dictionary (also an App): <https://www.wordreference.com/>
8. Play Wordle Español every day! <https://wordleespanol.org>

Grading (Calificación):

The final grade is based on the following point scale:

Homework and readings (Tarea y lecturas).....	200
Writing (short essays, analyses 2 x 50pts each) (Ensayos cortos, análisis).....	100
Presentations (2 x 50pts each) (Presentaciones).....	100
Notes and Vocabulary Notebook (Cuaderno de notas y vocabulario).....	100
Attendance (Asistencia) (including community service and Community classroom, discussions and in-class participation)	200
Cultural Engagement Activity or Excursion (Actividad cultural o excursión).....	50
Final Research Paper (Trabajo de investigación final) (part of the Final Exam).....	200
Final Presentation (part of the Final Exam).....	50

Grading Scale (Escala de calificaciones):

930-1000	A	780-799	C+	600-629	D-
900-929	A-	730-779	C	0-599	F
880-899	B+	700-729	C-		
830-879	B	680-699	D+		
800-829	B-	630-679	D		

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Spanish 3001, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include immigration, identity, local issues, politics, educational challenges, healthcare, incarceration, racism, and ethnic studies (among others). If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in Hispanic studies, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Spanish 3001, we will cover a variety of topics, some of which you may find triggering. These topics include immigration, identity, local issues, politics, educational challenges, healthcare, incarceration, racism, and ethnic studies (among others). The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in Hispanic studies, and I will support you throughout your learning in this course.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Any reliance on AI tools in this course is subject to an academic honesty violation.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email](#) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Asistencia (Attendance): Es obligatorio estar en clase y participar en las discusiones. La nota de asistencia se bajará **20 puntos** con cada falta (**la primera falta es gratis**, no se les quitarán los 20 puntos). Si el/la estudiante falta **tres (3)** veces o más, el profesor tiene el derecho de desmatricular al estudiante. Si el/la estudiante falta **seis (6)** veces, **no** puede recibir crédito para la clase. Según las normas de PLNU, el/la estudiante no puede recibir crédito para una clase si falta 20% de las clases. Para clarificar, explico en inglés: According to the college catalog, attendance is a requirement for each class. There are no excused absences, except those allowed by the provost of the university.

It is required to be in class and participate in discussions. The attendance grade will be lowered **20 points** with each absence (**the first absence does not count against you**; you will not lose the 20 points). If the student misses **three (3)** times or more, the professor reserves the right to drop the student from the class. If the student misses **six (6)** times, they **will not get credit for the class** (according to PLNU policy). The student can't get credit for the class if they miss 20% of classes.

Participación (Participation): La participación es de **suma importancia** en la clase. Responderán oralmente y también por escrito acerca de los elementos estudiados. **La hora de clase es para conversar y escribir y no para usar los teléfonos celulares etc.** Si hacen y preparan las tareas asignadas y si se mantienen enfocados en la clase tendrán una nota alta de participación.

Participation in class is extremely important. Students will respond both orally and in writing about the course material. **Class time is to have discussions and write and not to use cell phones or laptops etc.** If students prepare and do the assigned homework and stay focused in class, they will get a high participation grade.

Loma Writing Center

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

LomaBooks Instructions for Students:

Note: For courses using materials available through LomaBooks

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

This course is part of our course material delivery program, [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks](#) materials.

Assignments At-A-Glance

- **Homework, Readings:** Students must have full Supersite access for the textbook, *Taller de escritores* on vhlcentral.com. Most assignments are on this site, with the full electronic textbook and practice activities. A looseleaf (paper copy) is optional depending on student learning style. Students are to keep up with the due dates posted on the vhlcentral.com class. All work is due before the class meeting. This constitutes the bulk of the work, and students are accountable for this online content – even if it is not integrated into Canvas. Readings are in the textbook, and students are expected to use a dictionary, annotate, and read 2-3 times in order to achieve advanced comprehension.
- **Service/Community Classroom:** This class forms part of PLNU's Community Classroom program, which adds an element of culture and depth to the curriculum. A limited number of courses are offered in this program, and most classes and activities take place in the diverse City Heights neighborhood. Our class will meet onsite at Mid City Nazarene Church (as well as on main campus); other work may be expected to be completed outside the actual classroom hours. Students attend two Community Classroom dinners alongside other students and professors, and they complete community service in City Heights, as schedules allow.
- **Oral reports and writing:** Students will be given instructions and expectations for oral presentations and writing prompts, including taking turns presenting and summarizing content from the readings and community interactions. Students hone their speaking and writing skills and complete different types of assignments and essays, according to the content covered in the in-class and outside-of-class activities. Correct grammar and composition structures, spelling, and accents expected.
- **Conversation, discussions and in-class participation:** Conversations will be with members of the Spanish-speaking community when possible, but mainly within the classroom context with peers and the professor.
- **Cultural Engagement Activity / Excursion:** Students will complete one outing that engages the culture of City Heights and/or the Spanish-speaking community of San Diego. While there are many possible options, we will try to do this activity as a group. Professor will provide more information about this assignment in the class.
- **Final project (Research Paper and Presentation):** The final paper (2000 words) and presentation (15 minutes) will be based on content covered throughout the semester and constitutes student research, **which delves deeper (and more specifically) into the reality of City Heights**. Students will showcase a combination of skills and critical thinking, oral presentation, accurate grammar structures and MLA guidelines. Students will gather research materials throughout the semester in preparation for a successful final research paper. Eight academic sources are required, with sufficient time to obtain and study the topic in-depth,

before contributing a specific thesis to the academic conversation. Rubrics for the written work as well as the oral presentation are found on vhlcentral.com.

- The thesis work, scaffolding assignments, and the research paper will be graded as the Final. The accompanying final presentation will be graded as part of the Final exam.
- **A key requirement will be maintaining a notebook with the new words that you learn or are learning in both English and Spanish. It will also be to take notes both inside and outside of class.** I will check this regularly to see how your list of words is progressing, and also your notes. It is essential to do the readings, engage in class discussion, and continue working on the list of new words you encounter, and also takes notes outside of class. Class discussion and all assignments will be done in Spanish. So, please add to your vocabulary list actively on a regular basis. It would be good to have a space for examples of usage, or your own practice sentences with the words you are learning. I will check your notebooks at the end of the semester, and also as we work throughout the semester.

Course Schedule (Horario de curso)

Week 1 (Semana 1)

T1 Introducción al curso: *Taller de escritores*, propósito de la clase: la escritura y el involucramiento comunitario. La importancia de los cuadernos de notas y vocabulario. Haremos una “lluvia de ideas” sobre qué es o qué representa City Heights para ti.

1.1 Vocabulario para describir p. 7, 1.2 Expresiones de percepción sensorial p. 9

1A La descripción de lugares y objetos: Tema de composición (en clase)

Ejemplo de “Platero y yo” Juan Ramón Jiménez

Actividad: Anuncios p. 10 (en clase)

F4 Primer día en City Heights. Conocer el barrio un poco (caminar, hablar con las personas, tomar fotos) etc.

En el salón de clase: **Acentuación I p. 19. Seguir con 1A La descripción de lugares y objetos p. 22 (usar las fotos que sacaron durante la salida en el barrio). Escriban una composición corta sobre un lugar o un objeto.** Si hay tiempo, hacer 1B La descripción de personas p. 26 (pueden usar fotos, sus amigos, una persona famosa) etc.

Hablaremos sobre City Heights y la importancia de enfocarnos en el barrio: su gente, la geografía, su cultura, su diversidad, las lenguas representadas, los desafíos de la comunidad, lo distinto del barrio etc.

Week 2 (Semana 2)

M7 Martin Luther King Jr. Day (No classes today) (No hay clases hoy)

T8 Lectura: “La siesta del martes” de Gabriel García Márquez p. 34 (Lean antes de la clase, por favor).

**Haremos algunas actividades sobre la lectura: 1 Comprensión p. 40, 3 Interpretación p. 40
Seguiremos con la Acentuación I p. 19 y Acentuación II p. 53: una práctica con palabras diferentes.**

F11 Nuestro segundo día en City Heights. Vamos a buscar una historia, un evento, o algo que pasó en el barrio. Vamos a escribir un ensayo corto (**Ensayo #1 para la tarea**). Pueden **narrar un evento en el pasado (p. 58) o pueden buscar una historia actual para escribir un relato periodístico (p. 61)**. Veremos ejemplos de las dos formas de escribir. El tema o la idea tiene que ser sobre **City Heights**. Queremos conocer el barrio más y al mismo tiempo escribir mejor en español (y entender, hablar mejor) etc.

Week 3 (Semana 3)

T15 Pensar e investigar sobre temas para Presentación oral #1 (que presentarán el martes, 22 de septiembre, la próxima semana). Sería excelente indagar más sobre sus temas sobre un evento histórico o un relato periodístico que escribieron y terminaron para hoy.

Entregar Ensayo #1 hoy.

F18 Nuestro tercer día en City Heights.

Una salida en el barrio. Trabajaremos sobre las ideas y el contenido de **Presentación oral #1**. El enfoque debe ser sobre City Heights y algún aspecto de la comunidad. Puede ser sobre un evento que pasó, una entrevista con una persona (en unos de los negocios del barro), o alguna historia de interés actual como relato periodístico. Está bien tomar fotos en la comunidad y buscar ideas a través de la investigación sobre el barrio. Podemos estar juntos o pueden ir por su cuenta. Regresaremos antes de que la clase termine para compartir las ideas con los demás. En sí, la Presentación oral #1 debe ser una continuación del Ensayo #1, pero con un enfoque más comunicativo y llamativo.

Week 4 (Semana 4)

T22 Presentación oral #1 hoy. Cada presentación durará 8-10 minutos (no más de 10 minutos). Si no terminamos todas las presentaciones, las terminaremos el viernes 25 en City Heights.

F25 Nuestro cuarto día en City Heights. **Lectura: “De inmigrantes a emigrantes” de Edmundo Paz Soldán p. 140 (Lean antes de la clase, por favor).**

Haremos algunas actividades sobre la lectura: 1. Comprensión p. 142, 5. Interpretación p. 143, 6. Experiencia inmigrante p. 144 ¿Cómo es City Heights una comunidad de inmigrantes?

Week 5 (Semana 5)

T29 Compartiremos los cuadernos de vocabulario y notas. ¿Cuáles nuevas palabras aprendieron? ¿Las puedes compartir, y luego usarlas en una oración?

Practicaremos con algunas actividades: **5.1 Cognados falsos p. 145, 5.2 Los prefijos p. 147**

F2 Nuestro quinto día en City Heights. **Cenar en El Salvador Pupusería y Restaurante.** Sería interesante hablar con las personas que trabajan en el restaurante. Aprenderemos sobre la cultura salvadoreña y la influencia del restaurante en el barrio.

Practicaremos más con: 5.3 Los verbos seguidos de preposición p. 149 y las Palabras compuestas p.162

Week 6 (Semana 6)

T6 Hablaremos sobre **Ensayo #2 (La crítica cinematográfica) y el trabajo de investigación final.** Será un tiempo para generar ideas y pensar sobre su tema para el trabajo de investigación final. Veremos los requisitos para las asignaturas con algunas instrucciones y detalles. Estudiaremos un poco sobre las técnicas y la teoría de cine para poder analizar una película mejor. Habrá una lista de películas para escoger y tener varias opciones.

F9 Nuestro sexto día en City Heights. Veremos si hay opciones para una excursión hoy a otro lugar: un museo, ver una película, asistir a un evento local etc. Sería un día perfecto para hacer un evento cultural si hay posibilidades.

Week 7 (Semana 7)

T13 Terminaremos la lección sobre la crítica cinematográfica hoy pp. 200-202.

Veremos ejemplos sobre 6.2 El lenguaje académico p. 185 y 6.3 Los anglicismos p. 188 (con algunos ejemplos chistosos del gobierno español sobre el uso del inglés en el lenguaje contemporáneo).

F16 Nuestro séptimo día en City Heights. ¿Una salida? Hay varias opciones: Rosa's Ice Cream and Fruit Bar, El Super, Super Cocina, Supermercado Murphy, Yohed Coffee etc. O, podemos visitar algunos lugares diferentes. Sería buena idea hablar con las personas y conocer mejor su realidad. El enfoque de la **Presentación oral #2** será conocer a un o una inmigrante (hispanoparlante sería perfecto, pero no es un requisito) para saber más sobre su realidad.

Week 8 (Semana 8)

T20 Entregar Ensayo #2 (La crítica cinematográfica) hoy. Compartiremos / leeremos algunos ejemplos en la clase.

F23 Fall Break (no classes today) (no hay clases hoy)

Week 9 (Semana 9)

T27 Practicar con Presentación oral #2. Será necesario escoger un tema sobre una persona inmigrante de City Heights (con una entrevista, fotos, contar su historia, mostrar algo nuevo que has aprendido acerca de la cultura a través de la experiencia de esa persona etc.).

F30 Nuestro octavo día en City Heights. **Presentación oral #2 hoy.** Tendremos tiempo para hacer preguntas y comentarios. Al mismo tiempo, podemos comparar las experiencias de las personas que salen en sus presentaciones para entretener las realidades que ustedes encontraron.

Week 10 (Semana 10)

T3 Primera etapa del trabajo de investigación para hoy: la idea principal con una posible tesis. Ahora sería perfecto hacer una cita en Loma Writing Center para comenzar el proceso. Cada persona compartirá su idea y dialogaremos con la clase para mejorar su enfoque.

F6 Nuestro noveno día en City Heights. Hoy compartiremos los **Cuadernos de notas y vocabulario** con algunos ejemplos de palabras nuevas (con ejemplos de oraciones completas con tales palabras). Leeremos un artículo sobre City Heights (les daré PDF) y contestaremos varias preguntas.

Week 11 (Semana 11)

T10 Segunda etapa del trabajo de investigación para hoy: algunas fuentes para la Lista de Obras Citadas. Tendrán que buscar fuentes adecuadas para el trabajo de investigación. Van a presentar qué han encontrado y cómo creen que las fuentes ayudarán con su trabajo.

Veremos ejemplos del formato MLA para que escriban sus trabajos bien.

F13 Nuestro décimo día en City Heights. **Día de conversación en el parque.** Les daré varios temas para discutir. Como ya conocen City Heights mejor, será interesante discutir las realidades de una forma más profunda. Les daré algunas preguntas también. Será un día de mucha práctica oral (nada de inglés).

Week 12 (Semana 12)

T17 Hoy repasaremos algunos elementos que vimos que les ayudará con sus trabajos de investigación y sus presentaciones (del libro *Taller de escritores*). Habrá una práctica para ver si recuerdan los elementos que estudiamos. La idea principal es utilizar tales elementos en sus trabajos y sus presentaciones y también para mejorar su español. ¡A ver cómo les va con los acentos ortográficos! ¡Buena suerte!

F20 Nuestro undécimo día en City Heights. Tercera etapa del trabajo de investigación para hoy: un bosquejo corto para mostrar su organización y también sus “oraciones principales” o “topic sentences.” Van a compartir sus ejemplos con la clase.

Week 13 (Semana 13)

T24 Hoy les daré varios ejemplos para mejorar su español y seguir aprendiendo. Tengo un documento que he preparado para que sigan con el español y para que mejoren su español. Escucharemos algunas canciones sobre temas relacionados a City Heights, por ejemplo, sobre la inmigración, los derechos humanos etc.

F27 Thanksgiving Recess (no classes today) (no hay clases hoy)

Week 14 (Semana 14)

T1 Hoy les daré ejemplos de mi experiencia en City Heights (viví varios años en el barrio) y los temas del barrio siempre me han llamado la atención: la inmigración, la gastronomía, las cafeterías (coffee shops), los otros barrios que están cerca de City Heights (North Park, College Area) etc. Les mostraré fotos de lo que he vivido. Será como resumen de nuestro tiempo aprendiendo sobre el barrio y también para mostrarles que es bueno “buscar historias” y “documentar” sus experiencias.

F4 Nuestro duodécimo día en City Heights. Hoy es un día para investigar y trabajar en el trabajo de investigación y practicar/preparar la presentación final. Si necesitan hacer entrevistas con personas del barrio, si necesitan leer fuentes para apoyar y mejorar su escritura (incluir citas y ejemplos) etc. sería perfecto. También pueden sacar fotos para sus presentaciones o preparar su documento (PPT, Google Slides) etc.

Saldremos un poco para hacer una “búsqueda del tesoro” en el barrio (habrá varios elementos...buscar arte de la calle, encontrar objetos, resolver un “rompecabezas” etc. La persona que gana recibirá un premio.

Week 15 (Semana 15)

T8 Terminar el trabajo de investigación y practicar con la presentación final.

F11 **Último día de clases.** Terminar el trabajo de investigación y practicar con la presentación final.

¿Una salida en el barrio? ¿Una fiesta de despedida?

Necesitan entregar el crédito extra hoy.

Week 16 (Semana 16) (Finals Week)

Examen final (Final Exam): Monday December 14, 2026, 4:30pm-7:00pm (Location TBD)

Trabajo de investigación hoy.

Presentación final hoy.

Refer to the **Community Classroom Canvas page** and the Module: **Important Course information** for details on service opportunities. I still need to find this myself! We will find that together!

¡Gracias por participar en esta clase, y les garantizo una experiencia enriquecedora!