



Latin American Culture Through Film
Cultura latinoamericana a través del cine
SPAN 3180.001. Spring 2026. LANG 210
Tuesdays 5 p.m.– 7:50 p.m.
In person with online instruction.



Dra. Teresa Marrero
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Course description

This course is based on films created in Spanish-speaking Latin America to analyze a variety of subjects such as variants in vocabulary and speaking accents, attitudes towards youth, friendships, love, gender roles, race, identity, social class, migrations, tourism, other abled-persons, violence and political regimes as well as social forces that influence cultural practices. Furthermore, students are introduced to the visual language of films, and how elements such as the soundtrack, short or long takes, use of color etc. influence the way we perceive messages. This course will be conducted in Spanish. All assignments are in Spanish. The films are in Spanish with subtitles in English.

Artificial Intelligence Policy. Students may use AI as Research Assistants and must disclose its use. Students may NOT use AI or any other platform that alters the students' original work in Spanish. Dictionaries are acceptable. Perfection is not the goal. Improving your own level of Spanish is.

Course Structure

This course takes place face to face and with online meetings. There are 15 weeks of content that you will move through on Canvas Modules, some in person, a few on Zoom.

The Modules will be open in blocks of 3 weeks to have students follow the assignments in a timely but not overwhelming manner. All the important due dates are published in the course calendar and the syllabus so that students can plan their time wisely.

The films are arranged by twos according to specific topics. In-class sessions are used predominantly for oral participation, explanation of cultural content and cinematic techniques.

Online assignments on Canvas modules include background information on the films and their context. Students are expected to watch the module's contents, under Objectives and Materials.

Watching the films, and doing regularly scheduled quizzes and short, written diaries are also explained in the modules.

Zoom class meetings are scheduled in the **Horario** below and on Canvas. **When in doubt, the Canvas schedule takes precedence.**

Course Objectives

Upon successful completion of this course, learners will be able to, in Spanish:

1. Identify your own personal goals for the course and articulate your own specific and measurable learning objectives.
2. Recall key aspects of film and cultural analysis in Spanish within a Latin American context.
3. Employ basic cinematic terminology to analyze film structures and the meaning they may convey.
4. Increase your personal knowledge of Spanish vocabulary.
5. Identify issues of particular interest to you and conduct further independent research.
6. Be able to organize concepts and articulate them in a clear and concise manner in Spanish.

Course requirements:

1. Internet access to Canvas and Canvas Zoom.
2. Access to viewing films online or through individual DVD purchase.
3. The timely completion of assignments as scheduled on Canvas.
4. Email: The active use of your @unt.edu or my.unt.edu email account. I cannot communicate with students via address external to UNT.
5. Please include your *full name* in all emails. In the SUBJECT like write the class number: SPAN 3180 + TOPIC: Whatever it may be. It helps me keep track!
6. Students are responsible to check their @unt emails and Canvas Announcements.
7. Each student must have at least 2 in-class buddies to discuss class notes and information outside of class. Students are welcome to form outside communication groups such as GroupMe. This is optional.
8. Perform in-class and online assignments on time.
9. Keep up with the weekly assignments as posted on the Canvas Modules.

Dr. Marrero's ZOOM classroom courtesy protocols:

1. Zoom classroom meetings will be held on our regular day/time for in-person class. Zoom class days are scheduled in the **Horario** below and on Canvas.
2. Students must show their face live during the class. No avatars or phone only access, please.
3. Students need to find a workspace appropriate to concentration and learning, with minimal extraneous distractions. Please keep pets, roommates and family members away during Zoom classroom (unless it is an emergency, of course).
4. Cultivate a professional presence. Wear appropriate in-classroom clothes.

5. No eating during zoom classroom meetings.
6. Mute yourself while others are speaking on Zoom.
7. Raise your hand visibly to be called on to speak on Zoom.
8. Always be polite and respectful towards classmates and the professor.
9. No sidebar chatting during class, except for pertinent class related questions.

Communicating via Email. Teresa.Marrero@unt.edu

- Check the syllabus, Canvas modules, and Canvas assignments before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line and course number to get the instructor's attention. Instructors receive a lot of emails and a descriptive subject line helps them identify student inquiries more efficiently. **Example: SPAN 3180. Missed assignment.**
- You may use English or Spanish.

Usaremos los conceptos de [T.H.I.N.K. Before You Speak](http://www.mindfulteachers.org/2015/04/THINK-before-you-speak.html)

(<http://www.mindfulteachers.org/2015/04/THINK-before-you-speak.html>)

- “For each situation in class, students are urged to follow these principles for mindful speech:
- Is what I want to say **T** True?
- Is what I want to say **H** Helpful?
- Am **I** the best one to say it?
- Is it necessary to say it **N** Now?
- Is it **K** Kind to this person and others?
- [THINK definition from [Mindfulness for Teen Anxiety](#) by Dr. Christopher Willard]”

Required Texts

Text: No textbook purchase necessary. Students will need to access films on their own via public access streaming websites. A minimal rental fee may apply. See below for websites that may carry the films. However, you may find the films in other sites not mentioned below. Please note that streaming platforms are dynamic, they upload and take down films on an ongoing basis.

Feel free to share other access information on the Discussion Board on Canvas. Use this heading: OTROS SITIOS WEB DONDE SE PUEDE ENCONTRAR LA PELÍCULA (TÍTULO DE LA PELÍCULA).

All films are available for free as DVDs at the UNT Language Building 101. They will be under Dr. Marrero's SPAN 3180. They must be watched on campus the same day as check out. Films may not be checked out to interfere with their discussion on particular class days.

GRADING:

1. Participation via In Class Discussion Self Evaluation (10 pts ea.) 15%

2. Short Quizzes (numerical value varies)	10%
3. Diarios (Journal Posts) (20 points each)	24%
4. Midterm Podcast Written Project Pitch (50 pts)	05%
5. Midterm Podcast (100 points)	20%
6. Final Project PPT Pitch (50 pts)	10%
7. Final Project (100 points)	15%
8. Filling out SPOT evaluation at the end of the semester (10 pts)	1%

Class Grade:

100-90= A 89-80= B 79-70= C 69-60 = D 59 o menos= F

Late Work

Late work is not acceptable unless a previous arrangement is made with the professor due to a valid reason. Please contact Dra Marrero via email preferably the day before the absence or as soon as possible in case of dire circumstances. ODA students, please follow guidelines.

Attendance Policy.

Attendance will be recorded but there is no numerical value attached with just being in class.

Points are earned through active participation via the student self-assessment only.

If you are sick with Covid or any other reason, please email me ASAP. **Arrangements for make ups MUST be initiated by the student within 24 hrs of being absent.**

Students who have had 3 consecutive absences without contacting me will earn a failing grade in the class.

DESCRIPTION OF CLASS ASSIGNMENTS

Participation. In Class Discussion Self-Assessment. Students self-assess their in-class participation based on an established Rubric of a 10-point system. **Class is held on Tuesdays; Class Discussion Self-Assessment grade is due on Fridays on the same week. See under Canvas Assignments.**

Short Quizzes are online. Their purpose is for students to provide evidence of understanding basic ideas related to each film. Numerical value of quizzes vary. **Due on Sundays by 11:59 pm**

Assignments (Journal/Diario) Posts and new vocabulary (20 points each post):

Journals/Diarios are brief **125 - 130 word count. Due on Sundays, 11:59 pm**

REQUIRED FOR EACH DIARIO/JOURNAL ENTRY. Formatting your Diarios:

1. Student responds to the subject prompt provided for each Diario in complete and original sentences in Spanish. No copy and paste from online sources. This is called

plagiarism and will earn a ZERO, plus a one-on-one discussion with Dr. Marrero and possibly the Dean of Students. Don't risk it. It's not worth it.

- All Diarios begin with the same format. Please use a formal tone:

Ejemplo:

(indent the first sentence of each new paragraph).

En la película Título (fecha, país) dirigida por Nombre del Director-a es evidente que (and you state your main discusión idea). USAR VOZ objetiva para describir sus ideas.

OJO: This is NOT a blog. Do NOT use Yo pienso que... Nosotros... o tú.... El enfoque es en el análisis de aspectos cinemáticos y culturales....

- WRITE IN TIMES NEW ROMAN, 12 POINTS, DOUBLE SPACE BETWEEN LINES. Use MS Word only. **ALWAYS.**
- Students must write down their word count **at the top of their Diario**. EXAMPLE: **CONTEO DE PALABRAS 130**.
- Student identifies two new vocabulary words** and writes them down with their definitions. This goes at the END OF YOUR PARAGRAPH.
EXAMPLE:
Paulatinamente: poco a poco (<https://dle.rae.es/>)
Lana: expresión para dinero. (<https://www.bankinter.com/blog/finanzas-personales/23-formas-de-llamar-al-dinero=>
- After the new vocabulary, students must include ONE external, online URL research source link. This is independent research each student does on each film, and/or its cultural/historical context.
EXAMPLE: Sleep Dealer-Traficantes de sueños
https://es.wikipedia.org/wiki/Sleep_Dealer
- Please use MSWord Spanish spell check before uploaded your writing.
- Upload MSWord files ONLY.** No other files will be accepted. Gracias!
- Make sure words have the **necessary accents** and **the ñ is an ñ.**

PROYECTO 1. Bring Midterm Podcast Pitch and Outline review to class (50 pts).

View https://www.youtube.com/watch?v=ui_OV-t8c6M to help you organize your podcast.

Students upload to Canvas and bring to class a printed version of their Midterm Podcast introduction paragraph with an outline of the development of their ideas for the Podcast. Times New Roman, 12 pts. Double spaced.

Midterm Podcast (100 points):

Select at a minimum of 2 and a maximum of 3 films viewed in class thus far. Generate a Podcast geared towards an audience interested in Latin American films. You select the subject area.

Focus on your main idea(s), research it, and go from there. Must include film terminology studied in class. Topics are up to you.

You may use editing apps, sound effects, music, etc.

Duration: between 4 and 5 minutes.

Students upload their podcast onto Canvas as **audio or video** and **provide a written copy of their script**. Make sure you provide at least 2 research references to support your work.

Here is the project description:

Project: *Mini Literary Podcast* (4 to 5 minutes, in Spanish)

Goal: Present one unifying theme, motif, or narrative technique that connects 2 or 3 films viewed thus far. Select your favorites.

Steps:

1. Themed: Students identify shared motifs among the 2 or 3 film, See syllabus for thematic organization.
2. Script Creation: Write a podcast script in Spanish. Upload the script.
3. Recording: Use a phone or free recording tool.
4. Submission: Audio file + a one-paragraph reflection on the assignment, and the script.
5. Share the project in class.

Important:

1. Turning the project on time on Canvas and being present in class on share date.
2. The number of films selected (3 earns a higher score).
3. Presented their main ideas clearly.
4. The podcast is well-organized and engaging.
5. The pronunciation is clear and understandable.
6. There are few or no basic grammatical errors.

PROYECTO 2. Bring Oral Final discussion topics as PPT to class (50 pts). Three 3 films.

Students upload to Canvas and bring to class a Power Point version of key discussion points of their Final Oral project discussion ideas. **3 films viewed from our schedule after the midterm, one can be your independent film.** Times New Roman, 12 pts. Double spaced. (Same format as prior to Midterm).

FINAL ORAL CONVERSATION PROJECT (100 points).

Oral pair project

Students prepare individually to discuss **3 films** viewed after the midterm. **2 viewed from our schedule plus your independent film. Names will be drawn from an envelope**, so nobody knows who their conversational partner will be (just as in real life!). **10 minutes of speaking divided equally among partners. You are working from memory. No written aides.**

-Each student must upload your 3 films and general topic discussion points onto Canvas, with the name of their assigned partner.

-Must include film terminology and analytical concepts studied in class.

-Each student will be evaluated individually. Rubric will be provided.

NO make-ups for missed finals!

Scheduled films for the semester.

There are two films per topic. Films must be viewed in the order in which they are assigned. The last topic is open.

First topic: Transnational crossings, natural resources. Objective: To see how science fiction functions as a commentary on transnational labor. Suitable for general audiences To compare the issue of water and natural resources between the two films. Examine cinematic aspects. Geographic areas: U.S.-Mexico border, Mexico.

Primer tema: Migraciones transnacionales/cruzar fronteras y los recursos naturales. Objetivos: Mirar de qué manera la ciencia ficción funciona como comentario sobre el tema del trabajo transnacional. Apto para todas las edades. Comparar el problema de las inmigraciones indocumentadas en diferentes contextos geográficos además del tema de los recursos naturales relacionados al agua. Examinar aspectos cinematográficos. Área geográfica: México, los Estados Unidos, Bolivia.

1. Traficantes de sueños/ Sleep Dealer, (México/Estados Unidos) 2008, 1:29. Director: Alex Rivera. Ciencia ficción. (Amazon Prime, Netflix, YouTube streaming. DVD en el Lang. 101.)
2. También la lluvia/Even the Rain, (México/España/Francia) 2010, 1:74, Director: Icíar Bollán. Docu-drama. (Amazon Prime, Netflix, DVD disponible en el Lang. 101)

Second topic: Harsh vs idealized realities. Some violence and sexual situations. Suitable for audiences over 18 years. Youth and social classes. Objective: To analyze themes related to youth culture in different social classes. Examine cinematic aspects. Geographic area: Mexico.

Segundo tema: Realidades duras versus las idealizadas. Alguna violencia y situaciones sexuales. Apto para 18 años o más. Juventud y clases sociales. Objetivo: Analizar los temas relacionados a la juventud en varias capas sociales. Examinar aspectos cinematográficos. Área geográfica: México.

3. *Amores perros (México), 2000. Drama-violencia, clase social, México. Dirección; Alejandro González Iñárritu. 2:34 hrs. Violencia gráfica. DVD Lang 101. YouTube (rent). Netflix.

4. Nosotros los Nobles. (México), 2007. Comedia, familia, clase social, México. Dirección Gas Alazraki. Free DVD Lang 101. <https://www.youtube.com/@warnerbrosmexico>

*Those not wishing to see this film due to its violent nature, may see Roma (México), 2018. Dirección: Alfonso Cuarón. Drama, clase social, indígenas trabajadoras domésticas. 2:15 hrs. (Netflix, Amazon Prime, Lang 101).

Third topic. Youth, transnational migrations, tourism, fantasies of escape, Afro-Latinness. Suitable for audiences above 18 years with some sexual content. Objective: To analyze the problems associated with migrations in various geographic and cultural contexts. All suitable for general audiences. Examine cinematic aspects. Geographic area: The Caribbean.

Tercer tema. La juventud, migraciones transnacionales, turismo, fantasías de escape, afrolatinidades. Apto para 18 años o más, con algún contenido sexual. Objetivo: Analizar los conceptos del escape en varios contextos geográficos y culturales. Analizar aspectos cinematográficos.

5. Una noche (US-Cuba) 2012. Dirección Lucy Mulloy. Drama, éxodo de Cuba, situación política y social, fantasías de escape, la familia, afrolatinidad. 1:40 hrs. Free in person: DVD Language 101. Prime Video, YouTube (rent), iTunes, GooglePay.
6. Pelo malo (Bad Hair), Venezuela. Raza, negritud, relaciones de poder, turismo, cuerpo, belleza, fantasías de escape. Dirección: Mariana Rondón. 1: 33 hrs. DVD Lang 101. Tubi. Amazon Prime, YouTube (rent), Google Play, Netflix.

Fourth topic. Youth, magic and other abilities. Suitable for general audiences. Objectives: Analyze the function of magic within the specific cultural context-tradition. Examine cinematic aspects. Geographic areas: Cuba and Argentina.

Cuarto tema. Juventud, magia y otras capacidades. Apto para todas las edades. Objetivos: Analizar la función de aspectos culturales mágicos y otras capacidades dentro de su contexto específico cultural. Examinar aspectos cinematográficos. Áreas: Cuba y Argentina.

7. Viva Cuba (Cuba), Comedia-drama de dos niños cubanos. 1:20. Dirección: Juan Carlos Cremata Malberti. Drama/Comedia. DVD Lang 101. YouTube (free with subtitles).
8. Anita (2011, Argentina), dirección Marcos Carnevale. 1: 46 hrs. Drama-Síndrome de Down, superar discapacidades. DVD Lang 101. Netflix.

Fifth Topic. Open. Watch any ONE film from the list below on your own. You can replace any ONE of the films from topics 3 and 4 and use it in your final project.

OTRAS PELÍCULAS CON TEMAS SIMILARES/ OTHER FILMS WITH SIMILAR THEMES. You may select one of these for your final oral-visual presentation:

Crimen-misterio: El aura. (Argentina) 2005, Director: Fabián Bielinsky. Drama-misterio. (YouTube). 2:06 hrs.

Drama-suspense, tema socio-político e histórico: No. (Chile, Francia, U.S.) 2012. Dirección Pablo Larraín. Drama-suspense, tema socio-político e histórico. 2:00 hrs. DVD LAB, **Netflix, YouTube (rent)**. Todas las edades.

Películas con temas de cruzar fronteras, fantasías transnacionales, ciencia ficción:

Santitos (México), 1999. Magia y amor. 1:45 Dirección: Alejandro Springall. DVD LAB (free with subtiles). Algún contenido sexual. YouTube (free without subtitles). Hulu. Free with account sign in: <https://vizolla.com/watch.php?movie=46835#magelo-player>. <https://www.amazon.com/Santitos-Dolores-Heredia/dp/B0000AGWRJ>

Bolivia. Cinema realité, en blanco y negro. Drama. Cruzar fronteras sin documentos Bolivia-Argentina. Apto para todas las edades. DVD LAB. YouTube. No tiene subtítulos.

Otras películas con temas de la juventud, descubrimiento, viajes, sexualidad:

Y tu mamá también. (México), 2001, viaje, sexualidad adolescente y una mujer mayor. Apto para mayores de 18 años. Dirección: Alfonso Cuarón. 1:46. Free DVD LAB. **Amazon Prime, Netflix. Rent: iTunes, Sling TV.**

Diarios de motocicleta-Motorcycle Diaries. (United States), 2000. Dirección: Wlateral Salles. Drama-viaje basada en la vida de Ernesto Che Guevara. Apto para todas las edades. DVD LAB. Youtube (Spanish only).

XXY (Argentina), 2007. Dirección: Lucía Puenzo. Drama, Identidad intersexual y de género. Escena sexual. Apto para 18 años o más. DVD LAB. Netflix. Situación sexual.

Delantero (Cuba), 2021. Dirección: Irán Hernández Castillo. Drama, Identidad homosexual y de género. Stream only. Apto para mayores de 18 años. YouTube, Prime Video. No DVD available.

Cautiva (Argentina), 2005, 1:48. Drama. Dirección: Gaston Biraben. Drama, historia argentina, los desaparecidos. Apto para todas las edades. DVD LAB. **YouTube (Spanish only)**.

USEFUL LINK RELATED TO FILM VOCABULARY English-Spanish. Lenguaje cinematográfico. MUY IMPORTANTE:

<https://www.aprendeinglesila.com/2017/02/lista-de-vocabulario-para-hablar-de-cine-en-ingles-pdf/>

Diccionarios:

English/Spanish: <https://www.linguee.es/espanol-ingles/traduccion/en+t%C3%A9rminos+cinematogr%C3%A1ficos.html>

Spanish/ Spanish: www.rae.es (Diccionario de la Real Academia Española)
Vaya a: “Diccionario de la lengua española:

Seleccione: Escriba la palabra...

Decida entre: 'Búsqueda exacta' (exact spelling of word with accent marks) o 'Búsqueda sin signos diacríticos' (without accents).

Referencia sobre puntos gramaticales: *Modern Spanish Grammar*, Juan Kattán-Ibarra, Christopher J. Pountain, Routledge, 2003.

Academic Integrity. Please read carefully.

The UNT Department of World Languages, Literatures and Cultures adheres to the University's policy on Student Academic Integrity. For all pertinent assignments and assessments, the work must be the student's work only (unless otherwise indicated by the course instructor) and should reflect the student's level of proficiency. Students are prohibited from asking another person (i.e. a friend, tutor, relative) to help them develop or compose a response (oral or written) in preparation for, or while completing, an assignment or assessment that will be graded and applied to the student's final grade in the course. This includes, but is not limited to, receiving outside assistance with drafting, revising, editing, or developing the content and structure of a response to an assignment or assessment question without consent from the course instructor.

Also, the use of *translation technology (any digital translation tool or app) is prohibited for all assignments and assessments and will be considered academic misconduct. Information "cut and pasted" or otherwise copied from other sources without attributing credit to the source is be considered plagiarism.* If a student has any doubts as to what constitutes any form of scholastic dishonesty, they should consult with the professor before submitting their work. (See UNT Policy 06.003, Student Academic Integrity). A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

STUDENTS MAY NOT USE ANY AI OR OTHER COMMERCIAL TRANSLATION PLATFORMS IN WORK HANDED IN FOR THIS COURSE.

STUDENTS MAY NOT EMPLOY THE ASSISTANCE OF TUTORS, FRIENDS OR FAMILY MEMBERS IN THEIR FINAL WORK.

Turnaround Time. I aim to return graded work to you as soon as possible and within one week of the due date. If this is not possible, I will send an announcement to the class.

UNT POLICIES:

ODA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Guidelines on Resolving Student Concerns in the WLLC Department

When a student has a course-related concern about their instructor (e.g., appeal a grade, disagreement about attendance record, interpretation of a class assignment, assigned grades, etc.), the following steps should be taken to resolve the issue:

1. The student should first attempt to informally resolve their concern by speaking directly with their instructor.
2. If there is no satisfactory resolution to their concern, the student should email a description of the issue to Dr. Jorge Avilés-Diz, associate chair of the WLLC department Jorge.Aviles-Diz@unt.edu.
3. The department chair will contact the assistant/associate chair of the WLLC department. They will meet with the student and instructor separately to resolve the issue.
4. The department chair will inform the student about the resolution of their concern.

Guidelines on Grade Appeals in the WLLC Department

Students should attempt to resolve the grade dispute with their instructor first. If there is no satisfactory resolution, the student can initiate a grade appeal with the instructor based on the following criteria:

1. The grade is based on unfair treatment during the regularly scheduled class period.
2. The instructor deviated from the guidelines outlined in the course syllabus without providing a valid academic reason, or
3. An error occurred in calculating the grade, including the failure to factor in an assignment, project, quiz, or examination.

A personal message from your Professor: I am very interested in the feedback I get from my students, as I work to continually improve. Please feel free to speak with me about any class concerns during the semester.

Your Professor's GOALS:

My goals as professor are:

1. To provide an organized and enjoyable class structure.
2. To offer a supportive environment appropriate for learning in which students may thrive and attain their own goals.
3. To increase students' competence in listening, writing and oral/communications skills to prepare them for further studies in Spanish (as future professionals or as graduate students).
4. To increase students' critical thinking skills in Spanish through various media.

Students will evaluate Dr. Marrero's ability to meet her goals at the end of the semester through SPOT. I hope to earn a top score! *A+*

Dr. Marrero's goals also run parallel to those of the University, which are:

Succeed at UNT

Succeed at UNT provides students with consistent student success messages, and user-friendly, accessible links to student support services. The following six focused messages:

- 1) Show up.
- 2) Find support.
- 3) Take control.
- 4) Be prepared.
- 5) Get involved.
- 6) Be persistent.

To better familiarize yourself with this service, go to <https://success.unt.edu/>.

What are your personal goals for this course? Take a moment to identify and write them down.

HORARIO (tentative)	Martes 5 -7:50 pm	SPAN 3180. Spring 2026	Self- Assessment due on Fridays by 11:59 pm	11:59 p.m. los domingos, entregar r tareas	Podcast de medio semestre	Proyecto final oral
Week- Semana	Date- Fecha	In-class discussion in class (prep this ahead of time)				
<i>Week 1. PRESENCIAL</i>	<i>13 enero</i>	<i>Module 1. Introduction To the course. <u>Traficantes de sueños</u></i>		<i>Quiz</i>		
<i>Week 2 ZOOM</i>	<i>20 enero</i>	<i>Module 2 <u>Traficantes de sueños/ Sleep Dealers</u></i>		<i>Diario</i>		
<i>Week 3 PRESENCIAL</i>	<i>27 enero</i>	<i>Module 3 <u>También la lluvia</u></i>		<i>Quiz</i>		
<i>Week 4 ZOOM</i>	<i>03 feb.</i>	<i>Module 4 <u>Amores perros o Roma</u></i>		<i>Diario</i>		
<i>Week 5 PRESENCIAL</i>	<i>10 feb.</i>	<i>Module 5 <u>Nosotros los Nobles</u>, View film in Class</i>		<i>Diario</i>	<i>Prepare Pitch Midterm Podcast</i>	
<i>Week 6 PRESENCIAL</i>	<i>17 feb.</i>	<i>Module 6 Pitch Midterm Podcast In class</i>			<i>Pitch Midterm Podcast due Feb. 15</i>	
<i>Week 7 Independent work. No hay clase.</i>	<i>24 feb.</i>	<i>Module 7 Independent work on Midterm Podcast</i>			<i>Midterm Podcast due Sunday, March 1, 11:59 pm</i>	

<i>Week 8</i> <i>PRESENCIAL</i>	<i>03</i> <i>marzo</i>	<i>Share Midterm</i> <i>Podast today</i> <i>Mirar <u>Una noche</u></i>		<i>Quiz</i>		
<i>VACACIONES DE</i> <i>PRIMAVERA</i>	<i>10</i> <i>MARZO</i>	<i>NO HAY CLASES-</i> <i>Vacaciones de</i> <i>primavera</i> <i>Module 8</i> <i>Finish <u>Una noche</u></i>				
<i>Week 9</i> <i>ZOOM</i>	<i>17</i> <i>marzo</i>	<i>Module 9</i> <i><u>Pelo malo</u></i>		<i>Quiz</i>		
<i>Week 10</i> <i>PRESENCIAL</i>	<i>24</i> <i>marzo</i>	<i>Module 10</i> <i><u>¡Viva Cuba!</u></i>		<i>Diario</i>		
<i>Week 11</i> <i>ZOOM</i>	<i>31</i> <i>marzo</i>	<i>Module 11</i> <i><u>Anita.</u></i>		<i>Diario</i>		
<i>Week 12</i> <i>PRESENCIAL</i>	<i>7 abril</i>	<i>Module 12</i> <i>Discuss Independent</i> <i>film in class</i> <i>Prepare 3 films final</i> <i>oral PPT</i>		<i>Diario</i>		<i>Prepare 3 films final</i> <i>oral PPT. Upload 12</i> <i>de abril</i>
<i>Week 13</i> <i>PRESENCIAL</i>	<i>14 abril</i>	<i>Bring Oral Final</i> <i>PPT discussion</i> <i>topics to class</i>				
<i>Week 14</i> <i>ZOOM</i>	<i>21 abril</i>	<i>Practice orals</i>				
<i>Week 15</i> <i>Independent</i> <i>study</i>	<i>28 abril</i>	<i>Independent</i> <i>study, prepare</i> <i>oral final</i>				
<i>FINAL</i> <i>PRESENCIAL</i>	<i>05 mayo</i> <i>5:00-</i> <i>7:45 PM</i>	<i>Oral FINAL.</i>				<i>UPLOAD on 05</i> <i>MAYO BY 11:00 PM</i>