ABSTRACT

Developing a Spanish for Heritage Speakers Program for Universities in Texas

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In 2010, the U.S. Census Bureau reported that 37.6% of the persons in Texas were of Hispanic or Latino origin, up from 32.0% in 2000. As demographic trends across Texas show growing Hispanic populations, universities face increasingly Hispanic classrooms. For university-level Spanish programs, this increase demands a response to the fundamental learning differences between Spanish heritage speakers and foreign language learners. While some universities have implemented Spanish for Heritage Speakers (SHS) Programs, there exists a continuing need for state-wide expansion. This thesis argues for the development of SHS Programs in Texas by presenting various approaches to the teaching of SHS and by investigating the success of those already existing programs. This study provides a basis for the development of such a program, using the ACTFL Position Statement on Language Learning for Heritage and Native Speakers. Finally, the thesis proposes the development of these programs on a state-wide level.

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A Thesis

Approved by the Department of Modern Foreign Languages

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Submitted to the Graduate Faculty of Baylor University in Partial Fulfillment of the Requirements for the Degree of

Master of Arts

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May 2013

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LIST OF ABBREVIATIONS

ACTFL – American Council on the Teaching of Foreign Languages

FLL – Foreign Language Learner

HLL – Heritage Language Learner

OPI – Oral Proficiency Interview

SHS – Spanish for Heritage Speakers

ACKNOWLEDGMENTS

There is no way to adequately acknowledge all those who have contributed and supported this project. To begin, I must recognize Dr. Christine Kepner for inspiring me to pursue a graduate degree. I would like to thank the faculty of Wheaton College and Baylor University for their instruction and backing over the last six years; my thesis committee whose input and encouragement forged the foundation of this thesis; and most especially Dr. Linda McManness, for her guidance and reassurance throughout each stage of the process. Also, during data collection and writing I was very grateful for the provision of syllabi and correspondence provided by various professors across the state of Texas.

More personally, I would like to thank my colleagues and my students for listening to me and spurring me onward each and every day. I am most grateful to my family for always believing in me and to my husband for caring even when he didn't understand. I am so thankful for my church for your constant prayers and my friends for your loving support. Finally, I must thank my heavenly Father, without whom I would be nothing.

To my parents, who gave me my two greatest passions in this world: my love for language and a faith in my Lord Jesus Christ. You are an inspiration to me always...

... and to my sweetheart, Aaron, for being my greatest supporter and for pushing me to be more than I could ever have dreamed. I love you

CHAPTER ONE

Introduction

Quien habla dos lenguas vale por dos.

The person who speaks two languages is worth two people. This common Spanish saying calls attention to the value of speaking a second language, and is extremely relevant to the condition of the heritage speaker. A heritage speaker is someone who speaks the target language at home but may or may not have formal education in the language or speak the language in the wider community. Heritage speakers may appear to be fluent in the language, but upon further examination could have very limited language skills. They bring their own sets of challenges and abilities, and their mere presence in our classroom demands our attention as educators and as policy-makers.

According to the 2010 Census, 37.6% of the total population (or 9,460,921 people) in Texas were Hispanic or Latino. At that time, almost half a million of these Texas Hispanics were enrolled in colleges and universities across the state. With such an increasingly large Hispanic population entering college, many of whom speak Spanish as heritage speakers, the need for a spotlight on Heritage Language Education is growing.

While there is currently a surge of research being conducted in this area, most of the work being done focuses on specific issues, such as placement and methods.

Meanwhile, there is an unmet need for suggestions for the practical development of Spanish for Heritage Speakers (SHS) programs at universities across the United States

and, more specifically, in Texas. It is evident to nearly all Spanish instructors in Texas that the growing numbers of Spanish heritage students indicate an imminent reform in methods and teaching, however, the development of such reform is constantly under discussion. This discussion must be regarded as an important political, social, and educational issue.

This thesis proposes the continued development of SHS programs among universities in Texas and provides parameters for the development of such a program. Through a study of seventy institutions of higher education in Texas, including major state, public, private, and liberal arts colleges, this thesis first of all determines which programs have implemented SHS programs and then goes on to discover the success of those programs according to the goals set out by the American Council for the Teaching of Foreign Languages (ACTFL) in their Position Statement on Language Learning for Heritage and Native Speakers.

The available syllabi from seventeen different institutions and thirty different courses are examined. Each syllabus is judged based on five different criteria, taken from the ACTFL Position Statement mentioned above. Finally, these findings are discussed and become the basis for a proposed program which can then be implemented at universities across the state. Various resources are also provided in order to facilitate the development of such a program, such as a sample syllabus and a review of the three most common textbooks used in SHS courses.

The thesis begins with a review of relevant literature, in which the unique challenge of SHS is discussed, some approaches to SHS are offered, and placement, methods, and desired outcomes are presented. The following chapter provides an

overview of census data, an introduction to Spanish programs at Texas colleges and universities, and a summary of the seventeen institutions that currently offer SHS courses. Finally, the data from the third chapter is analyzed, the ideal SHS program is outlined, and resources are provided for the development and implementation of such a program.

The goal of this project is to promote the continual expansion of SHS programs in Texas. Through this methodical study of the current state of those programs that exist and a proposal for the further development of SHS programs in the state of Texas, this thesis will join the ongoing discussion of how to best serve this unique population.

CHAPTER TWO

Literature Review

The Challenge

In the last thirty-five years, the issue of Heritage Language Education has risen to the attention of instructors and policy-makers alike. Currently, much of the research on Spanish for Heritage Language Learners (HLL)¹ focuses on specific issues, such as placement and methods. However, suggestions for the practical development of a SHS Program are needed at universities across the United States and, more specifically, in Texas. While the growing numbers of Spanish heritage speakers indicate that major reform in methods and teaching should be forthcoming (and such reform can be seen across the state in various institutions), the challenge of Spanish heritage language acquisition is still prevalent and should be analyzed in depth as a serious political, educational, and personal issue. This chapter seeks to present some of the literature and research available in order to build a clearer understanding of how Spanish Heritage Program development should be approached.

¹ The politics of the language surrounding heritage language learners was considered in this essay and the term Heritage Language Learners was chosen. Davidzon agrees that "different terminology is used to describe Spanish speaking children who converse in one language at home and another when they are at school, with their friends or in the community. They have been referred to as 'native speakers, quasinative speakers, residual speakers, bilingual speakers, and home-background speakers" (12). According to Kondo-Brown, "the term heritage language learner encompasses a huge, heterogeneous population" (564). Valdés defines a HLL as one who "is raised in a home where a non-English language is spoken" and who "speaks or at least understands the language and who is to some degree bilingual in that language and in English" (Kondo-Brown 564). Beaudrie suggests that the term HLL is embraced by HL professionals (Beaudrie 330).

Defining Heritage Speakers

Carreira argues that it is important to understand and define the term, Heritage Language Learner, in order to meet the needs of this unique population (Carreira). In that regards, the ACTFL *Position Statement on Language Learning for Heritage and Native Speakers* defines Heritage Speakers as "those raised in an environment where the language was most likely spoken in the home". Carreira advances this short definition by suggesting that one must regard the learner's place in the heritage language community and culture as well as the learner's proficiency in the heritage language in order to classify someone as a HLL. The key here is the personal connection to the heritage language and culture as part of the HLLs identity and upbringing. However, as Wilma Feliciano so eloquently points out, it is also important to recognize the heritage speaker as one who exists "entre dos mundos, dos lenguas, y dos culturas²" (68). A heritage speaker is one who bridges the two cultures and the two languages, and so the challenge for the development of a Heritage Language Program is to meet the unique needs of this unique population.

Understanding the Unique Competencies of the Heritage Speaker

Daniela Davidzon approaches this challenge in her 2008 thesis. To begin with, she explains that HLLs do not have the same linguistic capabilities as those of native speakers. Davidzon points out that "research shows that as a rule within two or three generations most non-English speaking immigrants lose, or almost lose, their heritage language" (21). This has caused various problems, specifically a confusion as to the actual competency of a HLL who is able to discuss day-to-day events but may have

² Between two worlds, two languages, and two cultures

difficulty with more complex topics or ideas. In the classroom, other students may resent the HLL's apparent fluency while in fact they themselves are struggling with the mechanics of writing, grammar, and syntax (Davidzon 21).

The differences between Spanish HLLs and Foreign Language Learners (FLL) are dramatic. Gignoux agrees that in order "to serve heritage students' needs, the professions' areas of interest need to extend to include a population of students who are very unlike traditional foreign language learners at the beginning, intermediate, and even advanced levels" (Gignoux 6). Montrul and Lynch discuss the possibility that heritage language learning is quite a bit like second language learning, however, both conclude that courses must be designed to accommodate the specific needs of heritage speakers apart from those of traditional FLLs. While the integration of heritage speakers in a traditional Spanish Foreign Language classroom can prove to be beneficial for both the HLL and FLL (Blake and Zyzik; Dunlap), it is more likely a source of frustration for both students and instructors. Foreign language classes tend to "focus on teaching students language competencies that most HL learners have already mastered" (Beaudrie 322), which makes for a difficult learning environment for both HLLs and FLLs. Overall, the research suggests that instruction of grammar, conversation, composition, and culture is more effective for both groups when curricula and methods are targeted to either the needs of the HLL or the FLL.

Developing Heritage Language Instruction

Clearly, the HLL demographic cannot be compared nor grouped either with the native speakers or with the FLLs. The prevalence of HLLs demands a certain type of Spanish instruction that varies from that given to either native speakers or FLLs. The

good news is that Spanish Heritage Language (SHL) courses are being offered at many universities across the country. Davidzon points out that, "although interest in heritage language instruction, sometimes referred to as Spanish for native speakers, began in the late 1970's and early 1980's particularly on the high school level, it is in the forefront of foreign language education today" (22).

Valdés et al. sampled 52 institutions in California communities of Latino populations at and below the state mean and found that 45.7% offered a first-year Spanish for heritage speakers course and 57.1% offered a second-year Spanish for heritage speakers course. 37.1% offered a composition for heritage speakers course, 40.0% offered an advanced grammar for heritage speakers course and 20.0% offered an oral communication for heritage speakers course. (Valdés et al. 8). Of the colleges offering heritage programs, 80% responded that they were satisfied with the achievement of students in the programs, as measured by course examinations and/or by success in subsequent courses (Valdés et al. 16). This survey of California institutions shows that various Spanish for HLL programs do exist, however, the differences between these programs can be vast.

Differences in world language requirements across the country are striking, and while SHL programs continue to grow, there remains a need for continued development in areas where Spanish HLLs are more prevalent. In her 2011 article, *Spanish Heritage Language Programs: A Snapshot of Current Programs in the Southwestern United States*, Beaudrie investigated the current situation in SHL instruction in the Southwestern states of Arizona, California, Colorado, New Mexico, Texas, Oklahoma, Nevada, and Utah. She found that the percentage of SHL programs is rapidly growing and her

findings suggest a trend towards increasing SHL programs in the Southwest (332). In the state of Texas specifically, she found that 32% (20 out of 63 total) of 4-Year Universities offered SHL courses. In the Southwest in general, 38% of Spanish language departments offered SHL courses. These numbers show "positive trends for the presence of SHL programs in the Southwest" (Beaudrie 327).

However, while there are factors supporting SHL programs, which Davidzon praises for: a) narrowing the Latino achievement gap; b) stimulating pride for heritage, culture and customs of an often maligned group; c) proficiency in foreign language is a skill very needed today because of national and local security and employment opportunities; and d) the practical purposes of student placement in foreign language class (22), there are also various impediments to the nationwide development of such programs, such as the lack of resources and motivation to do so. An argument must be made in each individual institution, based on the numbers of HLLs and the possible success of such a program on their language acquisition.

The challenge that must be faced, therefore, is the continued development of SHL programs that meet the needs of the HLL at every level. The most significant research into the development of SHL programs has been done by Beaudrie, Valdés, and Davidzon. The remainder of this chapter will explore the questions of curricula, methodology, and outcomes of the development of a SHL program for universities in Texas.

Some Approaches

When approaching the issue of how to place heritage speakers in the Spanish classroom, there are three main possibilities which prevail: 1) integration of HLLs and

FLLs, 2) separation of HLLs and FLLs with similar instruction, or 3) entirely different instruction for HLLs and FLLs. Each approach has strengths and advantages for both the HLL and the FLL, but the drawbacks can also be serious.

Total Integration

Some linguists and educators argue for the total integration of HLLs and FLLs, for the mutually beneficial possibilities. Dunlap suggests that utilizing heritage and native speakers as resources in the classroom not only can help FLLs improve pronunciation and vocabulary, it can also help the HLL "realize the value of their Spanish-speaking abilities" (25). By arguing that instructors at all levels can use heritage speakers to benefit their own perceptions and attitudes as well as those of the non-native speakers, Dunlap supports the integration of HLLs and FLLs at all levels. She goes on to provide an investigation into the perceptions of HLLs as well as the benefits that FLLs receive from such integration in certain phonetics courses, including but not limited to the awareness of dialectal variances and sociolinguistic distinctions across the Spanish-speaking world. She concludes that "taking advantage of the language resources provided by the ever-increasing numbers of Spanish-speakers in the phonetics classes not only achieved the goals of the course, but also enhances the self-esteem of these Spanish-speakers in regard to their language skills" (Dunlap 28).

Edstrom also provides ideas for the integration of HLLs and FLLs in her 2006 article. Using an activity that combined grammar with sociolinguistic issues, Edstrom proposed focusing on narratives to work through some of the non-standard issues students faced in speech and text. She found that native, non-native and heritage speakers each had different issues, but also learned to work together to explore some

common linguistic matters, such as forms of address, language attrition, dialectal variation, prescriptivism, and code-switching. In doing so, all learners were able to benefit from each other's knowledge and insights. Clearly, these kinds of approaches to the issue of HLLs in the classroom can be very effective.

Separate Instruction

However, not all scholars agree that HLLs should be integrated in the classroom. While it is true that learners may sometimes benefit from the abilities of others, it is also important to recognize the fundamental differences between HLLs and FLLs and how, when integrated, these differences may often cause difficulty for both instructors and students. Castillo acknowledges that "educators have become more aware of the profound differences between teaching Spanish to non-native speakers and teaching it as a native language" (52). Consequently, dual tracks for FLLs and HLLs are increasing. Beaudrie assesses the effects of these distinct approaches and concludes that HLLs in a SHL course outperform both traditional FLLs in the traditional Spanish course as well as HLLs in the traditional Spanish course. Her findings suggest that the development of separate courses can be extremely beneficial for the HLL.

Peyton et al. agree that HLLs need special courses which "offer Spanish-speaking students opportunities to study Spanish formally in an academic setting the same way that native-English-speaking students study English language arts" (Peyton et al.). However, they acknowledge the variety of issues that face instructors of such courses. Many instructors are not trained to teach Spanish to Spanish speakers, and even if they were, the variety of levels of language proficiency among heritage speakers, dialectal and

cultural issues, and matters of identity and prestige demand that the SHL course be taught in an altogether different way than the traditional Spanish course.

Correa agrees that "having different language tracks is not enough" (308). In her 2011 article, Correa advocates separate courses for HLLs which will empower them to acquire the adequate language competence while not betraying individual regional and dialectal varieties. She points out that putting HLLs and FLLs together is threatening to both parties, since the FLL feels that the communicative level is too high while the HLL are not as grammatically competent as their traditionally-taught peers. However, in an HLL-only course, a critical pedagogical teaching style can both encourage and instruct learners to use and improve their language effectively.

Colombi also presents a method similar to Edstrom's model previously discussed. She focuses on the use of systemic functional linguistics to increase literacy in HLL to show how understanding of the Spanish grammatical system and cultural differences can help HLL understand the semiotic choices they are making. This sort of explicit instruction in meaning-making in a heritage language is only one of the many types of approaches that can benefit students in a separate SHL course.

While most scholars agree that the activities and objectives of a SHL course are vastly different from those in a traditional Spanish course, the issues which remain to be resolved are many. According to Davidzon, "Even if there is agreement that a program of this type is beneficial many challenges exist. These can be separated into two broad groups, administration and content" (Davidzon 25). In the following sections, I will examine the topics of placement, methodology, and outcomes as discussed in the relevant

literature, in order to provide sufficient theoretical foundation to build on in the chapters which follow.

Placement

The topic of how to place HLLs of varying levels in a SHL course is one very commonly discussed in literature concerning Spanish HLLs, however, Valdés et al. point out that "only 31% of departments that offer heritage courses use a general placement examination to place heritage students in appropriate courses" (9). Other methods for placement may include those suggested by Said-Mohand, who discusses the history of language testing and current practices, such as the Oral Proficiency Interview (OPI) offered by the American Council on the Teaching of Foreign Languages (ACTFL), which consists of a face-to-face or telephonic interview in order to determine speaking proficiency, and claims that "a more accurate assessment would have to include a combination of direct and indirect measure such as language background questionnaires, self-rating scales, language samples, etc." (Said-Mohand 99).

The complicating factor is, of course, that the term HLL applies to students with such a variety of language skills. Valdés explains that bilingual students' abilities in both languages falls somewhere along a continuum with monolingual language A at one end and monolingual language B at the other. Between the two extremes lie many varieties of strengths and weaknesses in each language. While incipient bilinguals may have only a small understanding of language B, which would be indicated by Valdés with a variation of the symbol Ab, as generations go by the second language may actually become more dominant as represented by Ba.

Additionally, educational levels of heritage speakers may vary. Some may speak a more prestige level of the heritage language than others, while after a few generations, English acquisition may be quite dominant. Even among recently arrived bilinguals, formal education in Spanish may be lacking, leaving them with limited language skills.

Clearly, the unpredictable linguistic abilities of the many students who can be classified as HLLs create quite a challenge for placement techniques as well as teaching methods. The reality is that "although a large number of foreign language programs have traditionally depended on standardized computer examinations to place incoming college students, most heritage language programs in American universities rely on questionnaires, self-placement, interviews, and/or locally designed paper-and-pencil examinations" (Fairclough et al. 274). Fairclough et al. explain the development of their electronic placement exam for heritage speakers, which seeks to meet the learning outcome objectives at five different levels in order to accurately place incoming students. The test ultimately included a simple biographical survey, lexical recognition, translation, dictation, grammar, verbs, interactive oral comprehension and speech production, and a reading-writing section. Another unique tool is the Bilingual Language Profile (BLP) used by the University of Texas at Austin, which is an easy-to-use, open source, free questionnaire that can be administered to determine "a continuous dominance score and a general bilingual profile taking into account a variety of linguistic variables" (Birdsong).

However, there has been much criticism of electronic placement exams as well.

Roff explains the testing materials used for the last 15 years at the University of New

Mexico and outlines the strengths and weaknesses of the current testing process. He also
concludes that the testing must be improved in order to accurately serve the HLL as well

as the FLL. Fairclough draws from student mistakes on placement exams to recommend ideas for both future testing as well as class design. Her conclusions state that placement exams for HLLs should distinguish between spelling accuracy and language accuracy, should include compound tenses (which better indicate heritage learners' proficiency), and should provide sufficient context for accurate response (Fairclough).

These sources indicate the continued need for testing reform among SHL programs across the country. In designing and developing a heritage program, placing incoming students correctly is imperative to the success of the program. Students must first be in the appropriate class in order to receive excellent instruction that will further and enhance their linguistic skills. The following sections will present literature which discusses methodology for heritage language instruction as well as desired outcomes.

Methods

According to one of the authorities on the subject of heritage language acquisition, Valdés, "Heritage language educators are concerned with such questions as the acquisition of a standard dialect, the expansion of bilingual range, the transfer of reading and writing abilities across languages, and the maintenance of immigrant and other heritage languages" (Valdés 14–15). Said-Mohand refers to three main factors in the instruction of heritage speakers: 1) The social identity of the bilingual speaker and the use of labels in academia; 2) the language proficiency levels of heritage speakers; 3) the "undeveloped" academic register of U.S. HLLs. Peyton et al. also use this model to understand the goals of SHL instruction, citing the importance of language maintenance, expansion of the bilingual range, acquisition of a prestige variety, and transfer of literacy skills. In the following analyses, the goals are synthesized into language maintenance,

expansion of register, and literacy development, in order to summarize the arguments made by various instructors regarding the methodology of heritage language instruction.

Language Maintenance

Hispanic heritage speakers face many deep prejudices and challenges regarding their linguistic skills. Carreira speaks to these issues and argues that the SHL Program is the best place to dismiss such preconceptions while also encouraging language maintenance and growth. In her 2004 article, *Validating and Promoting Spanish in the United States: Lessons from Linguistic Science*, Carreira challenges instructors to encourage students to embrace the standard prestige variety of Spanish while not rejecting the vernacular.

Potowski's 2002 article explains why such an approach must be explicit.

Potowski reports on the experiences of both the students and instructors and explains that most participants referred to their Spanish as "bad Spanish" or "ghetto Spanish" and recognized the disadvantages in not knowing grammar rules (Potowski 37–38). Because of the underlying stigma surrounding the linguistic skills of the HLL, the first goal for a SHL instructor is to affirm and encourage maintenance of language traditions and practices. To fulfill this goal, Ducar suggests activities that improve sociolinguistic awareness, such as ethno linguistic observations, linguistic autobiographies, or local surveys. She proposes that students become aware of their own or their communities' linguistic usage through personal observation, for example, students could look at specific forms, like the second person singular preterit, and analyze the use among specific language communities. Similarly, students could report on their own language

practices through a critical reflection of use and context. Such activities focus on the active involvement of student investigation versus prescriptive instruction (Ducar).

Expansion of Register

While it is important to encourage language maintenance, most heritage language instructors recognize the necessity of explicitly teaching register in the SHL program. Said-Mohand discusses the undeveloped academic register of HLLs, based on the fact that their "Spanish language repertoire has been acquired mainly through interaction with family and friends" (95), and then goes on to discuss the ideas of labeling and the social identity of the HLL. Similarly, Valdés reports that heritage languages "reflect the class origins of their first-generation speakers" (10). Since the heritage languages are spoken primarily in private, low-level situations, the full value of registers and styles may not carry over into future generations of heritage speakers. Therefore, it is important for educators not only to focus on language maintenance, but also to encourage correct development of register and literacy in order for students to obtain a fully-developed prestige variety of Spanish. For this reason Carreira claims that the challenge is "accepting the standard without rejecting the vernacular" (340).

However, Ducar does not necessarily agree. In 2008, she investigated students' opinions on SHL practices. She mentions that, "though the bulk of research on language use in the Spanish heritage language context centers on the issue of academic language, only a small percentage (28%) mention acquisition of an academic variety as their goal" (425). She advocates keeping students' goals in mind when designing courses in order to aim towards common outcomes.

Literacy Development

Along those lines, students are continually interested in grammar and conversation skills, and undoubtedly it is critical that educators understand the importance of continual literacy development for HLLs. However, because of the various levels of Spanish literacy represented in a SHL classroom, doing so can be quite challenging. Many suggestions for integrating literacy development in the SHL classroom have emerged over the past few years. For example, in her 2008 dissertation, Cordero offers some insight into the integration of reading, writing, and speaking in the Spanish for Native Speakers classroom. She offers the book club framework to provide opportunities for literacy development through the use of comprehension strategies and vocabulary enrichment as well as the connection of various literacy skills, claiming that

The Book Club Framework provides opportunities to facilitate Spanish language acquisition through: (1) Activities that evolve around reading comprehensible and high interest texts. (2) Extensive contact with literary works to expose SNS students to models of rich Spanish in texts that vary in genre, vocabulary, and discourse. (3) Significant time to explore and experience literature in contrast to traditional emphases solely on grammar and formal text analysis (Cordero x-xi).

In a unique approach to literacy development, Durán-Cerda focuses on the five goals and standards of second language teaching (from ACTFL's Standards for Foreign Language Teaching): Communication, Culture, Connections, Comparisons and Communities and relates them to the three communicative modes: Interpersonal, Interpretive, and Presentation. The Interpersonal Mode involves direct spoken and written contact, while the Interpretive Mode focuses on reading, listening, and viewing. In the Interpersonal Mode, students must perform conversations or written correspondence, while the Interpretive Mode involves more critical thinking skills. Finally, the

Presentational Mode involves speaking, writing, or showing language skills to an audience. She discusses possible activities to incorporate each of these into the SHL classroom, such as using "aspects of the oral tradition such as proverbs, tongue twisters, riddles, jokes, folktales, myths, legends and nursery rhymes" (Durán-Cerda 46) in order to engage the Interpersonal Mode; using critical thinking skills to analyze short stories or poetry in the target language and subsequently highlighting regional dialects to engage the Interpretive Mode; and finally presentations, debates, theatrical re-enactments, or role-playing to engage the Presentational Mode.

Valdés et al. found that the two most highly rated objectives for university-level heritage programs is to "identify and correct anglicisms, archaisms and other dialectal or non-standard forms in their writing" and "identify and correct anglicisms, archaisms and other dialectal or non-standard forms in their speaking" (Valdés et al. 11) and that the most effective instructional practice for HLLs is the "drafting, writing and rewriting of compositions by students in order to correct errors" (Valdés et al. 14).

As part of the important task of literacy development, grammar instruction has received much attention, specifically the topics of mood and agreement. It is important in a section discussing suggestions for methodology not to dismiss such concepts, and so what follows is a brief review of the issues at hand.

Mood. By and large the most prevalent grammatical topic discussed in articles regarding heritage speaker instruction is the issue of the Spanish subjunctive. Generally speaking, mood simplification is taking place in the usage of U.S. Hispanics. However, Hislope et al. analyze various aspects of this issue through the lens of the heritage speaker. Mikulski compares HLLs and FLLs acquisition of the subjunctive in volitional

constructions. She found that HLLs scored higher than FLLs on average when faced with both a grammaticality judgment task and an editing task. This indicates that HLLs have some set of native-like intuitions when it comes to mood. Similarly, Martínez Mira studied the retention of the subjunctive in concessive clauses and found a surprisingly high percentage of oral maintenance among New Mexico speakers.

These examples seem to demonstrate that heritage speakers are maintaining subjunctive use; however, it is also clear that even heritage speakers need explicit instruction when it comes to the subjunctive. Through a study of ten students of Mexican and Puerto Rican heritage, Hislope questioned the idea that implicit technique such as a Focus on Form style of input flooding could be beneficial for heritage speakers by increasing exposure to a certain grammatical constructions. Under this style, instruction directs learners' attention to notice grammatical items, thus allowing them to focus on the grammatical form and flooding their senses with examples of each grammatical feature. However, her study concluded that such techniques do not actually benefit the student and that explicit instruction remains necessary.

Agreement. Another grammatical topic that must be addressed in the teaching of heritage speakers is the issue of agreement. Several important studies have shown that the abilities of HLLs regarding grammatical agreement significantly influence their language abilities in the classroom. In his 2009 dissertation, Lew-Williams used eye movements to measure the response time of native and non-native Spanish speakers in processing article-noun sequences. He then applied this same measure to elementary school HLLs and SLLs. Lew-Williams goes on to suggest that grammatical gender

acquisition in L1 occurs at a very early stage, resulting in a quicker response time for the HLLs, suggesting a deeply learned grammatical gender.

These abilities do not disappear as HLLs mature. In her 2010 study, Martinez-Gibson reports on the spoken gender errors in the Spanish of high-school aged first and second generation heritage speakers as well as in the Spanish of second language learners. Her findings predictably show a drastic increase in gender agreement errors with both article/noun combinations and noun/adjective combinations in the speech of the SLLs with fewer errors in the speech of the second generation HLLs and even fewer in the speech of the first generation HLLs. Clearly, HLLs have ingrained linguistic abilities that must be understood and built upon.

In a similar study of "competence differences in the syntactic and semantic distribution of definite articles" (Montrul and Ionin 450), which was based on a study of the interpretation of definite articles with plural noun phrases in both English and Spanish applied to heritage speakers. The results showed above 90% accuracy in English for both English native speakers and Spanish heritage speakers. However, in the Spanish portion of the test, Spanish heritage speakers scored significantly below Spanish native speakers, showing, as Montrul consistently argues, that "heritage speakers should be treated as cases of incomplete acquisition rather than adult attrition" (Montrul and Ionin 470). Once again, the linguistic and cultural abilities of heritage speakers continue to necessitate appropriate curriculum.

Conclusions. It is clear that research shows the need for sensitivity in the development of a curriculum for SHL instruction. Such curriculum should maintain and encourage correct use of Spanish, expand the students' register in order to acquire a

prestige variety of Spanish, and develop literacy skills covering a broad range of grammatical and conversational topics. It is important that the methodology of heritage language instruction is considered, and while the current research has been presented here, in the following chapter I will examine criteria and practices in order to suggest the best possible development of a SHL program.

Outcomes

Finally, the development of a SHL program must include an outline of desired outcomes, not the least of which is the ever-important linguistic abilities previously mentioned. However, and perhaps even more importantly, every SHL instructor should expect the main outcomes of a SHL course to include the validation of the cultural and linguistic abilities of students, in addition to the general validation of the Hispanic culture and Spanish language in every sphere. Many students enter the language classroom full of anxiety. However, HLLs come with a unique set of issues. While heritage learners have a "cultural literacy" that beginning foreign language students do not have (Davidzon 22), they also carry with them various linguistic and cultural prejudices, such as those outlined by Carreira in her 2000 article. She supports the need to allay students' anxieties and not criticize or reject students' linguistic abilities. As many linguists have pointed out, it is important to remember that "learning cannot flourish in an educational environment that undermines the linguistic self-esteem of students" (Carreira 337). Carreira goes on to provide explanations for sources of linguistic prejudice and reasoning to reject them in order to support the preservation of U.S. Spanish and encourage U.S. Hispanics to overcome the social and psychological factors that stand in their way.

Similarly, Castillo argues that teachers must honor the dialect of their students, saying, "We must maintain and promote the native Spanish spoken in the United States as well as encourage bilingualism and biculturalism. We must stop belittling dialect speakers in traditional foreign language classes. We must expand the linguistic repertoire of students to include a formal register but not at the expense of their dialects" (Castillo 56). A teacher must take into account the great variety of Spanish language and culture found in the United States as well as accept the informal varieties of Spanish which are so prevalent among heritage speakers.

This acceptance goes beyond merely linguistic prejudice. Frederick suggests that heritage language courses can teach much more than just language, in fact, she claims that they can contribute to the "semiosis of self" or the "meaning making of themselves" which students so desperately need. Wilma Feliciano discusses the need for conversation about culture and "the experience of living *entre dos mundos, dos lenguas, y dos culturas*" (68), and this experience must be taken into account in order to promote and encourage positive self-identity.

Pereira also examines the issue of identity and language in the SHL classroom in her 2010 dissertation. She analyzes the value placed on Spanish and English as well as on standard Spanish and dialectal variations, reporting that such values can be observed as well as constructed in the SHL classroom. However, as Pedroarias argues in his 2011 dissertation, it is imperative that teachers be prepared to handle the prevalent themes of language, culture, power, and identity which are often seen in the SHL classroom.

While there are many more outcomes which could be discussed and analyzed, the issue of identity is key to the development of a SHL program. In addition to discussion

and promotion of the heritage language and culture, a vital factor to include in a heritage language program is the provision of opportunities for HLLs to become involved in their communities. These methods and others will in time promote the final outcome of "not only to teach language acquisition to heritage learners but also to increase student selfesteem which will prepare them to assume professional and political roles and gain the respect their families, culture, and community deserve" (Durán-Cerda 49).

CHAPTER THREE

Methodology

The Situation in Texas

Heritage Speakers in Texas

Hispanic population in Texas. Sharing a border with Mexico, Texas has long been a state filled with Hispanic heritage. As a once Spanish colony and subsequent Mexican state, Texas history is filled with both the Spanish language and legacy. In the past few decades, a notable increase in Latin American immigrants, especially those from the nearby Mexico, have continued to carry their language and culture across the border, passing it on to their children and to their children's children (See tables 3.1 and 3.2). These generations of Hispanics and Latinos are those who are now entering colleges and universities across the state, armed with a varied amount of language ability and a rich cultural heritage.

Table 3.1 Hispanic or Latino population growth in Texas from 2000-2010.

Year	Total Population	Hispanic or Latino	Percentage of total	
		(of any race)		
2000	20,851,820	6,669,666	32.0	
2010	25,145,561	9,460,921	37.6	

Source: "Profile of General Demographic Characteristics: 2000 Census 2000 Summary File 1 (SF 1) 100-Percent Data." *American FactFinder*. 2012. Bureau of the Census. Web. 4 August 2012.

Source: "Profile of General Population and Housing Characteristics: 2010 Demographic Profile Data." *American FactFinder*. 2012. Bureau of the Census. Web. 4 August 2012.

Table 3.2 2010 Hispanic population in Texas by heritage country

Demographic	Population	Percentage of total population
Total population	25,145,561	100.0
Hispanic or Latino (of any race)	9,460,921	37.6
Mexican	7,951,193	31.6
Puerto Rican	130,576	0.5
Cuban	46,541	0.2
Other Hispanic or Latino [5]	1,332,611	5.3

Source: "Profile of General Population and Housing Characteristics: 2010: 2010 Demographic Profile Data – Texas." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Since 2000, the total number of Hispanics or Latinos in Texas has increased from almost seven million to almost nine and a half million, a 42% increase in only ten years.

Of the total Texas population, 37.6% are Hispanic and 31.6% are specifically Mexican.

Spanish-speaking ability of Hispanic populations in Texas. Clearly, the Hispanic population in Texas is impressive. However, it is also important to recognize the linguistic abilities of this heterogeneous group. According to the 2010 Census, 29.6% of Texans five years and over speak Spanish at home, compared to the national average of 12.8% (See tables 3.3-3.6).

Table 3.3 2010 Language spoken at home for the United States

		Speak English	Speak English less than
Demographic	Total	"very well"	"very well"
Population 5 years and over	289,215,746	91.3%	8.7%
Speak only English	79.4%		
Speak a language other than English	20.6%	57.6%	42.4%
Speak Spanish	12.8%	55.3%	44.7%

Source: "Language Spoken at Home." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Table 3.4 2010 Language spoken at home in Texas

		Speak English	Speak English less
Demographic	Total	"very well"	than "very well"
Population 5 years and over	23,327,776	85.6%	14.4%
Speak only English	65.2%		
Speak a language other than English	34.8%	58.6%	41.4%
Speak Spanish	29.6%	57.6%	42.4%

Source: "Language Spoken at Home." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Table 3.5 2000 Language spoken at home by age for the population 5 years and over in Texas (Hispanic or Latino)

Demographic	Total (Hispanic or Latino)	Speak English only	Speak other languages
Total	5,963,049	1,102,517	4,860,532
5 to 17 years	1,675,605	489,743	1,185,862
18 to 64 years	3,945,711	580,197	3,365,514
Over 65 years	341,733	32,577	309,156

Source: "Age by Language Spoken at Home by Ability to Speak English for the Population 5 years and over (Hispanic or Latino)." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Table 3.6 2010 Language spoken at home for the population 5 years and over in Texas (Hispanic or Latino)

Demographic	Total (Hispanic or Latino)	Percent of total
Population 5 years and over	8,554,386	100.0%
Speak only English	1,935,066	22.6%
Speak Spanish	6,604,052	77.2%
Speak other language	15,268	0.2%

Source: "Language Spoken at Home by Ability to Speak English for the Population 5 years and over (Hispanic or Latino)." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

In 2000, of the almost six million Hispanics over the age of five in Texas, only 18.5% spoke English only. By 2010, this number had increased to 22.6%, but of the 77.4% who spoke other languages at home, 99.7% (or 77.2% of the total) spoke Spanish at home. Most of these speak English to some degree. Of those who speak Spanish at

home, only 42% speak English less than "very well". Among Hispanics in Texas, more than three quarters speak Spanish at home, and over half of those also speak English "very well". Clearly, the status of Spanish as a heritage language in Texas is quite strong.

University-age Hispanic population in Texas. But in order to establish the need for SHL Programs in Texas, it is also important to quantify the numbers of Hispanics who speak Spanish as a heritage language that are entering our colleges and universities currently and in the next few years (See tables 3.7-3.10). Of the 3,132,880 Hispanics currently enrolled in school in 2010, 673,623 were enrolled in grades 9-12. These almost seven hundred thousand students are those who are entering college in the next few years. In 2010, 492,544 Hispanics were already enrolled in college, and these are the students who will be imminently graduating. Over the next ten years, 1,514,348 of those Hispanic or Latinos who were first through eighth graders in 2010 will become college-aged and a large number of those will arrive on our college campuses. It is therefore imperative that Spanish departments across the state prepare for them now by developing the SHL Programs that are so desperately needed.

University-Level SFL Programs

The state of the Spanish Programs in Texas is overall encouraging. To determine the existence of Spanish programs among universities in Texas, thirty public universities, thirty-two private universities, and eight liberal arts colleges were surveyed. Medical,

¹ "Selected Social Characteristics in the United States - Texas." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Table 3.7 University age population by sex in Texas (Hispanic or Latino)

Demographic	Total Hispanic	Percent of total	Male	Female
Total population	9,533,880	100.00	4,799,968	4,733,912
15 to 17 years	508,856	5.34	263,763	245,093
18 to 19 years	341,669	3.58	177,334	164,365
20 to 24 years	786,545	8.25	413,925	372,620

Source: "Sex by Age (Hispanic or Latino)." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Table 3.8 2010 Enrollment estimates for the population 3 years and over in Texas

Demographic	Total population	White alone	Hispanic or Latino
Total	24,123,776	11,054,812	8,961,527
Enrolled in school	7,197,800	2,653,113	3,132,880
Enrolled in grades 9-12	1,478,141	530,452	673,623
Enrolled in college	1,477,123	646,025	492,544
Enrolled in graduate or	286,325	144,758	56,987
professional school			

Source: "School Enrollment by Level of School for the population 3 years and over." *American FactFinder*. 2012. Bureau of the Census. Web. 1 September 2012.

Source: "School Enrollment by Level of School for the population 3 years and over (White Alone, Not Hispanic or Latino)." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Source: "School Enrollment by Level of School for the population 3 years and over (Hispanic or Latino)." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Table 3.9 2010 Educational Attainment by language spoken at home for population 25 years and over in Texas

Demographic	Total population	Speak only English	Speak Spanish at home		
Total	15,772,122	10,403,163	4,,452,712		
Less than high school graduate	19.3%	9.6%	43.4%		
High school graduate (equivalency)	25.6%	26.6%	25.0%		
Some college or associate's degree	29.2%	33.6%	20.4%		
Bachelor's degree or higher	25.9%	30.1%	11.3%		

Source: "Characteristics of People by Language Spoken at Home." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

Table 3.10 2010 Educational Attainment and Employment Status by language spoken at home for population 25 years and over in Texas

Demographic	Total	Speak only English	Speak Spanish
	15,772,122		
Less than high school graduate	3,048,321		
In labor force	1,580,424	396,760	1,127,175
Not in labor force	1,467,897	603,950	800,734
High school graduate	4,033,241		
In labor force	2,527,256	1,648,646	1,119,981
Not in labor force	1,505,985	784,255	328,999
Some college or associate's degree	4,598,790		
In labor force	3,312,358	2,469,959	704,108
Not in labor force	1,286,432	1,027,339	204,511
Bachelor's degree or higher	4,091,770		
In labor force	3,186,764	2,422,395 (76%)	408,402 (12.8%)
Not in labor force	905,006	714,133 (78.9%)	94,528 (10.4%)

Source: "Educational Attainment and Employment Status by Language Spoken at Home for the Population 25 years and over." *American FactFinder*. 2012. Bureau of the Census. Web. 27 August 2012.

theological, technical, and law schools were not included. Community and junior colleges were also not included. Through an analysis of the catalogs available online, table 3.11 was constructed indicating the existence of a Spanish program.

Of those surveyed, only seven did not appear to have any sort of Spanish program. Six more offered a minor, certificate, or concentration of some sort in Spanish, or offered Spanish as a supporting program for another degree, such as Education or Business. However, of the seventy total public, private, and liberal arts universities surveyed, 81% provide a Spanish as a Foreign Language program.

These numbers reflect the pervasive need for Spanish education evident across the United States, and, especially, in Texas. Nevertheless, the need for Spanish Heritage Programs is also ever-present and ever-growing. Therefore, the next step of this study was to further examine the existence of university-level SHL Programs.

University-Level SHL Programs

Those same seventy institutions were surveyed to determine the existence of Spanish for Heritage Speaker classes offered (See table 3.12). This study was done in the spring of 2012, and reflects the information provided on online college catalogs. Of the universities surveyed, fifteen public universities, two private universities, and zero liberal arts colleges offered Spanish for Heritage Speaker classes in the spring of 2012. Only two universities, TAMU-Kingsville and Howard Payne University, offered beginner-level SHL classes. Eleven of the seventeen offered intermediate-level classes, and five offered advanced classes.

Of the seventeen institutions, five were in the University of Texas system, six came from the University of Texas A&M system, and six were independent. Most relied on the Texas Common Course Numbering System in assigning course numbers, with the designation of 2313 for Spanish for Native/Heritage Speakers I and 2315 for Spanish for Native/Heritage Speakers II("Common Course Matrix"). Thirteen of the universities offered more than one course in Spanish for Heritage Speakers, with the exception of the University of North Texas, TAMU, TAMU-Kingsville, and TAMU-Corpus Christi.

Table 3.11 Colleges and Universities in Texas Surveyed

Public Universities	Private Universities	Liberal Arts Colleges	
University of Houston	Abilene Christian University	Austin College	
University of North Texas	Baylor University	Dallas Baptist University	
University of Texas at Arlington	Concordia University Texas*	University of Dallas	
University of Texas at Austin	Dallas Christian College*	McMurray University	
University of Texas at Brownsville	East Texas Baptist University	Paul Quinn College*	
University of Texas at Dallas	Hardin-Simmons University	Schreiner College†	
University of Texas at El Paso	Houston Baptist University	Southwestern University	
University of Texas Pan-American	Howard Payne University	Texas Lutheran University	
University of Texas of the Permian	Huston-Tillotson University	•	
Basin			
University of Texas at San Antonio	Jarvis Christian College*		
University of Texas at Tyler	LeTourneau University†		
Texas A&M	Lubbock Christian University†		
Prairie View A&M	North American College*		
Tarleton State University	Northwood University*		
West Texas A&M University	Our Lady of the Lake University		
TAMU-Kingsville	Rice University		
TAMU-Corpus Christi	St. Edwards University		
TAMU-International	St. Mary's University		
TAMU-Texarkana	SMU		
TAMU-San Antonio	Southwestern Adventist		
	University		
TAMU-Commerce	Southwestern Assemblies of		
	God University*		
Lamar University	Southwestern Christian College†		
Sam Houston State University	TCU		
Sul Ross State University	Texas College†		
Texas State University	Texas Wesleyan University		
Angelo State University	Trinity University		
Texas Tech University	University of Mary-Hardin		
	Baylor		
Texas Southern University	University of St. Thomas		
Stephen F. Austin State University	University of the Incarnate Word		
Texas Women's University	Wayland Baptist University		
	Western Texas College†		
	Wiley College		

^{*} College or University does not appear to have a Spanish program † College or University does not offer a degree in Spanish, but may have Spanish minor, certificate, or similar supporting program

Table 3.12 University Level SHL Programs

PUBLIC UNIVERSITIES 15/30	Beginner	Intermediate	Advanced
University of Houston		2307, 2308	
University of North Texas			3080
University of Texas at Arlington			3304, 3305
University of Texas at Austin			327G, 327W,
			610D, 611D
University of Texas at Brownsville		2313, 2315	
University of Texas at El Paso		2303, 2304, 2603	
University of Texas Pan-American		2307, 2308	
Texas A&M University		203	
West Texas A&M University		2313, 2315	
TAMU-Kingsville	1373		
TAMU-Corpus Christi		2313	
TAMU-International		2313, 2315	
TAMU-Commerce			333, 334
Texas Tech University		2303, 2304	
Texas Women's University			3183, 3193
PRIVATE UNIVERSITIES 2/32	Beginner	Intermediate	Advanced
Howard Payne University†	1413	2413	
University of St. Thomas		2333, 2334	
_			_

LIBERAL ARTS COLLEGES 0/8

Of course, each university-level SHL program is different. The course numbers, course descriptions, and course objectives vary from institution to institution. The following study will analyze the success of those programs that already exist in an effort to outline the practices and ideals that would inform the development of such a program at universities across Texas. Following is a chart outlining the course descriptions found in the online catalogs available for each institution as gathered in the spring of 2012.

^{*} MEDICAL, THEOLOGICAL, TECHNICAL AND LAW SCHOOLS NOT INCLUDED

^{*} COMMUNITY AND JUNIOR COLLEGES ALSO NOT INCLUDED

 $[\]dagger Upon$ email communication it was discovered that the SHS Program at Howard Payne University has been discontinued as of September 2012

University of Texas System

University of Texas Arlington

SPAN 3304

SPANISH FOR HERITAGE SPEAKERS I (3-0) This course is designed for heritage speakers of Spanish who demonstrate an ability to comprehend and produce Spanish but who may lack previous formal instruction in the language. Capitalizes upon students' existing language skills, expands their knowledge base, and develops their ability to read, write, and communicate more effectively in the language. Special attention is given to regional and dialectal differences. Prerequisite: Equivalent of SPAN 2314, or consent of the department(Fairclough).

SPAN 3305

SPANISH FOR HERITAGE SPEAKERS II (3-0) A continuation of SPAN 3304, consisting of a detailed study of advanced Spanish grammar with an emphasis on written expression. Exclusively for heritage speakers of Spanish. Prerequisite: SPAN 3304 with a grade of C or better.

University of Texas Austin

SPAN 610D

Heritage/Bilingual is the first course in the bilingual track in the Spanish language program geared towards native and/or heritage speakers. The course focuses on developing speaking, listening, reading, and writing skills in Spanish while building vocabulary, learning basic rules and terminology of Spanish grammar, and gaining a basic understanding of Hispanic cultures in order to communicate in

an accurate, effective, and informed manner within a variety of sociocultural situations.

SPAN 611D

Heritage/Bilingual is the second course in the bilingual track in the Spanish language program geared towards native and/or heritage speakers. The course focuses on further developing speaking, listening, reading, and writing skills in Spanish while building vocabulary, learning advanced grammatical rules and terminology of Spanish grammar, and gaining a deeper understanding of Hispanic cultures in order to communicate in an accurate, effective, and informed manner within a variety of sociocultural situations.

SPAN 327G

Heritage/Bilingual is designed to help students master grammar points and perfect grammar skills of particular concern to native and heritage Spanish speakers. Students will also develop and apply composition skills, critical thinking skills, and reading strategies. The course uses a guide inductive approach to focus students on the critical analysis of grammar. Through selected samples students will discover and analyze patterns of oral and written discourse, formulate hypotheses about communicative and linguistic functions, and increase their understanding and appreciation of Hispanic culture. This course prepares students to communicate in an accurate, effective, and informed manner within a variety of registers and sociocultural situations. The course is conducted in Spanish.

SPAN 327W

Bilingual/Bicultural is designed to build the students; awareness of academic discourse, consolidate and broaden their understanding of the topics under study, develop thinking, researching, and writing skills, and perfect their grammar skills in order to write scholarly papers in Spanish on language, literature, or culture, for a United States audience. Students complete both informal and formal writing tasks to meet those goals that may include summaries of texts, critical analyses, essays that develop a theme or answer a question, and a short research paper. Students will understand how writing is integrated with reading, listening, and discussion about the core content; develop strategies for collecting, synthesizing, and interpreting new information from external sources; analyze and practice a variety of rhetorical and reader-based organizational patterns; apply appropriate schemata to content studied in courserelated readings; and evaluate and revise content to make it clear, relevant, substantive, and informed.

University of Texas Brownsville

SPAN 2313 Basic Spanish for Bilinguals I - An introductory course for students who possess a spoken knowledge of Southwestern U.S. Spanish and who wish to develop competency in reading and writing standard Spanish. Lec 3, Cr 3.

SPAN 2315 Basic Spanish for Bilinguals II - This course is a continuation of SPAN 2313. It is not for Spanish and Bilingual Education majors of minors.

Lec 3, Cr 3.

University of Texas at El Paso

SPAN 2303 Spanish for Spanish Speakers One (3-0) A first course for bilingual students who have acquired listening and speaking skills in Spanish because it is spoken in their home or social environment. Development of reading and writing skills, with attention to spelling and use of the written accent. Entrance into SPAN 2303 is by examination only; completion of this course with a grade of "C" or better entitles a student to eight hours of credit by examination for SPAN 1401 and SPAN 1402. Prerequisite: Department placement exam. Course fee required.

SPAN 2304 Spanish for Spanish Speakers Two (3-0) A continuation of Spanish 2303, with additional opportunities for reading and composition, a review of the written accent, and an introduction to the systematic study of Spanish grammar. Prerequisite: SPAN 2303 or department placement exam. Course fee required.

SPAN 2306 Intensive Spanish for Spanish Speakers (5-3) This is an intensive course to be given in the summer for 4 weeks. The course is equivalent to Spanish 2303 & 2304. The course has been carefully reconfigured and adapted to an accelerated format, with a significant WEBCT component. Instructors undergo training to adapt to the intensive format

University of Texas Pan-American

SPAN 2307 Intermediate Spanish for Native Speakers [3-0] A comprehensive review of Spanish grammar with special emphasis on writing.

Prerequisite: SPAN 1304.

SPAN 2308 Intermediate Spanish for Native Speakers [3-0] A continuation of SPAN 2307. Prerequisite: SPAN 2307.

Texas A&M University System

Texas A&M University

SPAN 203 Intermediate Spanish for Heritage Speakers. (3-0). Credit 3. Study of grammar and continued development of the four skills (writing, reading, speaking, listening) with an emphasis on literacy in a dynamic cultural context centered on Hispanics in the U.S. Conducted in Spanish. Prerequisites: SPAN 201 with a grade of C or better; students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

TAMU Commerce

SPAN 333 Spanish for Heritage Speakers I (3) This course is designed for heritage speakers of Spanish who demonstrate, by taking the Spanish Placement Exam, the CLEP exam or special permission from a Spanish faculty member (or a combination thereof), an ability to comprehend and produce Spanish but who lack previous formal instruction in the

language. Capitalizes upon students' existing language skills, expands their knowledge base, and develops their ability to read, write and communicate more effectively in the language. Special attention is given to building vocabulary and strengthening composition skills in Spanish. Taught exclusively in Spanish and for heritage or native speakers only. Prerequisite Spa 232 or equivalent by exam. Note For students majoring or minoring in Spanish or bilingual education, this course replaces the Spa 331 requirement.

SPAN 334 Spanish for Heritage Speakers II (3) A continuation of Spa 333, consisting of a detailed study of advanced Spanish grammar with emphasis on written expression. Capitalizes upon students' existing language skills, expands their knowledge base, and develops their ability to read, write and communicate more effectively in the language. Prerequisite Spa 333 or permission of instructor. Note Exclusively for heritage or native speakers Spanish heritage or native speakers majoring or minoring in Spanish or bilingual education, this

TAMU Corpus Christi

SPAN 2313 Spanish for Native Speakers An introductory course designed for bilingual students who wish to enhance their linguistic skills (speaking, listening, reading and writing). This course will focus on the cultural and historical aspects related to the native Spanish speaker.

course replaces Spa 332.

TAMU International

SPAN 2313 Spanish for Heritage Language Spanish Speakers I (3) Conducted in Spanish. A course for students from an English-Spanish dual language environment who have been exposed to spoken Spanish, but have little or no formal study of the language. A systematic presentation of oral and written conventions in Spanish will be presented along with identification of regional varieties of usage. This is the first part of a two-part introduction to Spanish for Spanish speakers. Prerequisite:

Departmental Placement exam.

SPAN 2315 Spanish for Heritage Language Spanish Speakers II (3) Conducted in Spanish. This is the second half of a course designed for students from a Hispanic environment who have been exposed to spoken Spanish, but have little or no formal study of the language. A systematic presentation of oral and written conventions in Spanish will be presented along with identification of regional varieties of usage, providing opportunities for expanding proficiency in Spanish for personal and professional use. Prerequisite: SPAN 2313 or departmental placement exam.

TAMU Kingsville

SPAN 1373 Spanish for Heritage Speakers. 3(3-1) Introductory course designed for students whose greatest exposure to Spanish has been in the home or community rather than the classroom. Building on the linguistic knowledge that heritage speakers already bring to the classroom, the

course stresses reading and writing skills. Language laboratory required. Prerequisite: departmental approval.

TAMU International

SPAN 2313 Spanish for Heritage Language Spanish Speakers I (3) Conducted in Spanish. A course for students from an English-Spanish dual language environment who have been exposed to spoken Spanish, but have little or no formal study of the language. A systematic presentation of oral and written conventions in Spanish will be presented along with identification of regional varieties of usage. This is the first part of a two-part introduction to Spanish for Spanish speakers. Prerequisite:

Departmental Placement exam.

SPAN 2315 Spanish for Heritage Language Spanish Speakers II (3) Conducted in Spanish. This is the second half of a course designed for students from a Hispanic environment who have been exposed to spoken Spanish, but have little or no formal study of the language. A systematic presentation of oral and written conventions in Spanish will be presented along with identification of regional varieties of usage, providing opportunities for expanding proficiency in Spanish for personal and professional use. Prerequisite: SPAN 2313 or departmental placement exam.

West Texas A&M University

SPAN 2313 Spanish for Heritage Speakers I Prerequisite: heritage speaker, consent of instructor. Heritage Spanish-speaking students will study Spanish

formally in an academic setting in the same way English-speaking students study English. Because the course requires oral competency, it will hone reading and writing skills for heritage speakers. This course will prepare students to take upper-division Spanish courses.

SPAN 2315

Spanish for Heritage Speakers II Prerequisite: SPAN 2313 and consent of instructor. Continuation of SPAN 2313. Formal study of Spanish language in the academic setting in the same way English-speaking students study English. Focuses on verbal conjugations, irregular verbs, reading, and academic writing. Course requires oral competency and will prepare students for upper-division Spanish courses.

Other Systems

University of Houston

SPAN 2307

Spanish for Hispanic Heritage Learners I Prerequisite: placement by exam or by Director of Basic Language Program. Credit for both SPAN 2307 and SPAN 2301 may not apply to a degree. Designed for Hispanic students and other students from a Spanish-speaking background. Basic skills in reading, spelling, and composition.

SPAN 2308

Spanish for Hispanic Heritage Learners II Prerequisite: completion of SPAN 2307 with a minimum of C- or placement exam. Credit for both SPAN 2308 and SPAN 2302 may not apply to degree. Continued development of reading and writing skills, and control of formal Spanish.

University of North Texas

SPAN 3080 Advanced Spanish Composition and Oral Practice for Bilinguals (3 hours) Principles of academic writing, spelling, and grammar in Spanish, directed specifically towards bilinguals (Spanish heritage and native speakers). Taught in Spanish. Prerequisite(s): Demonstrate native or near-native language ability as defined by results of departmental proficiency exam and/or consent of department.

Texas Tech University

SPAN 2303 Intermediate Spanish for Hispanic Students I (3) A second-year course designed for Hispanic students who have been educated in the United States and have had exposure to Spanish at home but have had limited formal training in Spanish.

SPAN 2304 Intermediate Spanish for Hispanic Students II (3) A second-year course designed for Hispanic students who have been educated in the United States and have had exposure to Spanish at home but have had limited formal training in Spanish.

Texas Women's University

SPAN 3183 Spanish for Heritage Speakers I (SPAN 2313) Emphasis is on aspects of Spanish grammar, reading and writing strategies, and vocabulary building.

SPAN 3193 Spanish for Heritage Speakers II (SPAN 2315) Emphasis is on aspects of Spanish grammar, reading and writing strategies, and vocabulary building.

University of St. Thomas

SPAN 2333 Intermediate Spanish I for the Heritage Speakers Review of the basic elements of language; builds vocabulary and comprehension, and develops both oral and written expression, all in cultural context.

Designed for heritage speakers.

SPAN 2334 Intermediate Spanish II for the Heritage Speakers Review of the basic elements of language; builds vocabulary and comprehension, and develops both oral and written expression, all in cultural context.

Designed for heritage speakers.

Investigating What Works

Providing a Framework

It is imperative that, when evaluating the success of a program, such as the SHL programs which will be evaluated in this study, one first outlines the objectives of such evaluation. In order to provide a framework for the development of a SHL program, this study will first propose five parameters for evaluating a successful program, then use those parameters as a lens for assessing the success of existing SHL programs through a study of available syllabi from each institution, and finally, a structure for the ideal SHL program will be suggested.

To begin, it is important to expound upon the most basic educational agenda for those institutions surveyed. Among colleges and universities surveyed, all those who offer SHL programs received their accreditation from the Southern Association of Colleges and Schools (hereafter SACS), which is the regional accreditation body for

schools in the southern states, including Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, as well as approved international sites. According to the SACS website,

Accreditation by SACS Commission on Colleges signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.²

These guidelines are broad, but clearly indicate the need for programs that will accomplish and sustain the mission of higher education and specific educational objectives that are consistent with such a mission. As stated in the previous portion of this thesis, the lack of SHL programs among universities in Texas is evident and the need for continued development of such programs is apparent. The following study will outline the success of existing programs in order to provide a basic framework for the development of such a program.

In May of 2010, the American Council on the Teaching of Foreign Languages (hereafter ACTFL) published a Position Statement on Language Learning for Heritage and Native Speakers.

Position Statement on Language Learning for Heritage and Native Speakers

The American Council on the Teaching of Foreign Languages (ACTFL) and its members encourage learning environments that support heritage and native speakers of languages other than English. It is critical that these students be able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. By doing so, they will be well-positioned to

² "The Principles of Accreditation: Foundations for Quality Enhancement." *Southern Association of Colleges and Schools Commission on Colleges*. Revised 2011.

live and work in an increasingly multilingual environment in the U.S. Native speakers (those raised in an environment using mainly a language other than English) and heritage speakers (those raised in an environment where the language was most likely spoken in the home) benefit from instruction that draws on and enhances their native or heritage language skills and cultural knowledge. In addition, research has shown that continuing to learn their native and heritage language benefits them in their acquisition of English language proficiency.

In keeping with the goal of an educated citizenry that reflects the rich multicultural and multilingual nature of U.S. society, ACTFL encourages the active recruitment, training, and retention of heritage and native speakers as teachers. ACTFL further supports pre-service training and ongoing professional development for all language teachers to help them address the unique learning needs of heritage and native speakers.

Successful language programs ensure the academic success of heritage and native speakers by providing:

- curriculum design that reflects the fact that the needs of native speakers and heritage students are often significantly different from non-native and nonheritage speakers;
- challenging curriculum that builds upon the existing linguistic skills and the cultural heritage and knowledge of the students;
- assessments that integrate language, culture and literature for all students Pre-K through 16;

- opportunities for heritage and native speakers to become involved in their language communities beyond the classroom; and
- systems to award credit or appropriate placement for oral and written proficiency and prior learning for native and heritage speakers.

Approved by the ACTL Board May 22, 2010

This position statement provides certain criterion for successful heritage language programs. The following points will be the basis of a systematic evaluation of the syllabi which were available from surveyed institutions. The ACTFL Position Statement on Language Learning for Heritage and Native Speakers states that successful SHL programs should:

- 1. Reflect the different needs of native speakers and heritage students
- 2. Build upon existing linguistic skills and cultural heritage and knowledge
- 3. Integrate language, culture, and literature in assessments
- 4. Provide opportunities to become involved in language communities beyond the classroom
- 5. Award appropriate placement for oral and written proficiency

To conduct this study, information was gathered from each SHL program in the form of available syllabi. The syllabi were then evaluated to determine the success of each course in reaching each goal. Subsequently, that data was analyzed in order to understand the situation of SHL programs in Texas. That information will be used in chapter four of this thesis to suggest the most successful development of a SHL program.

Available Data

The following chart provides an overview of each program and available syllabi, reflecting the success of reaching each goal listed above: (* indicates lack of data yet)

Table 3.13 Texas SHL Program Syllabi Success Rates

University	Syllabus	1	2	3	4	5
University of Houston	2307	+	+	-	+	+
University of North Texas	3080	+	+	-	-	+
University of Texas at Arlington	3304/3305 - Prieto	+	+	-	-	-
	3304/3305 - Ruiz-	+	+	+	-	-
	Perez					
University of Texas at Austin	367K	+	+	+	-	-
University of Texas at Brownsville	2313 – Peña-Oliva	+	+	-	-	+
	2313 - Castañeda	+	+	-	-	+
	2315 – Garza	+	+	-	-	+
	2315 – López García	+	+	-	-	+
University of Texas at El Paso	2303	+	+	+	-	+
	2304	-	+	+	-	+
University of Texas Pan-American	2307	-	+	+	-	-
Texas A&M University	203	+	+	-	+	+
	304	+	+	+	+	+
West Texas A&M University	2313	-	+	+	-	-
	2315	+	+	-	-	-
TAMU-Kingsville	1373	+	+	+	-	-
	2301	+	+	+	-	+
TAMU-Corpus Christi		*	*	*	*	*
TAMU-International	2630	+	+	+	+	+
TAMU-Commerce	334	+	+	+	-	-
Texas Tech University		*	*	*	*	*
Texas Women's University		*	*	*	*	*
University of St. Thomas	2333A	-	-	-	+	

^{*} Syllabus not available

University of Houston – 2307 (Fairclough) Fall 2012

1. Reflect the different needs of native speakers and heritage students:

Course Objective: The course is designed to teach principles of academic writing, spelling and grammar in Spanish for Spanish heritage and native speakers. The objective

of this course is to improve the linguistic abilities of bilingual students at the advanced level through intensive oral and written practice. "Action learning" will be used daily in order to achieve language growth, fluency and cultural competency. All four skills will be stressed, with special emphasis on reading comprehension, writing, vocabulary skills and grammatical competence.

- 2. Build upon existing linguistic skills and cultural heritage and knowledge: Spanish 2307 is the second semester of the Spanish for Heritage Language Learners track (which includes 1507, 2307, 2308, 3307, and 3308). The main goal of the SHL Program at the University of Houston is to build upon the language knowledge that students bring to the classroom, reactivate the Spanish they have learned previously and develop it further. At the same time, students learn more about their language and cultural heritage, and develop Spanish literacy and academic skills in the language.
- 3. Integrate language, culture, and literature in assessments: Students who successfully complete this course will:
- Continue developing listening and speaking skills in the heritage language
- Increase and reinforce their knowledge of Spanish grammar.
- Increase the range and usage of Spanish vocabulary.
- Demonstrate knowledge of reading and writing competence in Spanish at the beginning intermediate level, through reading activities and compositions assignments that will require analytical and critical skills.
- Develop greater familiarity with Hispanic culture.
- Understand and apply the concept of "language registers".
- Improve orthography with emphasis on the use of the written accent.

It is apparent from the syllabus that language and culture are integrated well in assessments but literature is lacking.

4. Provide opportunities to become involved in language communities beyond the classroom:

Students will select an aspect of Latino culture, identity, community, language, etc. in Houston, will conduct some research, and will prepare questions about the topic to conduct two or three videotaped interviews in Spanish to members of the Hispanic community. The interviews should add up to at least 10 minutes [5% of the grade]. As a final product, they will share their findings with the class in a formal presentation that will include a visual component [5-8 minutes; 5% of the final grade] at the end of the semester. They will write a short paper explaining the main findings of the interview (typed, doubled spaced, 12 pt font, using Spanish characters: á, é, í, ó, ú, ñ, ¡!, ¿?) [2 to 3 pages, 5% of the grade]. Please check the class schedule for due dates.

5. Award appropriate placement for oral and written proficiency:

Prerequisites: SPAN 1507 or placement through the *Heritage Speakers Placement/Credit Exam* (if you have not taken the placement exam you should urgently talk to your instructor or you will be dropped from the course).

University of North Texas – 3080 (Martínez) Spring 2012

1. Reflect the different needs of native speakers and heritage students:

Course Objective: The course is designed to teach principles of academic writing, spelling and grammar in Spanish for Spanish heritage and native speakers. The objective of this course is to improve the linguistic abilities of bilingual students at the advanced level through intensive oral and written practice. "Action learning" will be used daily in

order to achieve language growth, fluency and cultural competency. All four skills will be stressed, with special emphasis on reading comprehension, writing, vocabulary skills and grammatical competence.

- 2. Build upon existing linguistic skills and cultural heritage and knowledge:

 Pre-requisites: Students should know basic grammatical concepts (e.g. verbal tenses:

 present, preterit, imperfect, future, conditional, perfect tenses, subjunctive mood, etc. –

 object pronouns, etc.) in order to take this course.
- Assessments: 2 long compositions, in class guided assignments, oral cultural presentation, 4 quizzes, 2 essay style exams, homework/class participation

 It is apparent from the syllabus that language and culture are integrated well in assessments but literature is lacking.

Integrate language, culture, and literature in assessments:

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

etc.) in order to take this course.

5.

3.

Prerequisites: Students should demonstrate native or near-native linguistic ability as defined by results of Departmental Proficiency Exam or consent of the department.

Students should know basic grammatical concepts (e.g. verbal tenses: present, preterit, imperfect, future, conditional, perfect tenses, subjunctive mood, etc. – object pronouns,

Award appropriate placement for oral and written proficiency:

University of Texas Arlington – 3304/3305 (Prieto) Spring 2012

formal instruction in the language.

Course Objective: This course is designed for heritage speakers of Spanish who demonstrate an ability to comprehend and produce Spanish but who may lack previous

Reflect the different needs of native speakers and heritage students:

- 2. Build upon existing linguistic skills and cultural heritage and knowledge:
 Course Objective: Capitalizes upon students' existing language skills, expands their knowledge base, and develops their ability to read, write, and communicate more effectively in the language. Special attention is given to regional and dialectal
- 3. Integrate language, culture, and literature in assessments:
 Assessments: homework, quizzes, essays, textual analysis, exams
 It is apparent from the syllabus that language is emphasized well, but culture and literature are lacking.
- 4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

differences.

1.

5. Award appropriate placement for oral and written proficiency:

Not Specified

University of Texas Arlington – 3304/3305 (Ruiz-Pérez) Spring 2011

1. Reflect the different needs of native speakers and heritage students: Course Objective: Este curso está diseñado para proporcionar instrucción formal en lengua española al alumno hispano.

- 2. Build upon existing linguistic skills and cultural heritage and knowledge: Course Objective: La clase toma como punto de partida las habilidades lingüísticas previas del estudiante, profundiza en su conocimiento de la lengua y desarrolla su competencia oral y escrita en español. El curso incluye, además, una selección de cuentos y dos películas. A partir de la lectura, el análisis y el comentario de los textos y los videos se buscará generar la producción escrita y, al mismo tiempo, propiciar un acercamiento a las manifestaciones culturales y/o al diario acontecer del mundo hispánico. En síntesis, este curso se concentra en: 1) el análisis morfosintáctico del discurso; 2) los signos de puntuación y los acentos; 3) las diferencias regionales y dialectales del español; y 4) el desarrollo de la competencia argumentativa oral y escrita del/de la estudiante.
- Integrate language, culture, and literature in assessments:
 3304 Assessments: essay, homework, literary response, 2 exams
 It is apparent from the syllabus that language and literature are integrated well in assessments but culture is lacking.

3305 Assessments: homework, literary response, presentation, final exam

It is apparent from the syllabus that language, culture, and literature are integrated well in assessments.

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

Award appropriate placement for oral and written proficiency:
 Not Specified

University of Texas Austin – 367K (Cabello C. de Martínez) Spring 2011

- 1. Reflect the different needs of native speakers and heritage students:
- Course Description: This course is an intensive writing course designed to develop critical thinking skills and academic writing proficiency. The course is primarily intended for Heritage and Native speakers with a strong command of oral communication skills but inexperienced in the writing of academic essays, research papers or original prose in the Spanish language.
- 2. Build upon existing linguistic skills and cultural heritage and knowledge:

 Course Description: An insight to the cultural perspectives of Latin America and its surge in the continental United States enables the student to approach the scholarly discipline of writing from a distinct perspective, especially as a bilingual, thus a series of unabridged texts from Latin America, Spain and the United States will be read and studied: themes, thesis, discourse, tone, register, delivery. The student will do a considerable amount of reading and analysis then will formulate and reflect on his/her understanding and reception of the genre in question... The prime objective of the course is to achieve formality in style and expression in writing and oral expression as well as become familiar with the protocols of Spanish especially as it becomes an indispensable skill in the professional workforce in the United States.
- 3. Integrate language, culture, and literature in assessments:

Assessments: homework, 4 short compositions, 1 major composition (10-12 pp.), portfolio, 3 exams

It is apparent from the syllabus that language, culture, and literature are integrated well in assessments.

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

5. Award appropriate placement for oral and written proficiency:

Not Specified

University of Texas Brownsville – 2313 (Yurazy Castañeda) Fall 2012

1. Reflect the different needs of native speakers and heritage students:

Course Description: Designed for individuals with oral proficiency in Spanish, these courses are considered equivalent to SPAN 2311 & 2312.

2. Build upon existing linguistic skills and cultural heritage and knowledge:

Course Description: Review and application of skills in reading and writing. Emphasizes vocabulary acquisition, reading, composition, and culture.

3. Integrate language, culture, and literature in assessments:

Course Objectives: Through exposure to good models of standard Spanish, guided practice together with good personal study habits, effort and regular class participation, the student will....

- develop a critical approach to all language related academic tasks.
- gain mastery of the Spanish orthographic code.
- gain in appreciation of the diversity of Hispanic cultures.
- develop a linguistic perspective on the place of the regional Mexican-

American dialect of Spanish within the context of the worldwide Hispanic community.

• develop knowledge and understanding of the interrelationships of disciplines, particularly the arts, geography, history, and literature as they relate to the study of the Spanish language and cultures.

General Education Course Intellectual Competencies: Students should demonstrate the competencies listed below, but this course will provide them with ample opportunity to refine their existing skills in the following six areas:

- 1. Reading: Reading at the college level means the ability to analyze and interpret a variety of printed materials.
- 2. Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience.
- 3. Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- 4. Listening: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
- 6. Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information.

Grading: 30% Exams, 15% Quizzes, 20% Homework, 10% Compositions, 25% Final Comprehensive Exam

Lacking emphasis on culture and literature in assessments

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

5. Award appropriate placement for oral and written proficiency:

Prerequisite: Native or near-native fluency in Spanish. No formal study of Spanish expected.

University of Texas Brownsville – 2315 (L. Garza) (López García) Fall 2012

- 1. Reflect the different needs of native speakers and heritage students:

 Course Description: Designed for individuals with oral proficiency in Spanish, these courses (Spanish 2313 & 2315) are considered equivalent to SPAN 2311 & 2312.
- 2. Build upon existing linguistic skills and cultural heritage and knowledge:
 Course Description: A continuation of Spanish 2313, Spanish for Native/ Heritage
 Speakers I. Review and application of skills in reading and writing. Emphasizes
 vocabulary acquisition, reading, composition, and culture.
- 3. Integrate language, culture, and literature in assessments:

Course Objectives: Through exposure to good models of standard Spanish, guided practice together with good personal study habits, effort and regular class participation, the student will....

- develop a critical approach to all language related academic tasks.
- gain mastery of the Spanish orthographic code.

- gain in appreciation of the diversity of Hispanic cultures.
- develop a linguistic perspective on the place of the regional Mexican-American dialect of Spanish within the context of the worldwide Hispanic community.
- develop knowledge and understanding of the interrelationships of disciplines, particularly the arts, geography, history, and literature as they relate to the study of the Spanish language and cultures.

General Education Course Intellectual Competencies: Students should demonstrate the competencies listed below, but this course will provide them with ample opportunity to refine their existing skills in the following six areas:

- Reading: Reading at the college level means the ability to analyze and interpret a variety of printed materials.
- 2. Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience.
- 3. Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- 4. Listening: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

6. Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information.

Grading: 30% Exams, 15% Quizzes, 20% Homework, 10% Compositions, 25% Final Comprehensive Exam

Lacking emphasis on culture and literature in assessments

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

5. Award appropriate placement for oral and written proficiency:

Prerequisite: Native or near-native fluency in Spanish. No formal study of Spanish expected.

University of Texas El Paso – 2303 2009

1. Reflect the different needs of native speakers and heritage students:

Description: Spanish for Spanish Speakers One is a beginning-level course for students—typically north-of-the-border bilinguals—who speak Spanish at home and/or in the community but who have never seriously studied it and who are therefore not fluent readers or writers of it. SPAN 2303 is not designed for students who have been raised and (largely) educated in countries where Spanish is an official language; it is also not designed for north-of-the-border bilinguals who already read and write Spanish proficiently thanks to high-school coursework, K-8 dual-language programs, and the like.

- 2. Build upon existing linguistic skills and cultural heritage and knowledge:
 Online Resources: *My Spanish Lab* is a new, nationally hosted online learning and assessment system for elementary Spanish courses. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible grade book, an interactive version of the Español Escrito Student Activities Manual. In *My Spanish Lab*, students are recognized as individuals with individual learning needs. For example:
- Readiness Checks: At the beginning of each chapter, students may answer questions covering several grammar concept necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on a specific topic, they are referred to appropriate grammar tutorials for the instruction they need.
- 3. Integrate language, culture, and literature in assessments:

Assessment: 6 Compositions, Online Homework, 3 Exams, Final Exam. It is apparent from the syllabus that language, culture and literature are integrated well in assessments

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

5. Award appropriate placement for oral and written proficiency:

Prerequisites: If you belong to either of these specified categories before, you must take the Spanish Placement Test, which will probably place you into a higher course, thereby saving you money and time. Also note that SPAN 2303 is the first course in a two-course sequence (2303, 2304). If you have already taken 2304, you cannot sign up for 2303 to receive credit. If you took the placement test and placed into 2303, you enroll in 2303; if

you placed into 2304, you enroll in 2304 (unless you show your instructor written permission from the Placement Director to drop back to 2303). The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student's failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

University of Texas El Paso – 2304 2009

- Reflect the different needs of native speakers and heritage students:
 Not Specified
- 2. Build upon existing linguistic skills and cultural heritage and knowledge: *My Spanish Lab* is a new, nationally hosted online learning and assessment system for elementary Spanish courses. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible grade book, an interactive version of the *¡Arriba!* Student Activities Manual, an interactive version of the *¡Arriba!* student text, and all materials from the *¡Arriba!* audio and video programs. *In MySpanishLab, students are recognized as individuals with individual learning needs. For example:*
- Readiness Checks: At the beginning of each chapter, students may answer questions covering several grammar concepts necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on a specific topic, they are referred to appropriate grammar tutorials for the instruction they need.
- 3. Integrate language, culture, and literature in assessments:

Grading based on 6 Compositions, Online Homework, 3 Exams, Final Exam. It is apparent from the syllabus that language, culture and literature are integrated well in assessments

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

5. Award appropriate placement for oral and written proficiency:

Prerequisites: Spanish for Spanish Speakers Two is the second semester of the two-semester Spanish for Spanish Speakers sequence. To qualify for SPAN 2304 you must have done one of the following two things: (1) passed SPAN 2303 at UTEP or its equivalent elsewhere (which must have been transferred to your UTEP records), or (2) passed into SPAN 2304 by virtue of having gotten the appropriate score on the UTEP Spanish Placement Test. The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student's failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

University of Texas Pan American – 2307 (Martínez) Spring 2012

- Reflect the different needs of native speakers and heritage students:
 Not Specified
- 2. Build upon existing linguistic skills and cultural heritage and knowledge: Objectives:
- 1) Enriquecimiento del vocabulario en español
- 2) Mayor fluidez y corrección en el español hablado
- 3) Lectura comprensiva de textos de español en diferentes niveles

- 4) Consolidación de los conocimientos de gramática
- 5) Soltura y corrección en el español escrito.
- 3. Integrate language, culture, and literature in assessments:

Objectives:

SPAN 2307 es un curso del programa de Licenciatura en Español (Spanish BA degree). Este curso se inscribe dentro de los objetivos generales de todo el programa, que son los que debe cumplir todo estudiante que se licencie, y que son los siguientes:

- 1) demostrar un avanzado dominio del español en los niveles hablado y escrito.
- 2) demostrar comprensión y dominio avanzado de la gramática del idioma español.
- 3) demostrar un conocimiento suficiente del desarrollo histórico y de la lingüística propia del idioma español.
- 4) demostrar una familiaridad general con la cultura y la literatura de los países hispanohablantes.

El curso SPAN 2307 contribuye a la consecución de los objetivos generales del programa de Licenciatura en Español (Spanish BA degree) mediante sus objetivos particulares, que son los siguientes:

- 1) Enriquecimiento del vocabulario en español
- 2) Mayor fluidez y corrección en el español hablado
- 3) Lectura comprensiva de textos de español en diferentes niveles
- 4) Consolidación de los conocimientos de gramática
- 5) Soltura y corrección en el español escrito.

It is apparent from the syllabus that language, culture and literature are integrated well in assessments

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

5. Award appropriate placement for oral and written proficiency:

Not Specified

Texas A&M University – 203 (Moyna) Fall 2011

1. Reflect the different needs of native speakers and heritage students:

Description: SPAN 203. Intermediate Spanish for Heritage Speakers. (3-0). Credit 3. Study of grammar and continued development of the four skills (writing, reading, speaking, listening) with an emphasis on literacy in a dynamic cultural context centered on Hispanics in the U.S. Conducted in Spanish.

Build upon existing linguistic skills and cultural heritage and knowledge:
 Objectives:

Al finalizar el curso los estudiantes serán capaces de:

- Expresarse por escrito con confianza, organizando el texto con coherencia y empleando estructuras gramaticales y vocabulario estándar.
- Corregir su propio trabajo escrito con autonomía, ajustándose a la ortografía, acentuación y puntuación estándar.
- Distinguir entre diferentes registros de la lengua (formales e informales) y emplear cada uno en su contexto social apropiado.
- Comunicar sus ideas mediante blogs y multimedia (cuentos digitales)
- Emplear sus habilidades lingüísticas en español para el beneficio de la comunidad

3. Integrate language, culture, and literature in assessments:

Assessment: 2 Exams, 8 Blog Entries, 2 Personal Stories, Final Presentation, Daily Homework, Participation. It is apparent from the syllabus that language and culture are integrated well in assessments but literature is lacking.

4. Provide opportunities to become involved in language communities beyond the classroom:

Course Format: Esta clase tiene un componente importante de aprendizaje basado en la comunidad (community-based learning). En otras palabras, usted deberá realizar trabajo voluntario en el que utilizará el español de manera regular. Se le brindará la opción de trabajar en varias organizaciones diferentes, según sus intereses. Usted deberá reflexionar sobre este trabajo como parte de sus tareas de clase. Debido a que el trabajo voluntario lleva tiempo, cada dos viernes los estudiantes no tendrán clase en el salón. En vez de eso, la profesora verá a un pequeño grupo de alumnos individualmente en su oficina. Los detalles se darán oportunamente.

5. Award appropriate placement for oral and written proficiency:

Prerequisites:

SPAN 201 o su equivalente con calificación de C o superior; los estudiantes con conocimientos previos de español deben tomar el examen de colocación antes de inscribirse en cursos de español por primera vez. Este curso está diseñado para estudiantes que se criaron en un ambiente hispanohablante.

1. Reflect the different needs of native speakers and heritage students:

Description: Advanced Grammar for Heritage Speakers (3-0). Credit: 3. A continuation of Spanish 203. Study of grammar and further development of the four skills (writing, reading, speaking, listening) with emphasis on literacy on a dynamic cultural context centered on Hispanics in the U.S. Conducted in Spanish.

Course Mission: En general, los hablantes de herencia tienen una relación ambivalente hacia el español. Por un lado, es la lengua que hablaron y todavía hablan con sus padres y abuelos, la lengua de la familia y los lazos afectivos más fuertes. Por otro lado, a veces se sienten inseguros porque les parece que no manejan con competencia el código escrito o incluso, porque creen (o les han hecho creer) que el español que hablan no es 'correcto.' Si esta es tu situación, leer y escribir en español te puede parecer como tratar de encontrar el camino a oscuras por un lugar que conoces muy bien. Todo lo que es familiar puede traicionarte y hacerte trastabillar, y tal vez te sientas tonto por no saber algo que te parece que deberías saber. El objetivo principal de esta clase es hacerte ganar confianza y fortalecer tu identidad y competencia lingüística en español para que llegues a sentirte tan seguro con la palabra escrita como con la oral.

- 2. Build upon existing linguistic skills and cultural heritage and knowledge: Objectives: *Al finalizar el curso serás capaz de:*
 - Expresarte por escrito con confianza, organizando el texto con coherencia y empleando estructuras gramaticales, vocabulario y ortografía estándar.
 - Leer textos auténticos en español, tanto de ficción como de no ficción, para obtener información general y detallada, y como actividad recreativa.

- Distinguir entre diferentes registros de la lengua (formales e informales) y emplear cada uno en su contexto social apropiado.
- Obtener información a través de entrevistas etnográficas a hablantes nativos, analizarlas, sintetizarlas y presentarlas en forma oral y escrita
- Emplear los nuevos medios (blogs, multimedia) para expresar e intercambiar ideas con compañeros y con la comunidad virtual
- 3. Integrate language, culture, and literature in assessments:

Assessment: 2 Exams, 2 Compositions, 10 Blog Entries, Interview, Final Presentation, Final Poster, Daily Homework, Participation. It is apparent from the syllabus that language, culture, and literature are integrated well in assessments.

4. Provide opportunities to become involved in language communities beyond the classroom:

Course Format: Esta clase tiene un componente importante de investigación etnográfica. En otras palabras, deberás trabajar en grupos fuera de clase para obtener información de la comunidad hispanoparlante de Bryan/College Station. En base a esa información, realizarán un trabajo científico que presentarán oralmente en clase y también en un póster al final del semestre. Debido a que el trabajo de investigación requiere atención personalizada por parte de la profesora, en varias fechas designadas en el semestre no tendrás clase en el salón (mira el calendario). En vez de eso, la profesora verá a un pequeño grupo de alumnos en su oficina. Los detalles se darán oportunamente.

Evaluation: A lo largo del semestre, trabajarás en un pequeño grupo (de 3 o 4 estudiantes) para investigar un aspecto de tu interés de la comunidad hispanohablante de Bryan/College Station. Para esta tarea, contarán con la ayuda de un mentor que será un

alumno graduado de HISP 671 (Bilingüismo en el mundo hispánico). Primero elegirán a un grupo con características comunes (por ejemplo, maestros bilingües, profesores universitarios de Texas A&M, músicos folklóricos) y entre todos, prepararán preguntas para entrevistarlos. Cada uno será responsable de realizar y grabar entrevistas a tres personas diferentes y en base a ellas, escribirás un informe de entrevistas.

5. Award appropriate placement for oral and written proficiency:

Prerequisites: SPAN 203 o su equivalente con calificación de C o superior. Este curso está diseñado para estudiantes que se criaron en un ambiente hispanohablante.

West Texas A&M University - 2313 (Reynolds) Fall 2009

- Reflect the different needs of native speakers and heritage students:
 Not Specified
- 2. Build upon existing linguistic skills and cultural heritage and knowledge:

 Objectives: This course will enhance your Spanish language skills by providing you with new and important contexts for the use of Spanish. It is not designed to "reform" your language abilities, but to add to them specific proficiencies directly related to professional activities, community interaction, and cultural awareness. Additionally, this course will develop your bilingual range through weekly reading, writing, and oral presentation assignments. This course will also introduce you to several important social and cultural themes that have helped shape the Hispanic world in the past century. You will also be able to gain further insight to the complex cultural dynamic of Spanish speakers in the U.S. Through various forms of media such as literature, non-fiction, journalism, television programs, and film you will be able to address questions about

bilingualism, immigration, national and cultural borders, oral history, and globalization that will simultaneously expand your language proficiency.

3. Integrate language, culture, and literature in assessments:

It is apparent from the syllabus that language, culture, and literature are integrated well in assessments.

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

5. Award appropriate placement for oral and written proficiency:

Prerequisites: This course requires approval from me or Prof. Héctor Garza

West Texas A&M University – 2315 (H. N. Garza) Fall 2011

1. Reflect the different needs of native speakers and heritage students:

Objectives: These classes have been designed to meet the needs of students who are heritage / native Spanish speakers who live in the United States. At the end of the semester, students will be able to identify the structure of the Spanish sentence and its various parts; subject and predicate, nouns, verbs, pronouns, etc. They will learn how to write compositions using standard, academic Spanish, and will boost their oral skills by participating in discussions on specific topics.

- Build upon existing linguistic skills and cultural heritage and knowledge:
 Objectives: Spanish for Heritage Speakers II is the logical continuation of Spanish for Heritage Speakers I.
- 3. Integrate language, culture, and literature in assessments:

Participation, Compositions, Cuaderno de Actividades, Midterm, Final

It is apparent from the syllabus that language is emphasized while culture and literature are lacking in assessments.

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

5. Award appropriate placement for oral and written proficiency:

Not Specified

Texas A&M University Kingsville - 1373 (Iñiguez-Alba) Spring 2012

1. Reflect the different needs of native speakers and heritage students:

Description: This class is an introductory course for students who possess a passive or spoken knowledge of Spanish and who wish to develop greater competency in Spanish.

2. Build upon existing linguistic skills and cultural heritage and knowledge:

Description: Spanish for Heritage Speakers is a course constructed to meet the language development needs of students who already possess a passive or spoken knowledge of the language. The course will cover various chapters of the textbook. This course is an intensive introduction to Latino/Hispanic culture, history and language. Through analytical reading, writing, conversation exercises and general exposure to multimedia presentations the student will develop Spanish language proficiency and cultural awareness. This course reviews and advances grammar knowledge and practice. Oral exchanges and class performances will be key aspects of the course. Furthermore, the course will be conducted in Spanish utilizing communicative strategies to develop the student's language proficiency and comprehensive accuracy. Students will be expected to converse completely in the target language.

3. Integrate language, culture, and literature in assessments:

Student Learner Outcomes and Assessment Measures:

- 1. The student will demonstrate grammar and vocabulary development in the target language. These objectives will be assessed by quizzes, homework writing assignments, chapter exams and a cumulative final exam.
- 2. The student will demonstrate a basic target language oral proficiency. This objective will be measured by in-class oral exercises, assigned presentations, and a final group presentation/performance.
- 3. The student will demonstrate knowledge, an understanding and appreciation of cultures other than their own. This objective will be assessed by quizzes on cultural readings and visual presentations.
- 4. The student will demonstrate comprehension of basic Spanish and demonstrate an ability to respond critically with informed personal reactions to works in the humanities. This objective will be assessed through classroom dialogues and listening exercises, quizzes and chapter exams
- 5. The student will demonstrate a linguistic and cultural comprehensive skill level commensurate with Elementary College Spanish and thus be prepared to continue to intermediate Spanish coursework. This objective will be assessed through classroom dialogues and listening exercises, quizzes, chapter exams and other graded assignments.

It is apparent from the syllabus that language and culture are emphasized while literature is lacking in assessments.

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

Award appropriate placement for oral and written proficiency:
 Not Specified

Texas A&M University Kingsville – 2301 (Iñiguez-Alba) Spring 2012

- Reflect the different needs of native speakers and heritage students:
 Description: Intermediate Spanish I is a course constructed to meet the language development needs of native Spanish speakers.
- 2. Build upon existing linguistic skills and cultural heritage and knowledge:

 Description: Intermediate Spanish I is a course constructed to meet the language development needs of native Spanish speakers. The course will cover the first five chapters of the textbook. This course is an intensive introduction to Latino/Hispanic culture, history and language. Through analytical reading, writing, conversation exercises and general exposure to multimedia presentations the student will develop language proficiency and cultural awareness. This course reviews and advances grammar knowledge and practice. Students must be familiar with the previous grammar covered in the first year (1301 and 1302 or 1373). Oral exchanges and class performances will be key aspects of the course. Furthermore, to reiterate, the course will be conducted in Spanish utilizing communicative strategies to develop the student's language proficiency and accuracy. Students will be expected to converse completely in the target language.
- 3. Integrate language, culture, and literature in assessments:

Student Learner Outcomes and Assessment Measures:

- 1. The student will demonstrate grammar, vocabulary and other standard communicative structures development. These objectives will be assessed by quizzes, homework writing assignments, chapter exams and a cumulative final exam.
- 2. The student will demonstrate an intermediate target language oral proficiency. This objective will be measured by in-class oral exercises, assigned presentations, and a final group presentation/performance.
- 3. The student will demonstrate comprehension of basic Spanish and demonstrate an ability to respond critically with informed personal reactions to works in the humanities. This objective will be assessed through classroom dialogues and listening exercises, quizzes and chapter evaluations 4. The student will demonstrate knowledge, an understanding and appreciation of cultures other than their own. This objective will be assessed by quizzes and writing assignments on cultural readings and visual presentations.
- 5. The student will demonstrate a linguistic and cultural comprehensive skill level commensurate with intermediate college Spanish and thus be prepared to advance to the second year (2302) of Spanish coursework. This objective will be assessed through classroom dialogues and listening exercises, quizzes, and other graded assignments.

It is apparent from the syllabus that language, culture, and literature are integrated well in assessments.

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

Award appropriate placement for oral and written proficiency:
 Intermediate Spanish I is open only to students continuing from SPAN 1302, SPAN 1373
 or equivalent based on departmental approval. Prerequisite: SPAN 1302 or SPAN 1373.

Texas A&M International University – 2630 (Harris) Fall 2012

- Reflect the different needs of native speakers and heritage students:
 Description: A course for students from an English-Spanish dual language environment who have been exposed to spoken Spanish, but have little or no formal study of the language.
- 2. Build upon existing linguistic skills and cultural heritage and knowledge:

 Description: Intermediate Spanish I is a course constructed to meet the language development needs of native Spanish speakers. The course will cover the first five chapters of the textbook. This course is an intensive introduction to Latino/Hispanic culture, history and language. Through analytical reading, writing, conversation exercises and general exposure to multimedia presentations the student will develop language proficiency and cultural awareness. This course reviews and advances grammar knowledge and practice. Students must be familiar with the previous grammar covered in the first year (1301 and 1302 or 1373). Oral exchanges and class performances will be key aspects of the course. Furthermore, to reiterate, the course will be conducted in Spanish utilizing communicative strategies to develop the student's language proficiency and accuracy. Students will be expected to converse completely in the target language.

3. Integrate language, culture, and literature in assessments:

Learning Outcomes: Upon completion of this course, students will...

- 1. Explore diverse aspects of the Hispanic culture.
- 2. Read and comment several short texts in Spanish.
- 3. Increase their Spanish vocabulary through selected readings and specific exercises.
- 4. Study specific Spanish grammar topics.
- 5. Apply acute accent mark rules.
- 6. Present in front of the class specific topics on Hispanic culture.
- 7. Approach to Hispanic heritage through ethnographic interview.
- 8. Produce a video clip.

Evaluation: Class participation, Assignments, Mid Term Exam, Presentation in Spanish, Entrevista etnográfica, Video Clip, Final Exam

It is apparent from the syllabus that language, culture, and literature are integrated well in assessments.

4. Provide opportunities to become involved in language communities beyond the classroom:

Evaluation: Entrevista etnográfica - Trabajo en equipo de dos estudiantes. Se entrevistarán personas de la tercera edad originarios de Laredo, TX o Nuevo Laredo, Tam., México. Las entrevistas etnográficas tendrán una hora aproximada de duración y serán grabadas digitalmente y guardadas en formato digital.

5. Award appropriate placement for oral and written proficiency:

Description: Prerequisite: Departmental placement exam.

Texas A&M University Commerce – 334 (Hervás) Spring 2012

1. Reflect the different needs of native speakers and heritage students:

Description: Curso diseñado para satisfacer las necesidades del estudiante hispanohablante bilingüe ofreciendo la base del español normativo (precisión gramatical y ortográfica) y reforzando así sus habilidades en la escritura. Se complementará además, con una visión general de la cultura hispana en sus diferentes países.

2. Build upon existing linguistic skills and cultural heritage and knowledge:

Description: Curso diseñado para satisfacer las necesidades del estudiante hispanohablante bilingüe ofreciendo la base del español normativo (precisión gramatical y ortográfica) y reforzando así sus habilidades en la escritura. Se complementará además, con una visión general de la cultura hispana en sus diferentes países.

3. Integrate language, culture, and literature in assessments:

Learning Outcomes: Al final del semestre, el estudiante va a ser capaz de:

- 1) Identificar las reglas gramaticales y sus usos en la base del español adquirido informalmente.
- 2) Mejorar las habilidades de la escritura en español y su léxico.
- 3) Reconocer las variaciones regionales en cuanto al léxico y las estructuras gramaticales entre los diferentes dialectos del español.
- 4) Analizar la experiencia bicultural individual y colectivamente de los hispanohablantes en los EEUU y su herencia lingüística.
- 5) Mejorar y refinar la escritura a través de composiciones.

Evaluation: Quizzes, Diary, Presentation, 2 Exams, Final Exam, Participation

It is apparent from the syllabus that language and culture are integrated well in assessments while literature is lacking.

4. Provide opportunities to become involved in language communities beyond the classroom:

Not Specified

Award appropriate placement for oral and written proficiency:
 Syllabus references that the Departmental Placement Exam exists, although the syllabus does not specify it or any other prerequisites for this particular course

*University of St. Thomas*³ – 2333A (Coscio) Fall 2003

1. Reflect the different needs of native speakers and heritage students:

Not Specified

2. Build upon existing linguistic skills and cultural heritage and knowledge:

Not Specified

3. Integrate language, culture, and literature in assessments:

Not Specified

4. Provide opportunities to become involved in language communities beyond the classroom:

You are required at least one outside class language learning experience. You will write a short composition in Spanish about the experience and its relation to a particular reading or news item, answering who, what, why, where, when and how.

5. Award appropriate placement for oral and written proficiency:

Not Specified

³ The syllabus provided for this course was simply a schedule and a description of the enrichment activity, therefore, this data should be considered unreliable

Discussion

Overall, the condition of SHL programs in Texas is encouraging. The data collected from available syllabi indicates that programs are working towards fulfilling the five goals outlined by ACTFL. With the exception of the University of St. Thomas, every syllabus indicated in some way that the program built upon existing linguistics skills and cultural heritage and knowledge (Goal 2). Goal 1 was also met very consistently, and although it may not have been explicitly stated in the syllabus, the idea that a SHL course would reflect the different needs of native speakers and heritage students should be expected and accepted provided the existence of a SHL program. It appears that Goals 1 and 2 can be considered somewhat standard for SHL programs.

However, more variation was seen in regards to Goals 3-5. Only eleven out of twenty-four courses surveyed specified integration of language, culture, and literature in assessments. The majority of those who did not meet the standards on this goal were lacking in integration of literature. While this may be admissible at a lower level, at the intermediate and advanced levels, literary involvement should be required. The ACTFL Position Statement on Language Learning for Heritage and Native Speakers calls for "assessments that integrate language, culture and literature for all students Pre-K through 16".

The element most commonly lacking from the courses surveyed was the community involvement component (Goal 4). Only five of the twenty-four courses included community involvement in their course requirements and assessment. The methods used to encourage community participation will be discussed in detail in the

following chapter and suggestions will be made for programs to develop such requirement.

Finally, it is clear that placement methods must be examined and institutionalized in order for programs to offer fair and appropriate credit to students who already possess some degree of knowledge of Spanish or previous instruction. This too will be discussed in the following chapter.

This study can reveal important facts about the state of SHL programs in Texas. What follows is a proposed development of a SHL program and further expansion for current programs through a deeper discussion of the results of this study and the goals and ideals provided by ACTFL and other relevant resources on the teaching of heritage languages.

CHAPTER FOUR

Discussion

The Ideal Spanish for Heritage Speakers Program

ACTFL Position Statement on Language Learning for Heritage and Native Speakers

As discussed in Chapter Three, the Position Statement on Langauge Learning for Heritage and Native Speakers published by ACTFL in 2010 should be a formative document in the development of Spanish for Heritage Speakers programs. This position statement reinforces the linguistic needs of native and heritage speakers and the importance of the existence of programs to provide instruction that "draws on and enhances their native or heritage language skills and cultural knowledge." In this fourth chapter, I will discuss the development of such a program following the ideals of the ACTFL Position Statement on Language Learning for Heritage and Native Speakers.

The criteria provided by ACTFL for a successful heritage language program, used in the previous chapter to evaluate current programs, also serve as the outline to the development of a SHS program that follows. These goals are:

- 1. Reflect the different needs of native speakers and heritage students
- 2. Build upon existing linguistic skills and cultural heritage and knowledge
- 3. Integrate language, culture, and literature in assessments
- 4. Provide opportunities to become involved in language communities beyond the classroom
- 5. Award appropriate placement for oral and written proficiency

Goal 1. Reflect the Different Needs of Native Speakers and Heritage Speakers

It can be assumed from the very existence of a SHS program that the majority of syllabi surveyed accept and reflect the different needs of native speakers and heritage speakers. However, for those schools that have not yet developed such a program, this first point must not be overlooked. Colleges and universities throughout Texas need to recognize that native and heritage speakers have very different needs from those of the traditional FLL.

The ideal SHS program is first of all one that exists. According to data, 33% of the population currently enrolled in college in Texas is Hispanic or Latino. However, of the seventy universities surveyed, only sixteen currently provide a SHS program. These numbers do not seem to make sense. While one in three university students are of Hispanic or Latino origin, Spanish for Heritage Speakers is not offered at 78% of the colleges and universities in Texas. The first and most important step in the development of a SHS program, then, is to propose its development. Only when colleges and universities are persuaded to cultivate such an important program can instructors and professors truly meet the needs of this unique population.

As outlined in the literature review, the needs of the HLL are very different from the needs of the native speaker. Heritage speakers are "those raised in an environment where the language was most likely spoken in the home" (ACTFL), whereas native speakers are "those raised in an environment using mainly a language other than English" (ACTFL). Heritage speakers have special competencies apart from those of the native speaker and those of the FLL. Most heritage speakers may be able to speak comfortably about day to day situations or topics, however, they may be unable to

articulate more complex ideas or produce grammatically-correct written work. Because of their experience with the language, a traditional foreign language classroom may not be entirely helpful, and they may feel out of place among their peers. In contrast, the native speaker can usually discuss quite complex subjects and topics, as well as day-to-day matters. Native speakers may or may not have formal education in the language, which means that although native speakers will have excellent speaking skills, they may have very limited language knowledge in either English or Spanish. This causes a separate tension in the classroom. Although native speakers will not be discussed in this thesis, it is important to understand the separate competencies of both the HLL and the native speakers, as native speakers will generally have had some formal education in the target language.

Clearly, Texas university-level Spanish programs must evaluate the needs of their students and come to understand that the development of a SHS program is necessary.

The first step in the development of such a program is to recognize the differences and similarities between HLLs and FLLs and so begin to accommodate for their varying needs.

Goal 2. Build Upon Existing Linguistic Skills and Cultural Heritage and Knowledge

In regards to this criterion, the data collected reflects that almost every syllabus indicated in some way that the program builds upon linguistic skills and cultural heritage and knowledge. In order to achieve this point, it is important first of all that programs recognize and measure the linguistic skills of their heritage students. Students should, of course, be placed in appropriate-level classes (Goal 5), and these classes should adequately meet their grammatical and cultural needs. It is important that programs

recognize the strengths and weaknesses of the heritage student and maximize their potential in regards to these.

It is said that we should teach Spanish grammar to heritage speakers of Spanish in the same way that we teach English grammar to native English speakers. This may be somewhat true; however, it is also important to recognize that heritage speakers of Spanish differ from native speakers of any language in that they speak not only one language, but two. This should not be thought of as a weakness but rather as a strength. When approaching the teaching of grammar to heritage speakers, one should always keep in mind that, culturally and linguistically, these are students of *dos mundos*. As Feliciano indicates, a heritage speaker is one who bridges two cultures as well as two languages.

Grammar instruction should be explicit and precise. The importance of register and dialectal differences should be emphasized. Students should be able to recognize and distinguish standard academic Spanish from familiar everyday speech and be able to correctly use both varieties appropriately. Finally, common problematic constructions should be addressed, such as the Spanish subjunctive and agreement between subjects, verbs, adjectives, etc. By being sensitive to the grammatical needs of students, instructors should strive to structure their classes into havens of language growth. In this way, heritage language classrooms can continue to promote proper language maintenance, expansion of register, and literacy development.

At the same time, the SHS classroom should promote cultural maintenance and appreciation. Students should recognize the varied cultures of Hispanic peoples and be able to define their own unique cultural heritage. For many students, this experience can result in a type of self-actualization. Many HLLs are anxious when entering a SHS

classroom and feel ashamed of their own linguistic and cultural skills. The ideal SHS program should affirm and validate the culture and language of these heritage speakers, while encouraging them to affirm their own cultural understanding.

Almost every syllabus was scored favorably in this respect. Clearly, this goal is easily understood and easily stated on syllabi. However, it may be more complicated to achieve in each individual class. Therefore, instructors should treat students with respect and kindness and recognize that each student is different, with a different set of linguistic and cultural strengths and weaknesses. In order to best serve the students, instructors must evaluate each class and provide resources and instruction that meets them where they are.

Goal 3. Integrate Language, Culture, and Literature in Assessments.

Of the syllabi surveyed, only eleven out of twenty-four courses appeared to integrate language, culture, and literature in assessments. Of those lacking in one of these areas, the majority did not provide sufficient literature. Literature is an important element of foreign language education, especially for heritage speakers. In this section I will argue the need for instruction in each of these sections and offer suggestions for textbooks which are commonly used in SHS classes in Texas.

According to available syllabi, there are three textbooks frequently used in SHS classes. These three are *La lengua que heredamos* by Sarah Marqués, *Mundo 21* by Fabián Samaniego and Francisco Rodríguez, and *Español escrito: Curso para hispanohablantes bilingües* by Guadalupe Valdés, Richard V. Teschner, and Héctor M. Enríquez. Table 4.1 portrays the required textbooks for each syllabus available for Heritage Programs in Texas.

Table 4.1 Texas SHL Program Syllabi Specified Textbooks

School	Syllabus	Textbook
University of Houston	2307	Cuaderno para Hispanohablantes
University of North Texas	3080	La lengua que heredamos
University of Texas at Arlington	3304/3305	La lengua que heredamos
	3304/3305	La lengua que heredamos
University of Texas at Austin	367K	Manual de Redacción,
		El espejo enterrado
University of Texas at Brownsville	2313	MANUAL GRAMATICA&
		ORTOGRAFIA & DICC
		<i>LAROUSSE</i>
	2313	MANUAL GRAMATICA&
		ORTOGRAFIA& DICC
		<i>LAROUSSE</i>
	2315	MANUAL GRAMATICA&
		ORTOGRAFIA& DICC
		<i>LAROUSSE</i>
	2315	MANUAL GRAMATICA&
		ORTOGRAFIA & DICC
		<i>LAROUSSE</i>
University of Texas at El Paso	2303	Español escrito
	2304	Español escrito
University of Texas Pan-American	2307	Sintaxis y morfología de la
		lengua española, Gramática
		descriptiva de la Lengua
		Española
Texas A&M University	203	Rumbos
	304	El mundo 21 hispano
West Texas A&M University	2313	Español escrito
	2315	Español escrito
TAMU-Kingsville	1373	Nuevos Mundos
	2301	Mundo 21 Hispano
TAMU-Corpus Christi		*
TAMU-International	2630	Mundo 21, Español para el siglo
		21, Curso intermedio
TAMU-Commerce	334	La lengua que heredamos
Texas Tech University		*
Texas Women's University		*
University of St. Thomas	2333A	<u>-</u>

^{*} Data not available

La lengua que heredamos: curso de español para bilingües¹. This 432 page textbook has 22 short chapters. Each chapter focuses on a Spanish-speaking country and offers data and a map at the beginning of the lesson. What follows is a short one to two page reading on some linguistic or cultural topic followed by various activities for discussion and practice. Activities include questions on the reading, vocabulary practice, *modismos*, or idiomatic expressions, and composition and conversation topics. Grammar lessons and orthographic practice are also provided in the textbook, improving students' language skills and encouraging advanced literacy and mastery of linguistic analysis. However, the textbook is lacking a literature component. Readings available in the text are helpful but do not include primary literary sources, and there is no explicit instruction of literary topics or strategies.

This textbook is used at the University of Texas at Arlington and the University of North Texas. Of the three syllabi reviewed from these two institutions, only the UTA Spanish 3304-3305 syllabus for Prof. Ignacio Ruiz-Pérez's class successfully met Goal 3 of integrating language, culture, and literature in assessments. The same class was reviewed for Prof. Gloria Prieto and it was determined from the syllabus that that class lacked both culture and literature, whereas Prof. Connie Martínez from UNT's class appeared to lack an emphasis in literature.

With regards to the successful course, it is evident that the professor provides supplementary material online in order to make up for the lack of literary material in the textbook. Authors studied include Jorge Luis Borges, Francisco Tario, Rosa Montero,

¹ Marqués, Sarah. *La lengua que heredamos: curso de español para bilingües*. New York: J. Wiley & Sons, 1996. Print.

and Rosario Ferré. The class also included a film component with *Abre los ojos* from Alejandro Amenábar and *El laberinto del fauno* from Guillermo del Toro.

The other two courses adhered strictly to the textbook and focused on composition and grammar. Therefore, it is clear that without supplementary materials this textbook does not satisfactorily meet the recommendation by ACTFL to integrate language, culture, and literature in assessments.

Mundo 21.² This 492 page magazine-style textbook is divided into 10 chapters, or lessons, each of which focuses on two or three of the twenty-one Spanish-speaking countries of the world. The title of each chapter reflects some thematic or cultural element of the countries represented, with intriguing names such as: "Los cimentos de la paz: Guatemala y El Salvador" (Foundations of Peace: Guatemala and El Salvador) or "Potencias del Cono Sur: Chile y Argentina" (Powers of the Southern Cone: Chile and Argentina). Following the title page of each chapter, students encounter historical and geographic information which provides a background for the approach to each group of countries and then consequently an in-depth study of each country is begun.

Vocabulary lessons, videos, pieces of literature, grammar instruction, and introductions to famous characters from each country are incorporated in the various sections provided for each individual country. The titles of these sections include: "Si viajas a nuestro país" (If you travel to our country), "Mejoremos la comunicación" (Let's improve communication), "Ayer ya es hoy" (Yesterday is now today), "Los nuestros" (Our own), "¡Luces! ¡Cámara! ¡Acción!" (Lights! Camera! Action!), "Escribamos ahora" (Let's write now!), "Y ahora ¡a leer!" (And now, let's read!), and "Gramática"

² Samaniego, Fabián A et al. *Mundo 21*. Boston, Mass.; Andover: Houghton Mifflin; Cengage Learning [distributor], 2011. Print.

(Grammar). Each lesson includes three or four grammar points ranging from nouns and articles to the sequence of tenses. Vocabulary words covered include relevant topics such as music, art, clothing, and celebrations. The online content can be used in hybrid or fully online classes, and optional internet activities are provided in each lesson to expand the possible opportunities to catch students' interests. The abundance of material provides vast opportunities for student engagement and learning with an emphasis on culture and geography.

Overall, the cultural approach of this textbook integrates listening, speaking, reading, writing and viewing in the content used to depict each country individually. This focus on culture can be extremely useful in both the heritage classroom as well as the SFL course. While this textbook does not appear to be specifically designed for heritage students, many of its facets would easily function within the heritage context. The emphasis on culture is excellent; the focus on literature is clear; the provided materials are abundant.

However, the most concerning aspect of this textbook as regards heritage language instruction is the progression of language and grammar which is seen throughout the book. It does not appear to specifically target grammatical issues that would affect heritage speakers, but instead moves steadily through the expected grammar topics for a second-year course.

The specific strengths of this textbook include the incredible abundance and accessibility of materials as well as the eye-catching presentation of the magazine-like format. In short, it fulfills each of the three criteria specified: language, culture, and literature, and does it all in an interactive, engaging way.

Español escrito: Curso para hispanohablantes bilingües.³ This textbook consists of 376 pages containing 20 different chapters. Each chapter is further divided into three or four thematic sections. The first section of each chapter is titled *Tema y expresión* (Theme and Expression) which is the base for class conversations and writing responses. Themes include topics relevant to students' everyday lives and issues of identity commonly faced by Hispanic heritage students. Chapters commonly include a short 3-4 page thematic reading followed by comprehension and expansion questions.

The next section, *Léxico y expansión* (Lexicon and Expansion) is found only in the first ten chapters and deals with orthography and vocabulary. In the first three chapters, orthographical topics include: the alphabet, word attack skills, and accent rules. Chapters four through ten deal with commonly problematic phonemes and frequent spelling errors. Chapters eleven through twenty contain a section called *Forma y función* (Form and Function), which addresses grammatical issues ranging from sentence formation to the active and passive voice. All grammatical topics have been chosen specifically to help heritage and native speakers of Spanish, so that themes which would be of little or no interest to them have been left out, while placing emphasis on issues that commonly trouble this particular population.

Each of the twenty chapters also contains a section called *Texto y comprensión* (Text and Comprehension). The purpose of this section is to engage students in a text and to provide opportunity for reading and writing practice at the same time. Eighteen of these contain short pieces of literature, while only those in chapters two and three deal with the nonfictional short history of the Spanish language. Finally, the last section of

³ Valdés, Guadalupe, Richard V Teschner, and Héctor Enríquez. *Español escrito : curso para hispanohablantes bilingües*. Upper Saddle River, NJ: Pearson Education, 2007. Print.

each chapter (with the exception of Chapter 1) contains a short one-half page reading about a specific Spanish-speaking country or culture. Chapter 1 deals with the origin of the Spanish language. This section is appropriately titled, *Cultura* (Culture). In all, each chapter is approximately fifteen pages long.

This textbook appears to meet the lexical, orthographic, and grammatical needs of the student while also providing literary and cultural material and integrating issues of identity into the themes of the text. This book should be considered an excellent enhancement to instruction and, together with the supplementary *Cuaderno de actividades* (Activity Notebook), can be used for maximum pedagogical impact.

Conclusions. Regardless of which textbook is used in the class, it is important that instructors take care to integrate all three topics of language, culture, and literature in assessments in order to meet this goal. As can be seen in the previous study, textbooks and assessments generally include language skills by default. However, this emphasis should be combined with a focus on culture and literature especially in a SHS class because of the importance of identity in the classroom, which will be discussed more in depth later. However, in recognizing the needs of heritage and native speakers (Goal 1) and building upon their linguistic and cultural skills (Goal 2), instructors should then move towards assessments that emphasize language, literature, and culture, in order to continually better develop heritage students' abilities.

Additionally, assessments should follow departmental guidelines and provide regular feedback to students. Based on the syllabi evaluated, it was evident that homework, quizzes, tests, compositions, oral presentations, textual analyses, portfolios, blogs, diary/personal stories, and posters/projects all contributed to student engagement

and class assessment for the classes evaluated. In developing a SHS program, it is necessary to not only detail the kinds of evaluation that should be used and the topics and emphases to be studied, but also to provide several concrete, reachable objectives in order to communicate to students what is expected of them in the class. Many of the syllabi studied included excellent examples of these objectives, and some ideas for developing such objectives will be provided in the sample syllabus found at the end of this chapter. Overall, it is important that the development of a SHS program includes deliberate integration of language, literature, and culture in assessments, objectives, and required texts. In this way, students can experience a holistic understanding of the Spanish language and their unique relationship to it.

Goal 4. Provide Opportunities to Become Involved in Language Communities Beyond the Classroom.

As was explained previously in Chapter Three, the element most commonly missing from syllabi was the community involvement component. Of the twenty-four courses surveyed, only five included this goal in their class activities. Of these five, methods of integrating the community in the class varied greatly. At the University of Houston, for example, students must conduct research on some aspect of Latino culture or identity and interview several members of Houston's Hispanic community in Spanish on the topic they have selected. Similarly, at Texas A&M International University in Laredo, students must conduct an hour long interview of elderly residents of Laredo or Nuevo Laredo in order to connect with the Hispanic community there.

At Texas A&M University, students in Professor María Irene Moyna's Spanish 203 class are required to volunteer in some way that uses their Spanish in the

Bryan/College Station community, and then they must reflect upon these volunteer opportunities in class. In a more advanced form, in Professor Moyna's Spanish 304 class at the same institution, students must carry out some sort of ethnographic research in the Hispanic community there. This scientific study would culminate in an oral presentation to the class and a poster project at the end of the semester. Finally, at the University of St. Thomas, students must complete at least one extracurricular language learning activity and write a short composition on the experience.

These examples are only some of the ways students could reach out to and connect with Hispanic populations in the communities around each university. This kind of experience is invaluable to students not only because it places them in situations of authentic language use, but also because it connects them with real-life people and situations that help them see their place as part of life's continuum. Connections with the Hispanic community may also inspire students to take more pride in their own heritage and to continue to advance their language and cultural skills.

It is crucial, then, in the development of a SHS program, to consider the possibilities for this community component. A successful program will provide flexible and attainable options that are helpful to students and enhance their learning process. These research projects or practicums should involve personal connections and should eventually conclude in a measurable outcome, such as a presentation or project notebook which can then be shared with others in order to extend the production of knowledge and experience. Clearly, those programs which already involve a community component serve as great examples to all the other SHS programs already in existence as well as those that are in development currently or in the future. This kind of activity can truly

enrich the learning process, not only for heritage students, but also for traditional FLLs. Each program must consider the possibilities for and implications of the development of such requirements in a thoughtful and organized manner.

Goal 5. Award Appropriate Placement for Oral and Written Proficiency.

Finally, all language programs, and especially heritage language programs should take care to place students in classes appropriate to their proficiency levels. Placement for HLLs can be somewhat problematic, especially at schools where there is no SHS program. Because of their unique competencies, especially in oral production, it is difficult to properly place them in traditional foreign language classes. On the one hand, this may be an important argument for the initial development of an SHS program, but once the development of such a program is underway, it is mandatory to address the issue of HLL and FLL placement in the appropriate classes.

Of schools surveyed, twelve offer placement exams. Others may allow students to register for classes based on the instructor's discretion or some other placement method. The Oral Proficiency Interview (OPI) offered by ACTFL is not entirely sufficient for placement, since it only focuses on oral proficiency, which, as has been discussed, is a commonly disproportionate skill among heritage speakers. At the University of Houston, Fairclough et al. have developed an electronic placement exam specifically for heritage speakers. This tests uses five different levels to accurately place students, including a sample biographical survey, lexical recognition, translation, dictation, grammar, verbs, interactive oral comprehension and speech production, and a reading-writing section. This placement exam appears to be extremely successful in the program in which it is used, and for those who do not wish to develop their own unique

placement exam, the article by Fairclough et al. is recommended for development of such a model. In conclusion, it is essential to develop an accurate placement exam to test students' skills in oral and written Spanish in order to move ahead in the advancement of a successful SHS program.

Sample Syllabus

University Name	Professor Name
Spanish Department	Professor Email
Semester & Year	Professor Phone

SPAN #### Spanish for Heritage Speakers

- Course description: Spanish for Heritage Speakers is a course for students raised in an environment where Spanish was most likely spoken in the home, and who have little or no formal study of the language. Through an emphasis on grammar and literacy, this course will continue to develop the four skills (reading, writing, speaking, and listening) while also presenting academic standards for oral and written Spanish. Cultural and dialectal differences will be identified and students will examine the dynamic cultural context of Hispanics in the U.S. Prerequisite:

 Departmental placement exam or instructor's approval.
- Course goals: Students will acquire fluency in an academic register and appreciate and understand their cultural identity as heritage speakers of Spanish.
- Course objectives:

By the end of this course, you will:

- 1. Improve your Spanish vocabulary
- 2. Apply orthographic rules correctly
- 3. Speak and write in Spanish with academic fluency

- 4. Read and respond to short texts in Spanish
- Conduct an ethnographic research project of some aspect of Hispanic culture
- 6. Make a formal presentation to the class in Spanish
- 7. Understand cultural and regional differences in Spanish use
- Textbook: Instructor should choose the appropriate textbook for the level of the class and desired course activities.

• Evaluation/Assessment:

- 1. Class Participation (10%) Students are expected to attend class daily and participate actively in Spanish.
- 2. Daily Homework (10%) Daily homework from textbook and/or online materials will encourage constant use and application of topics studied.
- 3. Cultural Presentations (10%) Students will make two fifteen-minute formal oral presentations to the class on a cultural topic of their choosing.
- 4. Ethnographic Project (15%) Students will conduct ethnographic research by interviewing members of the Hispanic community on an issue of Hispanic identity. Findings will be presented to the class and possibly to the Spanish department at large.
- 5. Written Essay (15%) Students will produce a three page written essay analyzing a literary work studied.
- 6. Exams (40%) Exams will evaluate written abilities and should show progression in students' grammatical and orthographic skills.

This sample syllabus seeks to provide a framework for the development of a Spanish for Heritage Speakers class by fulfilling each of the criteria previously studied through an outline of a possible Course Description, Course Goals and Objectives, and Evaluation/Assessment. The instructor should mold this sample syllabus to meet the needs of his/her class level and specific class activities. However, he or she must always keep in mind the following standards. The SHS course should:

- 1. Reflect the different needs of native speakers and heritage students
- 2. Build upon existing linguistic skills and cultural heritage and knowledge
- 3. Integrate language, culture, and literature in assessments
- 4. Provide opportunities to become involved in language communities beyond the classroom
- 5. Award appropriate placement for oral and written proficiency

Issues of Identity

Finally, it is imperative that SHS programs address issues of identity for HLLs. While not included in the ACTFL criteria for a successful heritage language program, a sensitivity to the language and culture of HLLs is absolutely mandatory for the realization of such a program. In reality, issues of identity impact every single one of these criteria, and should be analyzed carefully before implementing the development of a SHS program.

In reflecting the different needs of native and heritage speakers, one must recognize not only the linguistic needs of heritage students, but also the cultural and personal needs relating to their own personal identity and self-awareness as a Spanish speaker. The matter of heritage language use in the United States is a very sensitive

cultural and legal issue. For those who speak Spanish as a native or heritage speaker, the marginalization, stigmatization, and ostracism they may experience can be extremely hurtful and difficult to comprehend. In the United States, and especially in Texas, Spanish is not considered a "prestige language", even more so for those who, in their own words, "speak bad or ghetto Spanish". As is common around the world, parents encourage their children to speak the *lingua franca*, in this case English, while allowing the heritage language to fall to the wayside. This endemic downgrading of Spanish can commonly lead heritage speakers to feel confusion and shame in their linguistic identity.

It is imperative, therefore, that instructors not only build upon students' linguistic and cultural competencies, but also enhance students' understanding of their identity as a heritage speaker of Spanish. One way to do this is to improve their Spanish abilities in order to give them confidence in their own skills. Another important task for the instructor is to emphasize the cultural and regional differences of Spanish in an accepting and realistic manner. If students can move from the understanding of their vernacular *TexMex* as an unacceptable ghetto speech into the realization that it is in reality a long-standing regional variety with true linguistic value, they might begin to accept themselves as a product of this unique cultural blend as well. This realization may happen in the classroom or may come as a result of contact with the Hispanic community. In whatever form, it is vital that students begin to view themselves as a validated speaker of Spanish.

Finally, instructors must promote the advancement of academic study of Spanish among this specific population through presentation of various literary and cultural themes. Instructors must both accept students' previous knowledge while also challenging them to recognize the variety of works of literature available in Spanish.

This experience will be eye-opening for many students who, having been schooled entirely in the United States, never imagined that such literary production existed in their own language.

Once again, these issues must be critically analyzed by instructors in each particular class in order to meet the specific needs of each student. As any instructor will soon realize, there is a great variety in the levels of heritage speakers, in both linguistic ability as well as how they approach and challenge their own personal identity. It is the responsibility of the instructor to provide appropriate support and encouragement in each of these areas and to continue to engage students' abilities at each level of the linguistic climb.

CHAPTER FIVE

Conclusion

Quien habla dos lenguas vale por dos.

The person who speaks two languages is worth two people. For heritage speakers, this phrase is not only a reflection on the value of their two languages and two cultures, it is a call to educate themselves in the heritage language because of the incredible value the ability to speak and use a second language will have for their lives, their careers, and their own identity.

This thesis has demonstrated the incredible need for the teaching of Spanish as a heritage language among Texas colleges and university through a presentation of census information regarding the numbers of heritage speakers enrolled in university-level classes. It has reviewed the success of current programs through a study of available syllabi. Finally, it has proposed the development of such programs across the state and provided a framework for such development.

It is evident that the growing numbers of heritage speakers in classes necessitate a reform in the methods, format, and organization of Spanish programs across the country. In Texas, the saturation of heritage speakers in college-level Spanish classes is among the highest in the country. Almost 500,000 Texas Hispanics were enrolled in college in 2010, and trends indicate that this number will continue growing throughout the 21st century. For policymakers, this continual growth in Spanish heritage speakers will continue to demand a need for SHS courses.

The development of such a course has been deliberated in this thesis, and current programs have been reviewed through a study of available syllabi. Criteria for judgement of said syllabi were based on the ACFTL Position Statement on Language Learning for Heritage and Native Speakers. From this position statement the following goals for a SHS course were drawn:

- 1. Reflect the different needs of native speakers and heritage students
- 2. Build upon existing linguistic skills and cultural heritage and knowledge
- 3. Integrate language, culture, and literature in assessments
- 4. Provide opportunities to become involved in language communities beyond the classroom
- 5. Award appropriate placement for oral and written proficiency

It was discovered that the majority of programs meet most of the five criteria.

The goal most commonly missing from the SHS course syllabi was number four: provide opportunities to become involved in language communities beyond the classroom. Suggestions were made to facilitate the development of a program that met each of these goals and reviews of the three textbooks most commonly used in Texas SHS courses were also provided. Finally, the issue of personal identity was considered, as language is a very personal issue and it is important to be sensitive to political, social, and ideological assumptions related to the learning of heritage languages.

Ideas for Further Study

Although this thesis has reviewed the SHS programs in Texas, it has neglected the remaining 49 states of the United States. An expansion of this project could include other states or be extended to the entire country. Also, this study has focused on college-level

courses, which was necessary for purposes of brevity, but the development of SHS programs at other levels could also prove interesting in the future.

Certain topics were not discussed in this thesis, including the impact of heritage language acquisition on the overall academic development of a student. A case could be made that, as second language acquisition enhances and improves cognitive function in both the first language as well as in other areas of study, so too could heritage language acquisition promote learning in every other subject matter and continued development in the *lingua franca*, in this case English. A study measuring the effectiveness of a SHS program on the academic success of heritage speakers in other areas of study would be quite fascinating and would provide important data in favor of heritage language education.

Finally, it is important to recognize that this project captures only a moment in the progress of heritage language education in this country. Follow-up studies should be conducted in order to measure the success of this proposal and to provide insight into the current state of SHS in Texas. It is the hope of the author that the information contained in this thesis can aid in the promotion of heritage language education and provide helpful insight into the development of SHS programs in Texas and around the country. Further research of the state of heritage language education every few years to show the steady growth of heritage language education will also be able to measure the success of this thesis and encourage further development of SHS programs.

In conclusion, this thesis reveals the current state of SHS programs in Texas and provides suggestions for the constant expansion of those programs already in existence and for the continued establishment of new programs at colleges and universities where

there exists a clear need. Although the methods and measures may vary, the outcome of these programs is always the same: increasing the value of the skills and knowledge of heritage speakers through educating them in their own language. After all, "quien habla dos lenguas vale por dos".

APPENDIX

Syllabi Surveyed



Department of Hispanic Studies Fall Semester, 2012

SPAN 2307 (13657): Intermediate Spanish for Heritage Learners I Saturdays 9:00 am - 12:00 pm (201 AH)

Prof.: Dr. Marta Fairclough

Office: 440 AH

Off. Hrs: Th 4:00 - 5:00 pm and by app.

Email: <u>mfairclough@uh.edu</u>

Spanish as a Heritage Language (SHL) Program

Spanish 2307 is the second semester of the Spanish for Heritage Language Learners track (which includes 1507, 2307, 2308, 3307, and 3308). The main goal of the SHL Program at the University of Houston is to build upon the language knowledge that students bring to the classroom, reactivate the Spanish they have learned previously and develop it further. At the same time, students learn more about their language and cultural heritage, and develop Spanish literacy and academic skills in the language.

Learning Outcomes

Students who successfully complete this course will:

- ✓ Continue developing listening and speaking skills in the heritage language.
- ✓ Increase and reinforce their knowledge of Spanish grammar.
- ✓ Increase the range and usage of Spanish vocabulary.
- ✓ Demonstrate knowledge of reading and writing competence in Spanish at the beginning intermediate level, through reading activities and compositions assignments that will require analytical and critical skills.
- ✓ Develop greater familiarity with Hispanic culture.
- ✓ Understand and apply the concept of "language registers".
- ✓ Improve orthography with emphasis on the use of the written accent.

Course prerequisites

SPAN 1507 or placement through the *Heritage Speakers Placement/Credit Exam* (if you have not taken the placement exam you should urgently talk to your instructor or you will be dropped from the course).

Required Materials

- ✓ Blanco, D. Cuademo para Hispanohablantes (Volumes 1 & 2). Vista Higher Learning + Passcode to access Vistas 4e Supersite ISBN 978-1-61857-291-2 [Package available at the UH Bookstore and online: www.vhs.central.com]
- ✓ Spanish Dictionary
- √ Access to Blackboard

Grade distribution

Homework	University of Houston Grading Scale	
Course Project	15%	A 93-100 C 73-76
Writing Activities	10%	A- 90 - 92 C- 70 - 72
Exams (3 x 15%)	45%	B+ 87 - 89 D+ 67 - 69
Quizzes (4 x 2.5%)	10%	B 83 - 86 D 63 - 66
Attendance/participation	10%	B- 80 - 82 D- 60 - 62
Total	100%	C+ 77- 79 F below 60

Note: A minimum passing grade of C- is required to enroll in the next Spanish level, SPAN 2308.

Class Workload

1. Homework

The development of the language skills requires daily practice. This course requires completion of daily assignments (detailed on the tentative schedule) and represents a 10% of the final grade. Homework activities prepare you to obtain the most benefit from the class activities and also help you to monitor your own progress. Late homework will not be accepted. Incomplete homework will not be given a grade.

2. Course Project

Students will select an aspect of Latino culture, identity, community, language, etc. **in Houston**, will conduct some research, and will prepare questions about the topic to conduct two or three videotaped interviews in Spanish to members of the Hispanic community. The interviews should add up to at least 10 minutes [5% of the grade]. As a final product, they will share their findings with the class in a formal presentation that will include a visual component [5-8 minutes; 5% of the final grade] at the end of the semester. They will write a short paper explaining the main findings of the interview (typed, doubled spaced, 12 pt font, using Spanish characters: á, é, í, ó, ú, ñ, j!, ¿?) [2 to 3 pages, 5% of the grade]. Please check the class schedule for due dates.

- 3. Writing activities: There will be two in-class writing activities based on covered material. Please check the dates for each activity in the class schedule.
- 4. Exams: There will be a total of three exams (see dates on the Tentative calendar). Makeup policies: makeup exams cannot be administered without a documented excuse. Students should contact the instructor before the date of the exam in case of a time conflict. The exam, however, takes top priority so students will need to cancel any appointment scheduled for the days of the exams. If an emergency happens the day of the exam, the student needs to contact the instructor to make the necessary arrangements before the next class period. Written documentation for any absence must be provided before a makeup exam is authorized. No makeups will be considered without written, justifiable documentation for an absence.
- **5. Quizzes:** There will be a total of five quizzes. Only the highest 4 quiz grades will be included in your final average for the course.
- **6. Participation and Attendance:** Students are expected to attend all classes, read the material before class, bring assigned homework and participate actively in classroom activities and discussions. (Please see *Some rules of the class* for information on participation grades).

Course Policies

This course will be conducted in Spanish. Students are expected to participate in class and group discussions and produce assignments in Spanish. The use of the target language is expected in every activity in class with the instructor and classmates. Students can use an English word when needed but they will be expected to gradually develop their Spanish abilities, therefore reducing English usage as the semester progresses.

SPAN 2307 - Tentative Calendar

Sept. 1	Introduction to the course.	HW:	50
	Review: - Present tense (pp. 21, 25, 43, 53, 55, 57, 59, 71, 85) - Ortografía (pp. 35, 51, 67, 101, 117, 133)	-	Complete survey in BB Learn VHL: Complete: 2.1 (1, 2, 3); 3.3 (3, 4); 3.4 (4); 4.1 (4); 4.2 (2, 4); 4.3 (2,3); 4.4 (1,2)
Sept. 8	Review: - Pretérito (pp. 89,90,107,119,135,136, 139) - ¿Qué? and ¿Cuál? (p.141) Cultura y conversación (lectura y/o video)	HW:	VHL: 6.3 (1,2,3); 7.3 (1,4); 8.1 (1,2,3); 9.1 (1,2); 9.2 (1,2); 9.3 (1,2); 10 Vocabulario: En el consultorio
Sept. 15	Lección 1 (Cuaderno 2) Vocabulario: En el consultorio Ortografía: el acento y las sílabas fuertes Estructuras: - el imperfecto - el pretérito y el imperfecto - construcciones con 'se' - adverbios LAC: Exam review - VHL: 4.3 (4); 4.4 (4); 8.1 (4); 9.1 (3,4); 9.2 (3,4); 9.3 (3,4); Escuchar (1,3); Fiestas Patrias (Chilevisión 1,2)	HW: -	VHL: 10.1 (1,2,4); 10.2 (1,2,3); 10.3 (1,2); 10.4 (4); Contextos (1,2,3); Fotonovela (1,2); Ortografía (1,2) All online assignments due Sept. 22
Sept. 22	Exam 1 (Reviews and L 1 – Cuaderno 2) Review: - Direct and indirect object pronouns (pp. 75, 87, 121) - Escritura (pp.113-114, 129-130, 146-147)	HW: -	VHL: 5.4 (1,2,3); 6.2 (1,2); 8.2 (1,2) Topic and questions for Project due Sept 29
Sept. 29	Lección 2 (Cuaderno 2) Vocabulario: La tecnología Ortografía: acentuación de palabras similares Estructuras: - mandatos informales - 'por' y 'para' - verbos reflexivos recíprocos - adjetivos y pronombres posesivos acentuados Cultura y conversación (lectura y/o video)	HW:	VHL: 11 Vocabulario (La tecnología); Contextos: La tecnología (1,2,3); Ortografía (1,2); Cultura (el teléfono cellular 1); 11.1 (1,2,3); 11.2 (1,2); 11.3 (1,2); 11.4 (1)
Oct. 6	Lección 3 (Cuaderno 2) Vocabulario: La vivienda Ortografía: mayúsculas y minúsculas	HW:	VHL: 12. Vocabulario (La vivienda); Contextos (La

	Estructuras: - pronombres relativos - mandatos formales - presente del subjuntivo In class writing activity	8	vivienda 1,4); Ortografía (Mayúsculas y minúsculas 1); 12.1 (1,2); 12.2 (1,2,3); 12.3 (1,2,3); 12.4 (1,2); En Pantalla (Comfort 1,2) Interviews due Oct 13
Oct.13	Lección 4 (Cuaderno 2) Vocabulario: La naturaleza Ortografía: los signos de puntuación Estructuras: - usos del subjuntivo (con verbos de emoción; con duda, incredulidad y negación; con conjunciones) LAC: Exam review - VHL: 8.2 (3,4); 11.1 (4); 11.2 (3); 11.3 (3); 11.4 (2); 12 Ortografía (2); 12.1 (4); 12.2 (4); 12.3 (5); 12.4 (5); 13. Vocabulario (La naturaleza)	HW: -	VHL: 13 Contextos (La naturaleza 1,2,3); 13.1 (1,4,5); 13.2 (1,4,5); 13.3 (1,2,4,5); Escuchar (2) All online assignments due Oct.20
Oct. 20	Exam 2 (L 2 – 4, Cuaderno 2) Escritura: (pp. 67-68) Lección 5 (Cuaderno 2) Cultura y conversación (lectura y/o video)	HW: -	VHL: 14 Vocabulario (En la ciudad); Contextos (En la ciudad 1,2,3,4); Fotonovela (1,2,3)
Oct. 27	Lección 5 (Cuaderno 2) Vocabulario: En la ciudad Ortografía: cognados falsos 1 y 2 (p. 83, Cuaderno 1 & p. 71, Cuaderno 2) Estructuras: - mandatos con nosotros/as - el participio pasado Cultura y conversación (lectura y/o video)	HW:	VHL: 14 Ortografía (1,2); 14.1 (1,2); 14.2 (1,2); 14.3 (4,5); Escuchar (1); En Pantalla (Cruzar 9 de Julio, 1,2)
Nov. 3	Lecciones 6 - 8 (selección, Cuaderno 2) Vocabulario: Los conectores gramaticales (BB) Ortografía: letras 'b'/ 'V' (p. 83, Cuaderno 2); 'y' / 'll' (p. 97, Cuaderno 2) Estructuras: - el futuro (pp. 99-101, Cuaderno 2) - el condicional (p. 117-118, Cuaderno 2) In class writing activity	HW:	VHL: 15 Ortografía (1,2); 16.1 (1,2,3); 17.1 (1,2,3)
Nov 10	Lecciones 6 - 8 (selección, Cuaderno 2) Ortografía: la letra 'h' (p. 115, Cuaderno 2) Estructuras: - el imperfecto de subjuntivo (pp. 103 – 105, Cuaderno 2)	HW: -	VHL: 16 Ortografía (1,2); 16.3 (1,2,3); 17 Ortografía (1,2); All online assignments

	LAC: Exam review - 14.1 (3,5); 14.2 (5); 14.3 (1,2,3); 16.1 (5); 16.3 (4,5); 17.1 (4,5)	due Nov. 17
Nov. 17	Exam 3 (L 5 y selección de L6 – 8, Cuaderno 2)	HW: - Prepare final Project
Nov. 24	Thanksgiving – No Classes	
Dec. 1	All Projects are due in Tumitin - BB Project Presentations	
Dec. 8	Project Presentations	
	Happy Holidays!!!	

IMPORTANT DATES

Aug. 27 (Monday): First day of classes.

Sept 4 (Tuesday): Last day to add a class (online in PeopleSoft by 5:00 pm).

Sept. 12 (Wednesday): ORD - Official Reporting Day (12th class day). Last day to drop a course or withdraw without receiving a grade (must be online by 11:59 pm). Last day to drop a course without hours counting towards the Enrollment Cap for Texas Residents.

Nov. 2 (Friday): Last day to drop with a 'W' (online in PeopleSoft by 5:00 pm).

Dec. 8 (Saturday): Last day of classes.

Dec. 10 (Monday): Reading period.

Dec. 11-19: Final examination period.

Dec. 20 (Friday): Official closing of Fall 2012 term.

UNIVERSITY OF NORTH TEXAS Department of World Languages, Literatures and Cultures

SPAN 3080: - SPRING 2012 Advanced Spanish Writing and Grammar for Bilinguals Section 1 – MWF – 12:00 – 12:50 p.m., Curry 212

Professor: Connie C. Martinez

Office: Lang. 401 G Office: MWF 9:20 – 9:50 am

Ph. (940) 369-7645 MWF 1:00 – 1:30 p.m or by appointment

Email: connie.martinez@unt.edu
Tutorial - TBA
Informal Spanish Conversation Group- Tertulia- TBA

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 — The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA) pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. Students must follow the Procedure for Requesting Special Accommodations as indicated in the guidelines. According to these guidelines, "within the first week of class, qualified students must notify the instructor or academic unit liaison for disability accommodation that options to standard methods of educational access will be needed" (part II, section B). The ODA (University Union, suite 324; 565-4323) will issue a Special Accommodation Request Form that the student must present to the instructor within the first week of class. Thank you.

Course Description and objectives:

The course is designed to teach principles of academic writing, spelling and grammar in Spanish for Spanish heritage and native speakers. The objective of this course is to improve the linguistic abilities of bilingual students at the advanced level through intensive oral and written practice. "Action learning" will be used daily in order to achieve language growth, fluency and cultural competency. All four skills will be stressed, with special emphasis on reading comprehension, writing, vocabulary skills and grammatical competence. Students should come to class prepared and ready to participate actively in Spanish. The class will be conducted entirely in Spanish.

Pre-requisites: Students should demonstrate native or near-native linguistic ability as defined by results of Departmental Proficiency Exam or consent of the department. Students should know basic grammatical concepts (e.g. verbal tenses: present, preterit, imperfect, future, conditional, perfect tenses, subjunctive mood, etc. – object pronouns, etc.) in order to take this course.

Required Texts:

- Marqués, Sarah, <u>La lengua que heredamos: Curso de español para bilingües.</u>. Sixth Edition. Wiley.
- Usage of good bilingual and monolingual dictionaries is recommended.

• Usage of "Atajo" (software program) is recommended for composition writing.

Grading Distribution:

- Compositions (2)	20%
- Compositions in class	10%
- Quizzes – (4)	20%
- Participation / Homework	10%
- Oral Cultural Presentation	10%
- Mid-Term Exam (Essay)	10%
- Final Exam (Essay)	20%

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

Attendance: Students are expected to be punctual and come to class prepared. More than 3 unexcused absences will result in your final grade being lowered automatically two points for each unexcused absence. A student with more than 6 unexcused absences will be dropped out of the class. Please make sure that you communicate with me immediately if you are ill and unable to come to class. According to University policy, an excused absence applies to illness with a doctor's legal documentation, a death in the immediate family with an obituary notice or a school-sponsored event with proper documentation.

Compositions: Two long compositions will be completed during the course of the semester. Compositions should be printed, double spaced, with 1" margins and font 12pt.

In class compositions: Guided assignments will be written in the computer lab. LANG.106. Please be there on time since essays will be timed.

Quizzes: Students will take a total of 4 quizzes. Content will include new vocabulary learned, grammar points reviewed in class and cultural information. NO MAKE-UPS.

Final Exam & Mid-Term: Compositions written in Lang. 106 at scheduled times.

Oral Cultural Presentation: Each student will make a 10 minutes oral presentation (plus 2 minutes to answer questions from the class). Presentations will identify a cultural component and provide true cultural awareness. Presentation dates will be drawn by lottery. Your instructor should approve themes. Visual aids, power point, transparencies, are acceptable, but reading the presentation is unacceptable.

Participation / homework / preparation: Attendance to class is extremely important in order to improve your language learning and fluency. Participation should reflect the fact that you have prepared your assignments and homework readings. Random homework checks should be expected. Please do your homework on a loose sheet of paper and include the page numbers and exercises from the text.

Late homework / compositions will not be accepted. NO MAKE-UP for Quizzes, Tests, Presentations. (See information on EXCUSED ABSENCES).

Texting in class, using the phone and other not authorized electronic devices is prohibited when class is in session. Put them away or they will be confiscated.

Outside Help / Academic Integrity:

Homework and compositions should be your own work only. This means no help at all from humans or technology (i.e. translation program). Cheating, plagiarism, and other examples of academic misconduct will be pursued and sanctions will be levied. More specifically, you cannot copy others' compositions or sentences from textbooks, web, etc. You CANNOT have another student, friend or tutor CORRECT or TRANSLATE your work. Your work should reflect your level of proficiency. Any attempt to hand in work that is not yours will automatically receive a zero (0). If you have specific questions about your work, consult with me during office hours.

Student Behavior in the Classroom:

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 Center for Student Rights and Responsibilities 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. The Code of Student Conduct can be found at www.unt.edu/csrr

Student Evaluation of Teaching Effectiveness (SETE) and Dept. Evaluation:

The Student Evaluation of Teaching Effectiveness (SETE) and the Departmental Evaluations are a requirement for all organized classes at UNT. These short surveys will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider these evaluations to be an important part of your participation in this class.

Keeping Records:

Students must keep all returned graded materials until the end of the semester. In case of grade disagreement, it will be the student's responsibility to show the graded materials.

Welcome to SPANISH 3080. My goal is to help you succeed in this class. If you have any questions or concerns, please come to see me a.s.a.p. Thank you.

***The following is a tentative class guideline. This guideline is not a binding contract and may be modified by the instructor if it is considered strictly necessary. Thank you and let's have a great semester.

PLAN DE CLASES (Tentativo)

***Este plan no se considera un contrato y puede ser modificado por el instructor si éste lo considera conveniente para el beneficio de los estudiantes. Gracias. CM ***Toda la tarea y lecturas deben ser hechas antes de venir a clase.

Fecha	Temas / Actividades	Páginas en el libro de texto
Jan. 16	MLK - No hay clases	
Jan. 18	Cap. Preliminar Para mejorar la escritura	рр. 1-10
Jan. 20	Cap.1, Grupos hispanos en los E.U.	pp. 20-30
Jan. 23	Cap.1, Gramática	pp.30-39
25 27	(cont) Ensayo en clase/ LANG. 106	Reunirse en Lab. Lang. 106
Jan. 30 Feb. 1 3	Cap. 2, España — Gramática Escoger Presentaciones Orales PRUEBA #1 (Cap. Prel. / 1 y 2)	pp. 40-64 Estudiar para la prueba: Cap. Preliminar, 1 y 2. Dar tema de la Composición #1 Escoger Presentaciones Culturales
Feb.	Com 2 Mining	(F 99
6 8	Cap. 3. México (Información sobre Composición #1)	pp. 65-88
10	Cap. 4. Los Mexicoamericanos	рр. 89-93
Feb. 13	Composición #1	Traer: Composición #1
15	Presentación Oral (grupo 1) Cap. 4. Gramática: p. 101-113	pp. 101-103.
Feb.17	Ortografía/Acentos/ Sufijos/ Prefijos Cap.5. Lectura/mejore el vocabulario, Puerto Rico	рр. 114-119
Feb		
20	Cap. 5. Gramática: el artículo.	pp.127 - 140
22	Expresiones Idiomáticas. PRUEBA #2 (Cap.3, 4 y 5)	Estudiar para la prueba: Cap.3,4,5.
24	EXAMEN – ENSAYO – LANG. 106	Traer sus bosquejos/Reunirse en
Feb. 27	Cap. 6, Cuba	LANG. 106 pp. 145-157
ren. 2/	Presentación Oral (grupo 2)	pp. 145-15/
29	Gramática: El verbo /Modos/Usos,	рр. 158-171

Mar.	2	Cap.6 & 7, La República Dominicana	рр. 172-176
Mar.			
171411	5	Cap. 7. Gramática: Los participios/ el	рр. 179-185
	7	futuro. Repaso. Crear bosquejo.	▲ Concursion of Madesea
	9	Cap.8-Discusión: Los Mayas, p.190	pp. 188 – 195 y vocabulario
Mar1	2-16	Vacaciones de Primavera	No hay clases.
	19	El subjuntivo: presente / pasado	pp. 199-210- Practica gramatical
	21 23	Trabajar an Composición #2	Bosquejo – Composición 2
Mar.	2011/05	Trabajar en Composición #2 PRUEBA #3 (Cap. 6, 7, 8)	TBA Estudiar para la prueba
iviai.	28	Presentación Oral (grupo 3)	Estudiai para la prueba
	-0	Cap. 9. El Salvador, pp. 212-213	рр. 212 - 214
	30	Gramática	Establishmen casarrateur
Apr.	2	Cap. 10. Honduras – Gramática: El	pp. 221 - 234
		imperativo.	
	4	Preparar Bosquejo	
	6	Ensayo en clase / LANG. 106	Traer el bosquejo / LANG 106
Apr.			
1000	9	Cap.10. Gramática: La oración/Voz	pp. 235-252
	rana	Pasiva	
	11	Cap.11. Nicaragua. (Rubén Darío)	Repaso
A	13 16	Presentación Oral (grupo 4)	Estudiam none la numba
Apr.	18	PRUEBA #4 (Cap. 9,10,11) Ortografía (usos de la H)	Estudiar: para la prueba. p. 264
	20	Entregar Composición 2	p. 204
Apr.	23	Presentación Oral (grupo 5)	Ultimo día para entregar los ensayos editados.
	25	Gramática: Usos Pretérito e Imperfecto	Cultudos.
	27	Cap.12. Costa Rica	pp. 255-273
	Re00753	Presentación Oral (grupo 6)	Ideas para el ensayo final
Apr.	30	Presentación Oral (grupo 7)	Hacer bosquejos para el examen
May	2	Preparación de Bosquejos	final
E .	4	No hay clases	
May	7/9	EXAMEN FINAL – LANG 106	Hacer reservaciones
	544000000	le mayo de las 9:00 a las 2:00 o MIERCOL	English September (1905) September (1905
LOIN	LO / U	mayo uc las 7.00 a las 2.00 0 MIERCOL	255 7 de mayo de las 7.00 a la 1.00 pm

Español 3304-3305: Español para hispanohablantes I y II Primavera 2012

Profesora: Prof. Gloria Prieto

222 Hammond Hall gprieto@uta.edu

Horas de oficina: lunes y miércoles de 5 a 5:30 y de 8:20 a 8:50.

Descripción del curso:

Español 3304 está destinado a estudiantes hispanos que muestran capacidad de comprensión y producción en español pero que tal vez no han tenido una instrucción formal en la lengua española. Aprovechando las destrezas lingüísticas del estudiante, se fortalece su conocimiento del español con una introducción de terminología gramatical y práctica en la misma con ejercicios gramaticales. También se enfoca en la lectura, la escritura y el habla, desarrollando la capacidad del estudiante de comunicarse más eficazmente en español. Español 3305 es la continuación de Español 3304 y consiste en un estudio detallado de gramática avanzada con un enfoque en la escritura.

Objetivos del curso:

Al terminar la clase, el estudiante adquirirá la terminología lingüística necesaria y mostrará su comprensión de los principales usos gramaticales del español. Podrá identificar los tiempos y modos verbales principales, tanto de forma como de uso. Podrá identificar el uso apropiado de artículos, pronombres, preposiciones y participios. Además, sabrá identificar las otras partes de la oración: sustantivos, adjetivos, adverbios, conjunciones, y los varios tipos de oración en sí. Mostrará su adquisición de las reglas ortográficas y el uso correcto de los acentos. Por último, podrá identificar los errores lingüísticos más comunes entre los hispanohablantes y sus diferencias dialectales más significativos.

Materiales:

Marqués, Sarah. 2009. La lengua que heredamos: curso de español para bilingües. 6ª ed. Hoboken, NJ: Wiley.

Evaluación:

Asistencia y participación	15%
Tarea y pruebitas	15%
Ensayos y análisis	25%
Exámenes	30%
Examen final	15%

Escala de calificación:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = < 60

Asistencia y participación: Se espera asistencia regular y participación diaria en las discusiones de la clase, la cual debe demostrar la preparación en casa de las lecturas y la tarea. Cada estudiante recibirá una nota diaria de participación que varía entre 0 y 3. Además, a cada estudiante se le permiten tres (3) ausencias a lo largo del semestre (1,5 por curso); un mayor número de ausencias se verá reflejado en la nota final.

Tarea y pruebitas: A lo largo del semestre, habrá varias tareas sobre formas verbales. Se debe entregar, escrita a máquina y grapada, antes de la clase en la mesa de la profesora. No se aceptará ninguna tarea entregada tarde pero se eliminará la nota más baja al final de cada curso. Las fechas de las pruebitas, que serán sobre formas verbales u ortografía, se anunciarán con una clase de antelación. No se darán oportunidades para recuperar pruebitas perdidas pero se eliminará la nota más baja al final de cada curso.

Ensayos: Los estudiantes escribirán varios ensayos a lo largo del semestre. Se darán más detalles antes de la fecha de entrega. No se aceptará ningún ensayo entregado tarde.

Análisis de textos: Los estudiantes analizarán textos en español, aplicando las reglas gramaticales que aprenden en la clase para explicar los usos que se encuentran en el texto. No se aceptará ningún análisis entregado tarde.

Exámenes: Los exámenes se basarán en el material de los capítulos del libro de texto. Habrá tres en 3304 y cuatro en 3305. (Ver fechas abajo.) No se darán oportunidades para recuperar exámenes perdidos.

Examen final: El Examen final para 3304 incluirá el material de los Capítulos 8-10 del libro de texto. El Examen final para 3305 incluirá el material de los Capítulos 21 y 22 del libro de texto, además de los temas más importantes que se cubren a lo largo del curso. (Ver fechas abajo.)

N.B.: Las fechas de entrega y de examen pueden variar y los componentes se pueden modificar levemente a lo largo del semestre, dependiendo de varios factores. Cualquier cambio se anunciará con suficiente antelación.

Programa del curso:

Lec = Lectura; S/C = Semejanzas y Contrastes; Gram = Gramática; Ort = Ortografía

Semana:	Tema/Actividad de clase	Tarea escrita/Para entregar
1		3
18 enero	Introducción al curso. Lección preliminar: pp. 1-12 Capítulos 1-3: Cap. 1: Lec, pp. 20-22; S/C, pp. 26-31 Diagnóstico.	Ej., pp. 1-5; A, p. 8; B-C, pp. 9-10 A, pp. 22-23, A, pp. 23-24; A, C, pp. 27-28, B, pp. 31-32
	20-31 Diagnosuco.	С, рр. 27-28, В, рр. 31-32
23 enero	Gram, pp. 32-34; Ort, pp. 36-37. Cap. 2: S/C, pp. 50-53	A, p. 37. A, p. 54
	Gram, pp. 56-59; Ort, pp. 60-62. Cap. 3: S/C, pp. 75-78	E, p. 58, B, p. 60; E, p. 64. B, pp. 76-77, A, p. 79
25 enero	Gram, pp. 79-82; Ort, p. 86	A, B, C, D, p. 83; B, C, D, p. 86
6 febrero	Repaso y foro	Actividades de repaso

	Examen 1-3304 (Capítulos 1-3). Ensayo 1A	
8 febrero	Capítulos 4 y 5: Cap. 4: Lec, pp. 91-92; S/C, pp. 99-100; Gram, pp. 101-108	A, p. 92; Ej., p. 100; D, p. 103, A, p. 106, A, pp. 108-109
	Ort, pp. 109-112. Cap. 5: S/C, pp. 123-126	D, pp. 112-113. B, p. 125, A, B (sólo itálica), pp. 126-127
13 febrero	Gram, pp. 127-132; Ort, pp. 137-139	A, C, pp. 130-131; B, D, F, pp. 139-140
	Repaso y taller	Actividades de repaso
15 febrero	Examen 2-3304 (Capítulos 4 y 5). Ensayo 1B	
	Capítulos 6 y 7: Cap. 6: Lec, pp. 147-150; S/C, pp. 154-157	A, p. 150, A, pp. 151-152; B, D, pp. 157-158
20 febrero	Gram, pp. 158-165; Ort, p. 170.	Tarea 1 , B, F, I, J, pp. 165-169; Ej., pp. 170-171
	Cap. 7: S/C, p. 179; Gram, pp. 181-184	Ej., p. 179; A, p. 181-182, C, p. 185, Tarea 2
22 febrero	Ort, p. 186. Repaso y foro	B, C, p. 187. Actividades de repaso
	Examen 3-3304 (Capítulos 6 y 7). Ensayo 2	
27 febrero	Capítulos 8-10: Cap. 8: S/C, pp. 196-198; Gram, pp. 199-202	A, p. 198; Tarea 3 , A, p. 202
	Gram, pp. 204-206; Ort, p. 208	Tarea 4 , B, p. 207; C, D, pp. 209-210
29 febrero	Cap. 9: S/C, pp. 218-219; Gram, pp. 222-223	B, p. 220; Tarea 5 , A, p. 224
	Ort, p. 225. Cap. 10: S/C, pp. 233-234; Gram, pp. 235-239	Tarea 6 ; Ej., p. 225; A, p. 234
5 marzo	Ort, p. 242; Taller	B, D, I, pp. 239-241; B, p. 243
	Repaso	Análisis de texto; Actividades de repaso
7 marzo	Examen final-3304 (Capítulos 8-10)	•

Comienza 3305

Semana	Tema/Actividad de clase	Tarea escrita/Para entregar
19 marzo	Capítulos 11-13: Cap. 11: Lec, pp. 250-252;	A, p. 251; A, C, pp. 252-253;
	S/C, p. 254	A, B, p. 255
	Gram, pp. 255-261; Ort, pp. 264-265.	C, pp. 262-263; D, p. 265;
		Tarea 1
21 marzo	Cap. 12: S/C, pp. 277-278; Gram, pp. 278-281;	Tarea 2; A, p. 278; C, D, p.
	Ort, pp. 283-286.	281; Ej., p. 282; Ej., p. 286
	Con 12: 5/C nn 204 205: Cnm nn 206 207	D = 206. A D = 208.
	Cap. 13: S/C, pp. 294-295; Gram, pp. 296-297. Repaso	B, p. 296; A, B, p. 298; Actividades de repaso
26 marzo	Taller/Foro. Examen 1-3305 (Capítulos 11-13)	Actividades de repaso
20 Illai20	Tanen/Foto. Examen 1-3303 (Capitulos 11-13)	
	Capítulos 14-16: Cap. 14: Lec, pp. 306-309;	A ¹ , p. 310; C, p. 314; B, C, pp.
	S/C, pp. 311-312; Gram, pp. 314-320	317-318; A, p. 320
28 marzo	Ort, p. 322. Cap. 15: S/C, pp. 331-332; Gram,	A, C, pp. 322-323; B, pp. 332-
	pp. 333-336	333; Ej., p. 333; A, p. 336
	Ort, pp. 337-338. Cap. 16: Gram, pp. 351-355;	A, C, p. 338; A, p. 352;
8255 F-05 F-05	S/C, pp. 355-356.	Tarea 3; Tarea 4
2 abril	Más gramática, pp. 460-461. Repaso	Actividades de repaso
	Taller/Foro. Examen 2-3305 (Capítulos 14-16)	
	Tanen Toto. Examen 2 0000 (Capitalos 11 10)	
4 abril	Capítulos 17-20: Cap. 17: Lec, pp. 363-365;	A, pp. 365-366; B, p. 371
18000	S/C, pp. 367-369; Gram, pp. 371-372	(sólo itál.); A, D, pp. 373-374
	Gram, pp. 374-377; Ort, pp. 357-358, p. 378.	A, C, D, pp. 376-377; Ej., p. 377; A, p. 358; D, p. 379
9 abril	Cap. 18: S/C, pp. 387-388; Gram, pp. 388-391.	Ej., p. 388; C, D, pp. 393-394
	Película	
11 abril	Foro: película. Cap. 19: S/C, pp. 409-410;	Hoja (película); Ej., pp. 410-
	Gram, pp. 411-413.	411; A, p. 413
	Cap. 20: S/C, pp. 425-426; Gram, pp. 427-430, 431-433, 435-436	A, p. 427; A, B, pp. 430-431; A, p. 437
16 abril	Ort, p. 439. Repaso	A, p. 440; Actividades de repaso
	Taller/Foro. Examen 3-3305 (Capítulos 17-20)	

18 abril	Ensayo	
3	Resumen y repaso	Análisis; Actividades de repaso

Examen final: A confirmar.

Notas:

<u>Drop Policy</u>: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents' Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy: The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit https://webapps.uta.edu/oit/selfservice/. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Datos oficiales del curso:

SPAN 3304-3305 022. Spanish for Heritage Speakers I and II MWF 10:00-11:50 a.m., TH 213

Description: SPAN 3304: This course is designed for heritage speakers of Spanish who demonstrate an ability to comprehend and produce Spanish but who may lack previous formal instruction in the language. Capitalizes upon students' existing language skills, expands their knowledge base, and develops their ability to read, write, and communicate more effectively in the language. Special attention is given to regional and dialectal differences. Prerequisite: Equivalent of SPAN 2314, or consent of the department.

Description: SPAN 3305: A continuation of SPAN 3304, consisting of a detailed study of advanced Spanish grammar with an emphasis on written expression. Exclusively for heritage speakers of Spanish. Prerequisite: SPAN 3304 with a grade of C or better.

Spanish 3304/05-022

Spring 2011

TH 21

Lunes, miércoles y viernes: 10:00-11:50 a.m.

Dr. Ignacio Ruiz-Pérez

Oficina: Hammond Hall 319

Horas de tutoría: Miércoles 12:15-1:15 p.m.

(o por cita)

E-mail: iruiz@uta.edu

Blog: http://espanolhispanohablantes.blogspot.com/

Español para Hispanohablantes

Descripción del curso:

Este curso está diseñado para proporcionar instrucción formal en lengua española al alumno hispano. La clase toma como punto de partida las habilidades lingüísticas previas del estudiante, profundiza en su conocimiento de la lengua y desarrolla su competencia oral y escrita en español. El curso incluye, además, una selección de cuentos y dos películas. A partir de la lectura, el análisis y el comentario de los textos y los videos se buscará generar la producción escrita y, al mismo tiempo, propiciar un acercamiento a las manifestaciones culturales y/o al diario acontecer del mundo hispánico. En síntesis, este curso se concentra en: 1) el análisis morfosintáctico del discurso; 2) los signos de puntuación y los acentos; 3) las diferencias regionales y dialectales del español; y 4) el desarrollo de la competencia argumentativa oral y escrita del/de la estudiante.

Objetivos:

- 1. Conocer el correcto funcionamiento de la lengua española con base en el análisis morfosintáctico.
- 2. Mejorar el desempeño en aspectos gramaticales como la conjugación de verbos (tiempo y modo), los acentos, el uso apropiado de artículos, preposiciones, pronombres, etc.
- 3. Distinguir y corregir los vicios del lenguaje más comunes (solecismo, anfibología, cacofonía, barbarismo, etc.).
- 4. Identificar y corregir el uso de falsos cognados.
- 5. Conocer las diversas variantes regionales y dialectales del español.
- 6. Desarrollar una noción de estilo a través de la producción y la corrección de textos en español.
- 7. Poner en práctica las convenciones relacionadas con la escritura de trabajos académicos (normas de citación, formulación, desarrollo y argumentación de una tesis, etc.).
- 8. Distinguir las diferencias formales entre el ensayo y la monografía.
- 9. Mejorar la expresión escrita y oral en lengua española con base en el análisis y la crítica de textos.
- 10. Recibir las herramientas fundamentales de expresión escrita, oral y crítico-analíticas para cursos avanzados de español, especialmente los de nivel 4000 (literatura, lingüística y cultura).

Prerrequisitos:

SPAN 2314 o autorización del Departamento.

Textos requeridos:

Marqués, Sarah. La lengua que heredamos. Hoboken: John Wiley & Sons, 2009. Material disponible en línea.

Mecánica del curso:

Las clases se dividirán (excepto la primera, la última, los días de examen o prueba, y cuando se exhiba algún video) de la siguiente forma:

- a) El profesor expondrá los temas del programa.
- Sesiones de intercambio de opiniones con el grupo sobre los textos, ya sean de orden gramatical, sintáctico o cultural.
- c) Alumnos/as y profesor realizarán un resumen a modo de conclusiones.
- d) La instrucción será completamente en español.
- e) Este curso es híbrido, por lo que se apoyará en material audiovisual y/o en Internet (mail, blog, motores de búsqueda). Es probable que al menos en una sesión se emplee la modalidad a distancia, por lo que se requiere

- que el/la alumno/a tenga acceso a la red, a la biblioteca de la universidad o al LAC del Departamento de Lenguas Modernas.
- f) Es importante advertir que el semestre está dividido en dos partes correspondientes a SPAN 3304 y SPAN 3305. Cada materia contará con una calificación independiente, por lo que <u>el alumno es responsable de entregar las tareas y de realizar los exámenes correspondientes en las fechas indicadas en este programa, en el blog y durante la clase.</u>
- g) Se pide no emplear computadoras portátiles ni celulares durante la clase.

I. SPAN 3304: Calificación

- a) **20% ensayo** (1): Los/as alumnos realizarán al menos 1 ensayo (3 páginas completas mínimo; Times New Roman, 12 pts., doble espacio, dos versiones: original y corregida). **NO** se aceptarán redacciones y tareas vía mail (archivo electrónico) ni después del plazo indicado.
- b) 15% tareas: Las tareas asignadas son responsabilidad del/de la alumno/a. No se aceptarán trabajos después de la fecha especificada ni por e-mail a menos que el estudiante cuente con justificante oficial y debidamente sellado.
- c) 15% cuestionarios y controles de lectura: Los/as alumnos/as responderán y entregarán por escrito (en computadora) una lista de preguntas relacionadas con los textos literarios (cuento o ensayo) que se leerán o los filmes que se verán en el transcurso del semestre (2 páginas mínimo; Times New Roman, 12 puntos, doble espacio, dos versiones: original y corregida). Cuando no haya cuestionarios, podrá aplicarse controles (pop quizzes) para verificar la realización de la tarea. NO se aceptarán cuestionarios a mano, vía e-mail ni después del plazo indicado.
- d) 25% examen parcial: 14 de febrero, 10-11:50 a.m.
- e) 25 % examen final: 9 de marzo, 10-11:50 a.m.

II. SPAN 3305: Calificación

- a) 15% tareas
- b) 15% cuestionarios y controles de lectura
- c) 35% exposiciones: Al final del curso los estudiantes se reunirán en equipos de 4 personas y realizarán una exposición lo más seria y profesional posible (es decir, en PowerPoint y/o con otro material de apoyo) sobre un país de habla hispana. Las exposiciones deberán abordar los siguientes aspectos: geografía física y humana, brevísima semblanza histórica, economía, cultura, gobierno y política, y rasgos sobresalientes de la modalidad lingüística del español en el país elegido; la duración de las exposiciones será de 30 minutos máximo. Los alumnos podrán tomar como punto de partida el libro de texto La lengua que heredamos, pero esta información deberá completarse con datos de otros libros y/o de la red. IMPORTANTE: Para completar la nota, cada equipo deberá enviar vía Blackboard un resumen escrito (monografía) a más tardar el día de la exposición. Especificaciones de entrega: Times New Roman, 12 puntos, doble espacio, márgenes predeteminados.
- d) 35% examen final: 11 de mayo, de 11 a.m.-1:30 p.m.

MUY IMPORTANTE:

- 1) Para dar de baja la clase bajo la categoría "incomplete" el/la alumno/a deberá presentar un justificante válido y completar un mínimo del 75% del trabajo de la materia.
- 2) Las asistencias y las participaciones son componentes básicos del curso. Después de la 1ª falta en cada curso (SPAN 3304 o SPAN 3305), se procederá a eliminar sin distinciones el 3% de la nota final por cada día perdido, a menos que el/la alumno/a cuente con un justificante válido y oficial.

- 3) Es necesario recordar que esta clase es intensiva, de tal modo que sesiona 6 horas a la semana y su valor es de 6 créditos. Lo anterior significa que el estudiante deberá dedicar un mínimo de 6 horas extra-clase a esta materia a fin de obtener una nota satisfactoria.
- 4) La puntualidad es necesaria, por lo que transcurridos los primeros 20 minutos de clase se procederá a pasar lista; el/la alumno/a que llegue después de ese lapso podrá solicitar su ingreso pero no tendrá asistencia.
- 5) El/la alumno/a subirá a Blackboard los cuestionarios, los ensayos y los resúmenes de las presentaciones (ver blog del curso). El profesor bajará la primera versión, realizará sugerencias y/o correcciones, y volverá a enviar el documento a Blackboard. El estudiante deberá bajar la versión corregida del texto correspondiente y seguir los lineamientos para cada trabajo, sea cuestionario, ensayo o resumen.

IMPORTANTE: Todos los cuestionarios, ensayos y resúmenes (monografías) se vencen a las 9:59 a.m. del día especificado según instrucciones del profesor (véanse este programa o el blog), lo cual significa que <u>los trabajos asignados deben enviarse vía Blackboard con suficiente antelación. Una vez cerrado el sistema todo documento que no sea recibido a tiempo tendrá automáticamente un "0". Cursillo de orientación sobre Blackboard:</u>

http://ondemand.blackboard.com/r91/movies/bb91_student_submit_assignment.htm

- 6) No se proporcionarán exámenes antes ni después de las fechas indicadas a menos que exista un justificante probatorio oficial y debidamente sellado.
- 7) En esta clase <u>no se tolerará ningún tipo de deshonestidad académica</u>. El/la alumno/a que incurra en un acto de esta naturaleza reprobará automáticamente el trabajo o el examen, y será consignado ante las autoridades universitarias correspondientes. Para evitar cualquier equívoco, es un requisito de esta clase que el/la estudiante realice el cursillo sobre "Deshonestidad académica" disponible en el blog.

Fecha límite para dar de baja el curso: La última fecha para dar de baja el curso es el 1 de abril.

*Este documento es un contrato, por lo que la permanencia en la clase significa el total entendimiento y la aceptación del programa del curso.

MUY IMPORTANTE:

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

IMPORTANT: This syllabus is subject to change at the discretion of the professor.

Distribución de las clases:

- 1. Miércoles, 19 de enero: Presentación del curso; examen de diagnóstico.
- Viernes, 21 de enero: Inicia SPAN 3304: Capítulo 1: Semejanzas y contrastes (pp. 26-32); Ortografía (pp. 36-38).
- 3. Lunes, 24 de enero: Capítulo 2: Semejanzas y contrastes (pp. 50-56); Gramática (pp. 56-60).
- 4. Miércoles, 26 de enero: Ortografía (pp. 60-64); Capítulo 3: Semejanzas y contrastes (pp. 75-79).
- 5. Viernes, 28 de enero: Gramática (pp. 79-86); Ortografía (pp. 86-88).
- 6. Lunes, 31 de febrero: Capítulo 4: Semejanzas y contrastes (99-100); Gramática (101-109).
- 7. Miércoles, 2 de febrero: Ortografía (pp. 109-113); Capítulo 5: Semejanzas y contrastes (pp. 123-127).
- 8. Viernes, 4 de febrero: Jorge Luis Borges, "La pesadilla" (ensayo); Gramática (pp. 127-133).
- 9. Lunes, 7 de febrero: Dichos y refranes (pp. 133-137); Ortografía (pp. 137-141).
- 10. Miércoles, 9 de febrero: Capítulo 6: Gramática (pp. 158-169); El ensayo y el estilo MLA.
- 11. Viernes, 11 de febrero: Repaso previo al examen parcial.
- 12. Lunes, 14 de febrero: Examen parcial.
- 13. Miércoles, 16 de febrero: Alejandro Amenábar, Abre los ojos (película).
- 14. Viernes, 18 de febrero: Capítulo 7: Gramática (pp. 181-185).
- 15. Lunes, 21 de febrero: Ortografía (186-187); Capítulo 8: Semejanzas y contrastes (pp. 196-199);
- 16. Miércoles, 23 de febrero: Gramática (pp. 199-208).
- 17. Viernes, 25 de febrero: Ortografía (pp. 208-210); Capítulo 9: Gramática (221-224); Ortografía (pp. 225-226) entrega de la primera versión del ensayo.

- 18. Lunes, 28 de febrero: Capítulo 10: Semejanzas y contrastes (pp. 233-234); Gramática (pp. 235-242).
- 19. Miércoles, 2 de marzo: Capítulo 11: Semejanzas y contrastes (pp. 254-255); Gramática (pp. 255-263).
- Viernes, 4 de marzo: Ortografía (pp. 264-266); Francisco Tario, "Entre tus dedos helados" (cuento); entrega de la segunda versión del ensayo.
- 21. Lunes, 7 de marzo: Capítulo 12: Semejanzas y contrastes (pp. 273-278); repaso previo al examen parcial.
- 22. Miércoles, 9 de marzo: Examen y fin de SPAN 3304.
- 23. Viernes, 11 de marzo: Inicia SPAN 3305: Gramática (pp. 278-282); Ortografía (pp. 283-287).
- 24. Lunes, 21 de marzo: Capítulo 13 (pp. 294-303).
- Miércoles, 23 de marzo: Capítulo 14: Semejanzas y contrastes (pp. 311-314); Rosa Montero, "Nosotras y ellos" (ensayo).
- 26. Viernes, 25 de marzo: Gramática (pp. 314-322); Ortografía (322-324).
- 27. Lunes, 28 de marzo: Capítulo 15: Semejanzas y contrastes (pp. 331-336); Ortografía (pp. 337-339).
- 28. Miércoles, 30 de marzo: Capítulo 16: Gramática (pp. 351-355); Cristina Peri Rossi, "El ángel caído" (cuento).
- 29. Viernes, 1 de abril: Semejanzas y contrastes (pp. 355-357); Capítulo 17: Semejanzas y contrastes (pp. 367-371).
- 30. Lunes, 4 de abril: Gramática (371-378).
- 31. Miércoles, 6 de abril: Capítulo 18: Semejanzas y contrastes (pp. 387-388); Gramática (pp. 388-394).
- 32. Viernes, 8 de abril: Capítulo 19: Semejanzas y contrastes (pp. 409-411); Gramática (pp. 411-414).
- 33. Lunes, 11 de abril: Capítulo 20: Gramática (pp. 427-438).
- 34. Miércoles, 13 de abril: Capítulo 21: Semejanzas y contrastes (pp. 452-455); Gramática (pp. 455-460).
- 35. Viernes, 15 de abril: Gramática (pp. 460-464); Rosario Ferré, "La muñeca menor" (cuento).
- Lunes, 18 de abril: Capítulo 22: Semejanzas y contrastes (pp. 479-482); Gramática (pp. 482-483); Ortografía (pp. 483-487).
- 37. Miércoles, 20 de abril: El análisis morfosintáctico y los vicios del lenguaje.
- 38. Viernes, 22 de abril: Ejercicios de repaso (análisis del discurso y vicios del lenguaje); especificaciones sobre las exposiciones y los resúmenes.
- 39. Lunes, 25 de abril: Guillermo del Toro, El laberinto del fauno (película).
- 40. Miércoles, 27 de abril: Ejercicios de repaso (análisis del discurso y vicios del lenguaje).
- 41. Viernes, 29 de abril: Exposiciones.
- 42. Lunes, 2 de mayo: Exposiciones.

- 43. Miércoles, 4 de mayo: Exposiciones.
- 44. Viernes, 6 de mayo: Fin de SPAN 3305: Repaso previo al examen parcial y evaluaciones del curso.

DEPARTMENT OF SPANISH AND PORTUGUESE CENTER FOR MEXICAN AMERICAN STUDIES THE UNIVERSITY OF TEXAS AT AUSTIN COURSE DESCRIPTION – Spring, 2012

Rhetoric and Composition for Heritage and Native Speakers

SPN 367K / MAS 374 (Pre-requisite: SPN 327/MAS 350)

Instructor: Cristina Cabello C. de Martínez, Ph.D.

Office: BEN 3.122

Office Hours: Tuesday's and Thursday's-11:00-12:00pm., and by appointment.

Email: cabellodemartinez@austin.utexas.edu

DESCRIPTION:

This course is an intensive writing course designed to develop critical thinking skills and academic writing proficiency. The course is primarily intended for Heritage and Native speakers with a strong command of oral communication skills but inexperienced in the writing of academic essays, research papers or original prose in the Spanish language. An insight to the cultural perspectives of Latin America and its surge in the continental United States enables the student to approach the scholarly discipline of writing from a distinct perspective, especially as a bilingual, thus a series of unabridged texts from Latin America, Spain and the United States will be read and studied: themes, thesis, discourse, tone, register, delivery. The student will do a considerable amount of reading and analysis then will formulate and reflect on his/her understanding and reception of the genre in question. Rhetoric and composition advanced techniques will be studied as a process and the student will have the opportunity to produce varied original texts that progress in areas of difficulty and creativity accordingly.

This course encourages student's interests in both academic writing and advanced oral expression. Research on assigned topics is required. Activities—individual and group clusters, promote critical thinking about topics in current events, history as well as literary genre. The prime objective of the course is to achieve formality in style and expression in writing and oral expression as well as become familiar with the protocols of Spanish especially as it becomes an indispensable skill in the professional workforce in the United States. Orthography and Grammar are reviewed in lessons but is not an independent part of this course; you are expected to produce documents that are coherent and throughout the course of the semester, work on stylistic elements in order to improve your writing. In this course the student is expected to produce on average, 25 typed pages which comprise separate writing assignments. Flags:

Writing:

This course carries the Writing flag. Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

TEXTBOOKS:

Required Texts:

Graciela Reyes. Manual de Redacción. Cómo escribir bien en español. Arco Libros, S.L., 2009.

Carlos Fuentes. El espejo enterrado. Taurus, Alfaguara, S.A., 1997.

Recommended Texts:

Ediciones El PAÍS. Libro de estilo 2002, El País, L.S.

Eco, Umberto: Cómo se hace una tesis. Técnicas y procedimientos de investigación, estudio y escritura.

Trad. Esp. de Lucía Baranda y Alberto Clavería Ibáñez. Barcelona, Gedisa, 1997.

Foster, Altamiranda, Urioste. The Writers Guide to Spanish. University of Texas Press, 1999.

(browse: www.alfaguara.net)

Diccionario de sinónimos y antónimos. Santillana. www.santillanausa.com Diccionario del Español Actual: Manuel Seco, Olimpia Andrés, Gabino Ramos

Diccionario panhispánico de dudas. Real Academia Española. 2005.

(browse: www.rae.es/rae.html)

María Moliner, Diccionario de uso del español, Madrid, Gredos, 1998

http://online.wsj.com/public/page/espanol-inicio.html

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GRADING SYSTEM @ 100%

•	4 Composiciones:	20%
•	Monografia*	20%
٠	Presentación	3%
٠	3 Exámenes – Teoria de redacción	30%
•	Tareas por capítulos: (9)	<u>27%</u>
		100%

Specifics will be addressed in a timely manner nevertheless, please read carefully information on class rudiments.

- Tareas are due on the assigned dates specified in the Course Outline and are designed to help
 the student improve ability to formulate ideas in an academic writing style and to foster
 quantitative reasoning skills. These writing assignments will reflect an understanding of the course
 content as the semester progresses and each comprise an increase level of challenge. Late work
 will not be accepted.
 - There are 9 'Tareas' individual and group assignments. When specified as 'group' work you will be working with 2 or 3 students in a collaborative effort. This activity is designed to help you master course content and exercise your writing as well as presentation skills, time management and creativity. Each homework activity requires some outside class-time preparation for structure and organization but work is started during class time. Each student or group is assigned different assignments.
- 2. Compositions: Students will write short essays on assigned readings of Carlos Fuentes, El espejo enterrado. There are 8 short compositions in the course of the semester, you are required to turn in 4 for a grade. These compositions are understood as commentaries and average ³/₄ to 1page-double spaced and require a title and are turned in on dates specified.
- 3. **Monografia:** This composition is your major academic and/or creative work of the semester and may be turned in at intervals during the semester for revision and critique. It is recommended that bibliography and drafts be presented in person during office hours. The extension of the completed work is 10 12 pages, typed double spaced. The goal of this work is an in depth

exercise in academic or creative writing. Level of difficulty is assessed individually. <u>Monografia</u> requires that you visit with the professor to discuss your outline, bibliography and first <u>draft</u>. I will sign and time/date these short meetings. These meetings average 10-15 minutes each and are highly recommended.

Proposal and preliminary outline (Primer borrador) is considered as the first draft. Second draft (Segundo borrador) requires a bibliography and a peer review. This means that a student from the class reads your paper and formulates a reaction to your written thoughts in one paragraph. You turn in this paragraph along with your composition for a grade. This work consists of structured academic writing according to the guidelines of the genre to which it belongs and receives a grade as well as a detailed critique which will address quality of the student's written expression and ways in which the paper may be improved. Upon delivery of this material, the student should consult with the professor and prepare the third and final draft. (última revisión /Trabajo semestral) Final draft is turned in on ______ and semester grade with this assignment is finalized.

- 4. **Portafolio: Optional.** Your portfolio is a collection of your work for this class, kept in a binder or folder and organized in an effective way by sections. Your portfolio needs therefore a Table of Contents, or separator tabs, and a short introduction that specifies writing accomplishments and obstacles as a 'writer' during the entirety of the semester: *Tareas* per chapters; Exams w/corrections; Essays, Notes on recommended online readings. In addition you are encouraged to log daily reading times, usage of dictionaries, online academic readings or current events, pertinent websites, blogs. Document insightful terms and or phrases found in readings that are new to you. Prepare a separate listing of 'bilingual blurs' that you've manage to identify and clarify the correct word or phrase to use in its place. Portfolio is considered extra credit (+1-3pts.).
- 5. **Examenes:** There will be <u>3 written</u> in class exams during the semester. There is no final examination during regular scheduled final exam session.

Note: ALL written exercises, exams and compositions will address the **grammar specifics and writing techniques** studied. Outline, preliminary draft and final draft must be typed, double-spaced. For each essay, you provide a title, and divide the text into paragraphs: introduction with thesis statement, supporting information or arguments, conclusions and a bibliography. Correct use of grammar is expected in each paper presented. Use of accents, capitalization, punctuation marks where appropriate, idiomatic expressions, command of verb tenses and precise vocabulary are all elements that are essential for your grade, and therefore you will be assigned a separate grade for 'GRAMMAR' within each essay. Extension for each essay is on average 6-8. No late papers are accepted w/o prior consultation. All writing submitted for grade purposes must be original.

Policies

Attendance and Class Participation: Class participation and attendance is essential for successful completion of this course*. Each unexcused absence will result in the loss of 1 full point for each class missed from the final average. Class participation is required for successful completion of the course. Home work assignments are worked as group projects and sections of most compositions are read aloud as well as viewed on the projector as preliminary exercises. Thus your work is sporadically reviewed by classmates. If you are absent due to illness or a major conflict, it is your responsibility to advise me and if necessary your "home work group" by email on the date of your absence and to turn in written documentation, if the absence is to be acknowledged as excused by the professor. It is your own responsibility to check on any amendments or changes on the syllabus announced on the date you were absent and to turn in turn in any late work.

Plus and minus final grades will be assigned.

<u>Preparation outside of class</u>: Each student is expected to read and prepare assignments BEFORE the meeting time. CONSULT your dictionary and allow judicious time in preparing your homework

assignments and readings. You are totally responsible for the day's lesson and for the turning in of assignments on the dates specified in the syllabus.

Academic Accommodations for Students with Disabilities: Any student in need of special attention or assistance necessary for satisfactory academic achievement and completion of course requirements, must see the professor as soon as possible so that arrangements may be made and agreed upon at the beginning of the semester, in compliance with the statues of the University of Texas at Austin.

The following course syllabus is only a general outline. Due to the nature of the class, some "alterations" might be done to dates and material covered, in order to provide attention to detail. I teach this course as a "workshop" and it is pertinent that each student receive as much individualized instruction as possible. Therefore, exact instructions for *Tarea* assignments will be clarified accordingly. Readings or due dates might be changed at the discretion of the professor to insure that all students will have ample time for individual and group formal presentations. Assignments will be announced at the beginning of each class meeting and again before dismissal to avoid any confusion. You will also receive electronic notice of the impromptu changes, if any. Please make note of pertinent information in order to be prepared for each class. It is the student's responsibility to follow closely with all assigned readings and assignments.

Itinerario de Clase

Enero:

Martes, 17	Introducción al curso. Preliminares y objetivos. Tarea: ver Mario Vargas Llosa, Lecciones y maestros 1-4. YouTube. Tomar apuntes. Leer Prólogo al texto de clase.
Jueves, 19	I Parte / Reyes. El lenguaje escrito: géneros, registros, gramática. Discusión Vargas Llosa y Reyes. Capítulo 1: 17-29. Tomar apuntes.
Martes, 24	Capítulo 1: 29-37 / 38-46. Tomar apuntes. Tarea 1-en grupos / Ejercicios en grupo y práctica. (1,3,5,6)
Jueves, 26	Repaso Capítulo 1. Presentar y Entregar Tarea 1
Martes, 31	Capítulo 2: 47-53. Tomar apuntes. Lectura: Discurso Nobel. Leer Octavio Paz / Vargas Llosa.
Febrero	
Jueves, 2	Capítulo 2: 53-63. Tomar apuntes. Tarea 2-en grupos / Ejercicios y práctica. (1,2,3,4,5,6,7)
Martes, 7	Entregar Tarea 2. Capítulo 3: 80-89. Tomar apuntes. Lectura: Discurso Nobel. Leer Octavio Paz / Vargas Llosa.
Jueves, 9	Capítulo 3: 89-117. Tomar apuntes. Tarea 3-en grupos / Ejercicios (1,2,3)
Martes, 14	Entregar Tarea 3. Examen 1/Reyes, capítulos 1-3 + Octavio Paz/Llosa.
Jueves, 16	II Parte/Reyes El proceso de redacción. Capítulo 4: 121-127. Tomar apuntes.

Martes, 21	Capítulo 4:127-158. Tomar apuntes Tarea 4-en grupos / Ejercicios y práctica (1, 2, 3, 4, 5) Lectura: Carlos Fuentes, I-III. Composición 1			
Jueves, 23	Entregar Tarea 4. Capítulo 5:159-174. Tomar apuntes			
	*Iniciar lluvia se ideas para la monografía. Consultar en horas de oficina.			
Martes, 28	Capítulo 5: 174-191. Tomar apuntes Tarea 5-en grupos / Ejercicios y práctica. (3,5,6,8) Lectura: Carlos Fuentes, IV-VI. Composición 2			
Marzo				
Jueves, 1	 Entregar Tarea 5. Capítulo 6:192-201. Tomar apuntes Entregar propuesta, esquema básico para la monografía y bibliografía inicial. (Primer borrador) 			
Martes, 6	Capítulo 6: 201-216. Tarea 6-individual / Ejercicios y práctica. (1,2,3,5,6) Lectura: Carlos Fuentes, VII-VIII. Composición 3			
Jueves, 8	Examen 2/ Reyes, capítulos 4-6. Entregar Tarea 6 y Entregar Composiciones 1-3.*			
12-17	Semana de descanso.			
Martes, 20	 III Parte/Reyes. Preparación y redacción de monografías, tesis, informes, cartas. Capítulo 7: 219-227. Tomar apuntes. Lectura: Carlos Fuentes, IX-X. Composición 4 			
Jueves, 22	Capítulo 7: 227-243. Tomar apuntes.			
Martes, 27	Capítulo 7:243-252. Tomar apuntes. Tarea 7-individual / Ejercicios y práctica. (2,5,6) Lectura: Carlos Fuentes, XI. Composición 5			
Jueves, 29	Capítulo 8: 253-259. Entregar Tarea 7.			
Abril				
Martes, 3	Capítulo 8:259-284. Tomar apuntes. Tarea 8-en grupos/ Ejercicios y práctica. (1,3,5,6,7,8) Lectura: Carlos Fuentes, XII. Composición 6			
Jueves, 5	Entregar Tarea 8. • Entregar Segundo borrador de la monografía. (Este trabajo debe incluir una reseña por parte de un/una colega)			
Martes, 10	Capítulo 9:285-294. Tomar apuntes. • Lectura: Carlos Fuentes, XIII. Composición 7			

Jueves, 12 Capítulo 9:294-336. Tomar apuntes.

Tarea 9-individual / Ejercicios y práctica. (1,4,5,8)

Martes, 17 Conclusiones y apéndices/Reyes: 337-356.

Entregar Tarea 9 en clase.

Lectura: Carlos Fuentes, XIV – XV. Composición 8

Jueves, 19

Martes, 24 Examen 3/ Reyes 7-9+.

Jueves, 26 Breve presentación individual. Destacar los aspectos de problemática en la

investigación y en la elaboración de la redacción de la monografía; los retos y logros en la preparación y elaboración del trabajo académico semestral. Se lee

una parte del trabajo académico.

(5)

Mayo

Martes, 1 Presentaciones: (5)

Jueves, 3 Presentaciones: (5)

Entregar Composiciones 4-8.*

**

Notes:

Proposal and preliminary outline is considered as the first draft. Second draft requires a bibliography and a peer review. This means that a student from the class reads your paper and formulates a reaction to your written thoughts in one paragraph. You turn in this paragraph along with your composition for a grade. This work consists of structured academic writing according to the guidelines of the genre to which it belongs and receives a grade as well as a detailed critique which will address quality of the student's written expression and ways in which the paper may be improved. Upon delivery of this material, the student should consult with the professor and prepare the third and final draft. Final draft is turned in on the last day of class and the grade is at this point is finalized.

Portfolio is optional and will be presented as Extra Credit. Students will make an appointment to present complete Portfolio during an assigned time on May 10^{th} , 2012.

C. Cabello C. de Martínez, Ph.D., SPN 367.K Rhetoric and Composition for the Heritage and/or Native Speaker. University of Texas at Austin, spring, 2012.

^{*}There are 8 short compositions in the course of the semester; you are required to turn in 4 for a grade. These compositions are understood as commentaries and average 3/4 to 1page-double spaced and require a title.

^{**}Entregar Trabajo semestral/última revisión de la monografía = 10 de mayo de 2012, BEN 3.122.



MODERN LANGUAGES DEPARTMENT COLLEGE OF LIBERAL ARTS

UT-B

SPANISH 2313, SPANISH FOR NATIVE/ HERITAGE SPEAKERS I

COURSE SYLLABUS

FALL 2012

Instructor: Luis Yurazy Castañeda

Office: **MRCS 283**

Phone Number: 607-768-3775 (CELL PHONE) luis.yurazy@gmail.com

CONTACT METHODS: phone or e-mail

You may contact me using any of the information shown above. Please feel free to reach me if you have any questions regarding content, if you need clarification, or would like assistance.

COMMUNICATIONS:

The course will use e-mail and messaging system extensively to communicate during the term. The instructor will use the student's University Network Authorization Account for all e-mail communications. ALL STUDENTS ARE EXPECTED TO CHECK AND USE THIS ACCOUNT REGULARLY.

¡BIENVENIDOS A SU CLASE DE ESPAÑOL, SPAN 2313!

PREREQUISITE: Native or near-native fluency in Spanish. No formal study of Spanish

expected.

THIS IS AN ONLINE COURSE OFFERED VIA MYUTBTSC. COURSE

Review and application of skills in reading and writing. Emphasizes DESCRIPTION:

vocabulary acquisition, reading, composition, and culture. Designed for individuals with oral proficiency in Spanish, these courses are considered

equivalent to SPAN 2311 & 2312.

OBJECTIVES:

Through exposure to good models of standard Spanish, guided practice, together with good personal study habits, effort and regular class participation, the student will....

· develop a critical approach to all language related academic tasks.

gain mastery of the Spanish orthographic code.

gain in appreciation of the diversity of Hispanic cultures.

Page 2 of 8

- develop a linguistic perspective on the place of the regional Mexican-American dialect of Spanish within the context of the worldwide Hispanic community.
- develop knowledge and understanding of the interrelationships of disciplines, particularly the arts, geography, history, and literature as they relate to the study of the Spanish language and cultures.

GENERAL EDUCATION COURSE INTELLECTUAL COMPETENCIES:

Students should demonstrate the competencies listed below, but this course will provide them with ample opportunity to refine their existing skills in the following six areas:

- 1. Reading: Reading at the college level means the ability to analyze and interpret a variety of printed materials.
- Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience.
- Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- 4. **Listening**: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
- Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information

problems and acquiring information.

PLEASE NOTE: In order to assess the six GENERAL EDUCATION COURSE INTELLECTUAL

COMPETENCIES listed above, beginning in the fall semester 2011, all courses will be

participating in a Year-Long Assessment. The department may randomly request samples of

work submitted by students throughout the semester to be used for assessment purposes.

REQUIRED MATERIALS:

MANUAL GRAMATICA& ORTOGRAFIA& DICC LAROUSSE, 2/E FRANCES-BENITEZ & BENITEZ

ISBN-10: 0205879934 or ISBN-13: 9780205879939

Publisher: Prentice Hall Copyright: 2013
Format: Adhoc Bundle [TEXTBOOK AND DICTIONARY]

Dictionary: A Spanish/Spanish dictionary (e.g. Larouse Usual by Ramón García-Pelayo) or a Spanish/English dictionary (e.g. Vox). PLEASE NOTE: Choice of dictionary depends on student's level of fluency.

PLEASE NOTE: Each student is required to purchase a copy of the textbook. ABSOLUTELY NO PHOTOCOPIES OF THE BOOK!!

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OPTIONAL MATERIALS:

In addition to the above-required materials, some may find it helpful to

obtain:

A verb-form handbook, 501 Spanish Verbs, 7th. Edition, ISBN-13:

 $\textbf{978-0764197970} \hspace{0.2cm} \textbf{author, Kendris, Christopher, Ph.D.} \\$

or

ıgator:

Spanish Dial-A-Verb 5000 (\$15.95), verb conjugator: http://www.prologo.net/5000.htm ISBN: 9616884-1-6

or



<u>Spanish Dial-A-Verb 8000</u> (\$15.95), verb conjugator: <u>http://www.prologo.net/8000.htm</u> ISBN: 9616884-2-4

GRADING:

The final grade for the course will be determined as follows:

EXAMS:

30% of the grade will be determined by the average of 2 major exams,

15% each, chapters 1 & 2 and 3 & 4.

QUIZZES:

15% of the grade will be determined by the average of all Quizzes (Based on the reading passages, 6 quizzes total, one per chapter)

HOMEWORK:

20% of the grade will be determined by the Composite of all graded

work.

COMPOSITIONS:

10% of the grade will be determined by the average of all compositions.

FINAL EXAM:

25% of the grade: Final Comprehensive Exam (chapters 1-6)

100% Total

GRADING SCALE, EFFECTIVE FALL 2012:

98-100% 93-97.90% 90-92.9

90-92.90% 87-89.90%

83-86.90%

A +

Δ

A-

B+

В

80-82.90% 77-79.90% 73-76.90% 70-72.90% B- C+ C C-

67-69.90% 63-66.90% 60-62.90% BELOW 60 % D+ D D- F

Page 4 of 8

MAKE UP WORK:

No assignment will be accepted late. Failure to turn in assignments on time will result in a "0". No makeups on quizzes, period. Makeups on exams will be allowed only if the student notifies the professor prior to the exam, the professor is satisfied that the absence was unavoidable (documentation will be required), and arrangements are made at that time for the makeup exam to take place.

ADDITIONAL INFORMATION:

As part of the requirements for this course, students will be required to complete the following types of assignments:

COURSEWORK:

Assignments are divided in two different kinds: INTERACTIVE EXERCISES [IE] and INSTRUCTOR GRADED ASSIGNMENTS [IG]). The tabs for each type of assignment are located in the main menu of Blackboard. Click on the proper link for each session to access all assignments for each category. Both types of assignments must be submitted for each session as indicated in the course calendar. INTERACTIVE EXERCISES [IE] are timed (30 MINUTES, PER ASSIGNMENT) and students have two chances to complete each exercise. Students must complete the exercise within the allocated time; once assessed, 5 points will be deducted from the grade for that particular assignment for each minute the allocated time is exceeded. When the Interactive Exercise is completed twice, the highest grade will be recorded as the final grade for that particular assignment. INSTRUCTOR GRADED ASSIGNMENTS [IG] must be submitted as "ASSIGNMENTS" via Blackboard (See instructions on the section SUBMITTING ASSIGNMENTS in this syllabus).

YOU MUST REPORT ANY TECHNICAL PROBLEMS WITHIN 24 HOURS OR YOU WILL RECEIVE A GRADE OF ZERO FOR THE ASSIGNMENT.

Online Quizzes: Students will take online quizzes from the readings assigned for each session, and as scheduled in the course calendar.

Major Exams: Major exams are to be taken in person at UT-B or at an authorized Proctoring Center.

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INSTRUCTOR GRADED ASSIGNMENTS, [IG] are found in the [IG] INSTRUCTOR GRADED ASSIGNMENTS *TAB*, they must be saved and submitted as assignments inside blackboard, no assignments sent via e-mail will be accepted, unless a grade of 1 was received for assignment.

All instructor graded assignments are graded usually once a week. When submitting Instructor Graded Assignments please follow these simple instructions:

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- 2. A new window will pop up with following options: Open, Save or Cancel buttons

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- 3. Click the Save button (NOTE: Carefully check where you are saving your Word document)
- 4. Open your assignment word document in Microsoft Word.
- 5. Once you are finish, do not forget to save your document with your answers. (**NOTE:** If you are using Microsoft 2007, please make sure you save your Word files document as a 97 2003 Word document)
- 6. Now, attach your Assignment Microsoft Word file by clicking the "Browse in my Computer" button
- 7. Click the "Save & Submit" button, then OK, OK
- 8. Before you log out, and to verify that your file was successfully submitted; go back to the "Grade Center" and look for the file you submitted, click on

the exclamation mark, , and then click on "view attempt," then on the link to your file, and click "open" to verify that the correct file was submitted.

The () will be changed to a grade, once the assignment is graded by the instructor or to a 1 if the assignment is incomplete or incorrect and in need of corrections. When receiving a grade of 1, students must read the notes for the assignment, which can be accessed in the student's gradebook by clicking at the grade, 1. If asked to resubmit a file, the file must be submitted as attachment via e-mail to ana.pena@utb.edu on or before the date when the next session of assignments is due. If no corrections are submitted by the due date, the grade of 1 will be automatically changed to a zero, NO exceptions! Please note that assignments are graded only once a week and depending on the number of assignments received on the due date, grading might take longer than usual since all exercises are graded individually and feedback is provided to all students for each exercise. PLEASE, DO NOT ATTACH MORE THAN ONE FILE in each gradebook item.

PLEASE NOTE: Students need to properly UPLOAD assignments inside Blackboard using the "assignments option". Students who continuously fail to upload the assignments will receive automatic zeros for those assignments. There will be some flexibility with the uploading only for session 1, after session 1, if the assignment is not uploaded, a grade of zero will be awarded for that particular assignment.

NO EXCEPTIONS!!!

TAKING QUIZZES AND MAJOR EXAMS:

You will have **TWO CHANCES** to take each quiz, the highest grade of the two attempts will be recorded in the gradebook. Please ensure that **you have turned off call waiting** and that you take the quiz with a reliable Internet connection. If you encounter a problem, contact the **Helpdesk** as soon as

possible. You must report any technical problems within 24 hours or you will receive a grade of zero for the quiz. All online quizzes are timed and must be completed within the allowed time; points will be deducted from the quiz grade if the allowed time is exceeded. NO EXCUSES!!! After you finish the quiz, click SAVE & SUBMIT. You will be asked if you want to submit this assignment now; click OK. A confirmation message will appear; click OK.

TECHNICAL SUPPORT:

If you experience a browser or computer crash during a quiz, when you begin the quiz again, the quiz will restart where you left off as long as you saved your answers.

Students will be required to attend the campus or an authorized Testing Office for ALL MAJOR EXAMS. For all UT-B Students (Brownsville, Texas Campus) times and location will be announced in the course calendar and through the announcements section. Students attending other campus must make arrangements with a proctor at a community college, college or university's testing center using the **PROCTOR REQUEST** tab located in the main menu of Blackboard and by the deadline indicated in the course calendar. If you have questions regarding this service, please contact roberto.huerta@utb.edu, from the Online Learning Office. Students failing to submit their proctor request by the deadline, will be required to take their exams at the UT-B Campus, NO EXCEPTIONS!!! Proctored exams must be taken and supervised at an official testing center at a community college, college or university at the student's expense (Cost of proctoring a test is usually \$25.00-\$45.00). Please Note: All students must present a photo I.D. prior to taking an exam. No student will be allowed to take exam without a proper form of identification, No Exceptions!!

If you have questions regarding navigation of the MyUTBTSC Course Portal, use of course tools, or any other technical issues, please click on the **Technical Support** link in the Main Menu on the left side of the entry screen in Blackbaord. Students are expected to keep all quiz and exam information completely confidential, neither printing, copying, replicating, showing, discussing, consulting, or sharing information about the items or their answers, before, during, or after taking the quiz or exam. Violations of this policy will result in failure, suspension, or expulsion.

ADDITIONAL INFORMATION: UNIVERSITY POLICIES:

SATISFACTORY ACADEMIC PROGRESS (SAP)

UTB/TSC monitors academic progress every fall and spring semester to identify those students who are experiencing difficulty with their courses. Satisfactory Academic Progress (SAP) is based upon two components: GPA of 2.0 or higher and successful course completion of at least 70% of course work attempted. Students remain in good standing with the university and Financial Aid when both criteria are met. Students who do not maintain these required minimum standards will be placed on probation or suspension as appropriate. The complete Satisfactory

Academic Progress policy and the Undergraduate Satisfactory Academic Progress for Financial Aid policy can be found in the current Undergraduate Catalog. For more information, please visit

http://www.utb.edu/vpaa/sap/Pages/Home.aspx

SCHOLASTIC DISHONESTY

and Regulations)

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. (Board of Regents Rules

All scholastic dishonesty incidents will be reported to the Dean of Students. Do not allow your peers to pressure you to cheat. Your grade, academic standing and personal reputation are at stake. For a brief informative video on cheating and its consequences click on "Academic Integrity at UTB/TSC" at this link: (http://www.utb.edu/sa/studentlife).

STUDENTS' ACADEMIC RESPONSIBILITIES

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at any time, be dropped from courses. This may result in a "W" or "F" on the student's permanent record.

EMERGENCY POLICY STATEMENT

In compliance with the Emergency UTB/TSC Academic Continuity Program, academic courses, partially or entirely, will be made available on the MyUTBTSC Blackboard course management system. This allows faculty members and students to continue their teaching and learning via MyUTBTSC Blackboard http://myutbtsc.blackboard.com, in case the university shuts down as a result of a hurricane or any other natural disaster.

The university will use MyUTBTSC Blackboard to post announcements notifying faculty members and students of their responsibilities as a hurricane approaches our region. If the university is forced to shut down, faculty will notify their course(s). To receive credit for a course, it is the student's responsibility to complete all the requirements for that course. Failure to access course materials once reasonably possible can result in a reduction of your overall grade in the class.

To facilitate the completion of class, most or all of the communication between students and the institution, the instructor, and fellow classmates will take place using the features in your MyUTBTSC Blackboard and UTB email

Page 8 of 8

system. Therefore, all students must use Scorpion Online to provide a current email address. Students may update their email address by following the link titled "Validate your e-Mail Account" in MyUTBTSC Blackboard Portal. In the event of a disaster, that disrupts normal operations, all students and faculty must make every effort to access an internet-enabled computer as often as possible to continue the learning process.

AMERICANS WITH DISABILITIES ACT (ADA)

INTERACTIVE EXERCISES

INSTRUCTOR

Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374 or e-mail steve.wilder@utb.edu.

Students should become familiarized with the following terms:

[IG]	INSTRUCTOR GRADED ASSIGNMENTS
[OQ]	ONLINE QUIZZES
[FN]	FACULTY NOTES
[DB]	DISCUSSION BOARD
[1]	ASSIGNMENT NEEDS TO BE RESUBMITTED BEFORE THE NEXT SESSION OF ASSIGNMENTS IS DUE
!	ASSIGNMENTS NEEDS GRADING OR ALLOWED TIME FOR QUIZ, EXERCISE OR EXAM HAS BEEN EXCEEDED AND GRADE NEEDS TO BE ENTERED MANUALLY BY THE

TERMS I SHOULD KNOW:



SYLLABUS, FALL 2012, UT-B DEPARTMENT OF MODERN LANGUAGES



MODERN LANGUAGES DEPARTMENT COLLEGE OF LIBERAL ARTS

UT-B

SPANISH 2313, SPANISH FOR NATIVE/ HERITAGE SPEAKERS I

COURSE SYLLABUS

FALL 2012

Instructor: Ms. Ana del Rosario Peña-Oliva

Office: MRCS 283

Office Hours: Mondays & Wednesdays 2:00 p.m.-3:30 p.m.

Tuesdays & Thursdays 1:00 p.m.-2.30 p.m.

OTHER TIMES BY APPOINTMENT

Phone Number: 956-882-8884 (OFFICE) or 956-459-8464 (CELL PHONE)

E-Mail: ana.pena@utb.edu

CONTACT METHODS: phone or e-mail

You may contact me using any of the information shown above. Please feel free to reach me if you have any questions regarding content, if you need clarification, or would like assistance.

COMMUNICATIONS:

The course will use e-mail and messaging system extensively to communicate during the term. The instructor will use the student's University Network Authorization Account for all e-mail communications. ALL STUDENTS ARE EXPECTED TO CHECK AND USE THIS ACCOUNT REGULARLY.

¡BIENVENIDOS A SU CLASE DE ESPAÑOL, SPAN 2313!

PREREQUISITE: Native or near-native fluency in Spanish. No formal study of Spanish

expected.

COURSE THIS IS AN ONLINE COURSE OFFERED VIA MYUTBTSC.

DESCRIPTION: Review and application of skills in reading and writing. Emphasizes

vocabulary acquisition, reading, composition, and culture. Designed for individuals with oral proficiency in Spanish, these courses are considered

equivalent to SPAN 2311 & 2312.

OBJECTIVES:

Through exposure to good models of standard Spanish, guided practice, together with good personal study habits, effort and regular class participation, the student will

regular class participation, the student will....

- develop a critical approach to all language related academic tasks.
- gain mastery of the Spanish orthographic code.

Page 2 of 8

- · gain in appreciation of the diversity of Hispanic cultures.
- develop a linguistic perspective on the place of the regional Mexican-American dialect of Spanish within the context of the worldwide Hispanic community.
- develop knowledge and understanding of the interrelationships of disciplines, particularly the arts, geography, history, and literature as they relate to the study of the Spanish language and cultures.

GENERAL EDUCATION COURSE INTELLECTUAL COMPETENCIES:

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- Reading: Reading at the college level means the ability to analyze and interpret a variety of printed materials.
- 2. **Writing**: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience.
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- Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information.

PLEASE NOTE: In order to assess the six GENERAL EDUCATION COURSE INTELLECTUAL COMPETENCIES listed above, beginning in the fall semester 2011, all courses will be participating in a Year-Long Assessment. The department may randomly request samples of work submitted by students throughout the semester to be used for assessment purposes.

REQUIRED MATERIALS:

MANUAL GRAMATICA& ORTOGRAFIA& DICC LAROUSSE, 2/E FRANCES-BENITEZ & BENITEZ

ISBN-10: 0205879934 or ISBN-13: 9780205879939 Publisher: Prentice Hall Copyright: 2013

Format: Adhor Bundle TEXTBOOK AND DICTIONARY

Dictionary: A Spanish/Spanish dictionary (e.g. Larouse Usual by Ramón García-Pelayo) or a Spanish/English dictionary (e.g. Vox). PLEASE NOTE: Choice of dictionary depends on student's level of fluency.

PLEASE NOTE: Each student is required to purchase a copy of the textbook. ABSOLUTELY NO PHOTOCOPIES OF THE BOOK!!

Page 3 of 8

OPTIONAL MATERIALS: In addition to the above-required materials, some may find it helpful to

obtain:

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978-0764197970 author, Kendris, Christopher, Ph.D.

<u>Spanish Dial-A-Verb 5000</u> (\$15.95), verb conjugator: http://www.prologo.net/5000.htm ISBN: 9616884-1-6



Spanish Dial-A-Verb 8000 (\$15.95), verb conjugator: http://www.prologo.net/8000.htm ISBN: 9616884-2-4

GRADING:

The final grade for the course will be determined as follows:

EXAMS:

30% of the grade will be determined by the average of 2 major exams,

15% each, chapters 1 & 2 and 3 & 4.

QUIZZES:

15% of the grade will be determined by the average of all Quizzes (Based on the reading passages, 6 quizzes total, one per chapter)

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100% Total

A+

GRADING SCALE, EFFECTIVE FALL 2012:

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A-

87-89.90% B+

83-86.90%

В

80-82.90% 77-79.90% 73-76.90% 70-72.90% B-C+ C C-

67-69.90% 63-66.90% 60-62.90% BELOW 60 % D+ D D-F

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MAKE UP WORK:

No assignment will be accepted late. Failure to turn in assignments on time will result in a "0". No makeups on quizzes, period. Makeups on exams will be allowed only if the student notifies the professor prior to the exam, the professor is satisfied that the absence was unavoidable (documentation will be required), and arrangements are made at that time for the makeup exam to take place.

ADDITIONAL INFORMATION:

As part of the requirements for this course, students will be required to complete the following types of assignments:

COURSEWORK:

Assignments are divided in two different kinds: INTERACTIVE EXERCISES [IE] and INSTRUCTOR GRADED ASSIGNMENTS [IG]). The tabs for each type of assignment are located in the main menu of Blackboard. Click on the proper link for each session to access all assignments for each category. Both types of assignments must be submitted for each session as indicated in the course calendar. INTERACTIVE EXERCISES [IE] are timed (30 MINUTES, PER ASSIGNMENT) and students have two chances to complete each exercise. Students must complete the exercise within the allocated time; once assessed, 5 points will be deducted from the grade for that particular assignment for each minute the allocated time is exceeded. When the Interactive Exercise is completed twice, the highest grade will be recorded as the final grade for that particular assignment. INSTRUCTOR GRADED ASSIGNMENTS [IG] must be submitted as "ASSIGNMENTS" via Blackboard (See instructions on the section SUBMITTING ASSIGNMENTS in this syllabus).

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NO EXCEPTIONS!!!

TAKING QUIZZES AND MAJOR EXAMS:

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UTB/TSC monitors academic progress every fall and spring semester to identify those students who are experiencing difficulty with their courses. Satisfactory Academic Progress (SAP) is based upon two components: GPA of 2.0 or higher and successful course completion of at least 70% of course work attempted. Students remain in good standing with the university and Financial Aid when both criteria are met. Students who do not maintain these required minimum standards will be placed on probation or suspension as appropriate. The complete Satisfactory

Academic Progress policy and the Undergraduate Satisfactory Academic Progress for Financial Aid policy can be found in the current Undergraduate Catalog. For more information, please visit

http://www.utb.edu/vpaa/sap/Pages/Home.aspx

SCHOLASTIC DISHONESTY

and Regulations)

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies

on scholastic dishonesty will be strictly enforced. (Board of Regents Rules

All scholastic dishonesty incidents will be reported to the Dean of Students. Do not allow your peers to pressure you to cheat. Your grade, academic standing and personal reputation are at stake. For a brief informative video on cheating and its consequences click on "Academic Integrity at UTB/TSC" at this link: (http://www.utb.edu/sa/studentlife).

STUDENTS' ACADEMIC RESPONSIBILITIES

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at any time, be dropped from courses. This may result in a "W" or "F" on the student's permanent record.

EMERGENCY POLICY STATEMENT

In compliance with the Emergency UTB/TSC Academic Continuity Program, academic courses, partially or entirely, will be made available on the MyUTBTSC Blackboard course management system. This allows faculty members and students to continue their teaching and learning via MyUTBTSC Blackboard http://myutbtsc.blackboard.com, in case the university shuts down as a result of a hurricane or any other natural disaster.

The university will use MyUTBTSC Blackboard to post announcements notifying faculty members and students of their responsibilities as a hurricane approaches our region. If the university is forced to shut down, faculty will notify their course(s). To receive credit for a course, it is the student's responsibility to complete all the requirements for that course. Failure to access course materials once reasonably possible can result in a reduction of your overall grade in the class.

To facilitate the completion of class, most or all of the communication between students and the institution, the instructor, and fellow classmates will take place using the features in your MyUTBTSC Blackboard and UTB email

Page 8 of 8

system. Therefore, all students must use Scorpion Online to provide a current email address. Students may update their email address by following the link titled "Validate your e-Mail Account" in MyUTBTSC Blackboard Portal. In the event of a disaster, that disrupts normal operations, all students and faculty must make every effort to access an internet-enabled computer as often as possible to continue the learning process.

AMERICANS WITH DISABILITIES ACT (ADA)

Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374 or e-mail steve.wilder@utb.edu.

Students should become familiarized with the following terms:

[IE]	INTERACTIVE EXERCISES
[IG]	INSTRUCTOR GRADED ASSIGNMENTS
[OQ]	ONLINE QUIZZES
[FN]	FACULTY NOTES
[DB]	DISCUSSION BOARD
[1]	ASSIGNMENT NEEDS TO BE RESUBMITTED BEFORE THE NEXT SESSION OF ASSIGNMENTS IS DUE
!	ASSIGNMENTS NEEDS GRADING OR ALLOWED TIME FOR QUIZ, EXERCISE OR EXAM HAS BEEN EXCEEDED AND GRADE NEEDS TO BE ENTERED MANUALLY BY THE INSTRUCTOR

TERMS I SHOULD KNOW:



SYLLABUS, FALL 2012, UT-B DEPARTMENT OF MODERN LANGUAGES



MODERN LANGUAGES DEPARTMENT COLLEGE OF LIBERAL ARTS

UT-B

SPANISH 2315, SPANISH FOR NATIVE/ HERITAGE SPEAKERS II

COURSE SYLLABUS

FALL 2012

Instructor: Dr. Laura Garza

Office: MRCS 291

Office Hours: MW 10:30 AM-1:30PM

OTHER TIMES BY APPOINTMENT

Phone Number: 956-882-7214 (OFFICE)

E-Mail: | aura.garza@utb.edu

CONTACT METHODS: phone or e-mail

You may contact me using any of the information shown above. Please feel free to reach me if you have any questions regarding content, if you need clarification, or would like assistance.

COMMUNICATIONS:

The course will use e-mail and messaging system extensively to communicate during the term. The instructor will use the student's University Network Authorization Account for all e-mail communications. ALL STUDENTS ARE EXPECTED TO CHECK AND USE THIS ACCOUNT REGULARLY.

¡BIENVENIDOS A SU CLASE DE ESPAÑOL, SPAN 2315!

PREREQUISITE: Successful completion of Spanish 2313.

COURSE THIS IS AN ONLINE COURSE OFFERED VIA MYUTBTSC.

DESCRIPTION: A continuation of Spanish 2313, Spanish for Native/ Heritage Speakers I.

Review and application of skills in reading and writing. Emphasizes vocabulary acquisition, reading, composition, and culture. Designed for individuals with oral proficiency in Spanish, these courses (Spanish 2313 &

2315) are considered equivalent to SPAN 2311 & 2312.

OBJECTIVES: Through exposure to good models of standard Spanish, guided

practice, together with good personal study habits, effort and

regular class participation, the student will....

- develop a critical approach to all language related academic tasks.
- gain mastery of the Spanish orthographic code.
- gain in appreciation of the diversity of Hispanic cultures.

Page 2 of 8

- develop a linguistic perspective on the place of the regional Mexican-American dialect of Spanish within the context of the worldwide Hispanic community.
- develop knowledge and understanding of the interrelationships of disciplines, particularly the arts, geography, history, and literature as they relate to the study of the Spanish language and cultures.

GENERAL EDUCATION COURSE INTELLECTUAL **COMPETENCIES:**

Students should demonstrate the competencies listed below, but this course will provide them with ample opportunity to refine their existing skills in the following six areas:

- 1. Reading: Reading at the college level means the ability to analyze and interpret a variety of printed materials.
- 2. Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience.
- 3. Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- 4. Listening: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- 5. Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
- 6. Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving

problems and acquiring information.

PLEASE NOTE: In order to assess the six GENERAL EDUCATION COURSE INTELLECTUAL

COMPETENCIES listed above, beginning in the fall semester 2011, all courses will be

participating in a Year-Long Assessment. The department may randomly request samples of

work submitted by students throughout the semester to be used for assessment purposes.

REQUIRED **MATERIALS:**

MANUAL GRAMATICA& ORTOGRAFIA& DICC LAROUSSE, 2/E FRANCES-BENITEZ & BENITEZ

0205879934 ISBN-13: 9780205879939

Publisher: Prentice Hall Copyright: 2013 Format: Adhoc Bundle [TEXTBOOK AND DICTIONARY]

Dictionary: A Spanish/Spanish dictionary (e.g. Larouse Usual by Ramón García-Pelayo) or a Spanish/English dictionary (e.g. Vox).

PLEASE NOTE: Choice of dictionary depends on student's level of fluency.

PLEASE NOTE: Each student is required to purchase a copy of the textbook. ABSOLUTELY NO PHOTOCOPIES OF THE BOOK!!

Page 3 of 8

OPTIONAL MATERIALS:

In addition to the above-required materials, some may find it helpful to

obtain:

A verb-form handbook, 501 Spanish Verbs, 7th. Edition, ISBN-13:

978-0764197970 author, Kendris, Christopher, Ph.D.

or

Spanish Dial-A-Verb 5000 (\$15.95), verb conjugator: http://www.prologo.net/5000.htm ISBN: 9616884-1-6

or



<u>Spanish Dial-A-Verb 8000</u> (\$15.95), verb conjugator: <u>http://www.prologo.net/8000.htm</u> ISBN: 9616884-2-4

GRADING:

The final grade for the course will be determined as follows:

EXAMS:

30% of the grade will be determined by the average of 2 major exams,

15% each, chapters 7 & 8 and 9 & 10.

QUIZZES:

15% of the grade will be determined by the average of all Quizzes (Based on the reading passages, 6 quizzes total, one per chapter)

HOMEWORK:

20% of the grade will be determined by the Composite of all graded

work.

COMPOSITIONS:

10% of the grade will be determined by the average of all compositions.

FINAL EXAM:

25% of the grade: Final Comprehensive Exam (chapters 7-12)

A-

100% Total

A+

GRADING SCALE, EFFECTIVE FALL 2012:

98-100% 93-97.90% 9

90-92.90%

87-89.90% 83-86.90%

B+

В

80-82.90% 77-79.90% 73-76.90% 70-72.90% B- C+ C C-

67-69.90% 63-66.90% 60-62.90% BELOW 60 % D+ D- F

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MAKE UP WORK:

No assignment will be accepted late. Failure to turn in assignments on time will result in a "0". No makeups on quizzes, period. Makeups on exams will be allowed only if the student notifies the professor prior to the exam, the professor is satisfied that the absence was unavoidable (documentation will be required), and arrangements are made at that time for the makeup exam to take place.

ADDITIONAL INFORMATION:

As part of the requirements for this course, students will be required to complete the following types of assignments:

COURSEWORK:

Assignments are divided in two different kinds: INTERACTIVE EXERCISES [IE] and INSTRUCTOR GRADED ASSIGNMENTS [IG]). The tabs for each type of assignment are located in the main menu of Blackboard. Click on the proper link for each session to access all assignments for each category. Both types of assignments must be submitted for each session as indicated in the course calendar. INTERACTIVE EXERCISES [IE] are timed (30 MINUTES, PER ASSIGNMENT) and students have two chances to complete each exercise. Students must complete the exercise within the allocated time; once assessed, 5 points will be deducted from the grade for that particular assignment for each minute the allocated time is exceeded. When the Interactive Exercise is completed twice, the highest grade will be recorded as the final grade for that particular assignment. INSTRUCTOR GRADED ASSIGNMENTS [IG] must be submitted as "ASSIGNMENTS" via Blackboard (See instructions on the section SUBMITTING ASSIGNMENTS in this syllabus).

YOU MUST REPORT ANY TECHNICAL PROBLEMS WITHIN 24 HOURS OR YOU WILL RECEIVE A GRADE OF ZERO FOR THE ASSIGNMENT.

Online Quizzes: Students will take online quizzes from the readings assigned for each session, and as scheduled in the course calendar.

Major Exams: Major exams are to be taken in person at UT-B or at an authorized Proctoring Center.

SUBMITTING IG ASSIGNMENTS:

INSTRUCTOR GRADED ASSIGNMENTS, [IG] are found in the [IG] INSTRUCTOR GRADED ASSIGNMENTS *TAB*, they must be saved and submitted as assignments inside blackboard, no assignments sent via e-mail will be accepted, unless a grade of 1 was received for assignment.

All instructor graded assignments are graded usually once a week. When submitting Instructor Graded Assignments please follow these simple instructions:

Please follow the next steps to get and then submit your assignment

- 1. Click in the file (eg. EP1, S2 El acento escrito) link
- 2. A new window will pop up with following options: Open, Save or Cancel buttons

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- 3. Click the Save button (NOTE: Carefully check where you are saving your Word document)
- 4. Open your assignment word document in Microsoft Word.
- 5. Once you are finish, do not forget to save your document with your answers. (**NOTE:** If you are using Microsoft 2007, please make sure you save your Word files document as a 97 2003 Word document)
- 6. Now, attach your Assignment Microsoft Word file by clicking the "Browse in my Computer" button
- 7. Click the "Save & Submit" button, then OK, OK
- 8. Before you log out, and to verify that your file was successfully submitted; go back to the "Grade Center" and look for the file you submitted, click on

the exclamation mark, , and then click on "view attempt," then on the link to your file, and click "open" to verify that the correct file was submitted.

The () will be changed to a grade, once the assignment is graded by the instructor or to a 1 if the assignment is incomplete or incorrect and in need of corrections. When receiving a grade of 1, students must read the notes for the assignment, which can be accessed in the student's gradebook by clicking at the grade, 1. If asked to resubmit a file, the file must be submitted as attachment via e-mail to laura.garza@utb.edu on or before the date when the next session of assignments is due. If no corrections are submitted by the due date, the grade of 1 will be automatically changed to a zero, NO exceptions! Please note that assignments are graded only once a week and depending on the number of assignments received on the due date, grading might take longer than usual since all exercises are graded individually and feedback is provided to all students for each exercise. PLEASE, DO NOT ATTACH MORE THAN ONE FILE in each gradebook item.

PLEASE NOTE: Students need to properly UPLOAD assignments inside Blackboard using the "assignments option". Students who continuously fail to upload the assignments will receive automatic zeros for those assignments. There will be some flexibility with the uploading only for session 1, after session 1, if the assignment is not uploaded, a grade of zero will be awarded for that particular assignment.

NO EXCEPTIONS!!!

TAKING QUIZZES AND MAJOR EXAMS:

You will have **TWO CHANCES** to take each quiz, the highest grade of the two attempts will be recorded in the gradebook. Please ensure that **you have turned off call waiting** and that you take the quiz with a reliable Internet connection. If you encounter a problem, contact the **Helpdesk** as soon as

possible. You must report any technical problems within 24 hours or you will receive a grade of zero for the quiz. All online quizzes are timed and must be completed within the allowed time; points will be deducted from the quiz grade if the allowed time is exceeded. NO EXCUSES!!! After you finish the quiz, click SAVE & SUBMIT. You will be asked if you want to submit this assignment now; click OK. A confirmation message will appear; click OK.

TECHNICAL SUPPORT:

If you experience a browser or computer crash during a quiz, when you begin the quiz again, the quiz will restart where you left off as long as you saved your answers.

Students will be required to attend the campus or an authorized Testing Office for ALL MAJOR EXAMS. For all UT-B Students (Brownsville, Texas Campus) times and location will be announced in the course calendar and through the announcements section. Students attending other campus must make arrangements with a proctor at a community college, college or university's testing center using the **PROCTOR REQUEST** tab located in the main menu of Blackboard and by the deadline indicated in the course calendar. If you have questions regarding this service, please contact roberto.huerta@utb.edu, from the Online Learning Office. Students failing to submit their proctor request by the deadline, will be required to take their exams at the UT-B Campus, NO EXCEPTIONS!!! Proctored exams must be taken and supervised at an official testing center at a community college, college or university at the student's expense (Cost of proctoring a test is usually \$25.00-\$45.00). Please Note: All students must present a photo I.D. prior to taking an exam. No student will be allowed to take exam without a proper form of identification, No Exceptions!!

If you have questions regarding navigation of the MyUTBTSC Course Portal, use of course tools, or any other technical issues, please click on the **Technical Support** link in the Main Menu on the left side of the entry screen in Blackbaord. Students are expected to keep all quiz and exam information completely confidential, neither printing, copying, replicating, showing, discussing, consulting, or sharing information about the items or their answers, before, during, or after taking the quiz or exam. Violations of this policy will result in failure, suspension, or expulsion.

ADDITIONAL INFORMATION: UNIVERSITY POLICIES:

SATISFACTORY ACADEMIC PROGRESS (SAP)

UTB/TSC monitors academic progress every fall and spring semester to identify those students who are experiencing difficulty with their courses. Satisfactory Academic Progress (SAP) is based upon two components: GPA of 2.0 or higher and successful course completion of at least 70% of course work attempted. Students remain in good standing with the university and Financial Aid when both criteria are met. Students who do not maintain these required minimum standards will be placed on probation or suspension as appropriate. The complete Satisfactory

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http://www.utb.edu/vpaa/sap/Pages/Home.aspx

SCHOLASTIC DISHONESTY

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual all students and the integrity of the University policies

to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. (Board of Regents Rules and Regulations)

All scholastic dishonesty incidents will be reported to the Dean of Students. Do not allow your peers to pressure you to cheat. Your grade, academic standing and personal reputation are at stake. For a brief informative video on cheating and its consequences click on "Academic Integrity at UTB/TSC" at this link: (http://www.utb.edu/sa/studentlife).

STUDENTS' ACADEMIC RESPONSIBILITIES

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at any time, be dropped from courses. This may result in a "W" or "F" on the student's permanent record.

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The university will use MyUTBTSC Blackboard to post announcements notifying faculty members and students of their responsibilities as a hurricane approaches our region. If the university is forced to shut down, faculty will notify their course(s). To receive credit for a course, it is the student's responsibility to complete all the requirements for that course. Failure to access course materials once reasonably possible can result in a reduction of your overall grade in the class.

To facilitate the completion of class, most or all of the communication

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between students and the institution, the instructor, and fellow classmates will take place using the features in your MyUTBTSC Blackboard and UTB email system. Therefore, all students must use Scorpion Online to provide a current email address. Students may update their email address by following the link titled "Validate your e-Mail Account" in MyUTBTSC Blackboard Portal. In the event of a disaster, that disrupts normal operations, all students and faculty must make every effort to access an internet-enabled computer as often as possible to continue the learning process.

AMERICANS WITH DISABILITIES ACT (ADA)

Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374 or e-mail steve.wilder@utb.edu.

Students should become familiarized with the following terms:

TERMS I SHOULD KNOW:

[IE]	INTERACTIVE EXERCISES
[IG]	INSTRUCTOR GRADED ASSIGNMENTS
[OQ]	ONLINE QUIZZES
[FN]	FACULTY NOTES
[DB]	DISCUSSION BOARD
[1]	ASSIGNMENT NEEDS TO BE RESUBMITTED BEFORE THE NEXT SESSION OF ASSIGNMENTS IS DUE
!	ASSIGNMENTS NEEDS GRADING OR ALLOWED TIME FOR QUIZ, EXERCISE OR EXAM HAS BEEN EXCEEDED AND GRADE NEEDS TO BE ENTERED MANUALLY BY THE INSTRUCTOR

SYLLABUS, FALL 2012, UT-B DEPARTMENT OF MODERN LANGUAGES





DEPARTMENT OF MODERN LANGUAGES DEPARTMENT COLLEGE OF LIBERAL ARTS

University of Texas at Brownsville SPANISH 2315, SPANISH FOR NATIVE/ HERITAGE SPEAKERS II COURSE SYLLABUS FALL 2012

Instructor: Dr. Dania López García

Office: MRCS 286

Office Hours: M & W 1:30-3:00pm, TH 1:00-3:00 pm and by appointment

Phone Number: 956-882-6503 (OFFICE) 956-882-8246 (Departmental office)

E-Mail: dania.lopezgarcia@utb.edu

CONTACT METHODS: phone or e-mail

You may contact me using any of the information shown above. Please feel free to reach me if you have any questions regarding content, if you need clarification, or would like assistance.

COMMUNICATIONS:

The course will use e-mail and messaging system extensively to communicate during the term. The instructor will use the student's University Network Authorization Account for all e-mail communications. ALL STUDENTS ARE EXPECTED TO CHECK AND USE THIS ACCOUNT REGULARLY.

¡BIENVENIDOS A SU CLASE DE ESPAÑOL, SPAN 2315!

PREREQUISITE: Successful completion of Spanish 2313.

COURSE THIS IS AN ONLINE COURSE OFFERED VIA MYUTBTSC.

DESCRIPTION: A continuation of Spanish 2313, Spanish for Native/ Heritage Speakers I.

Review and application of skills in reading and writing. Emphasizes vocabulary acquisition, reading, composition, and culture. Designed for individuals with oral proficiency in Spanish, these courses (Spanish 2313 &

2315) are considered equivalent to SPAN 2311 & 2312.

OBJECTIVES: Through exposure to good models of standard Spanish, guided

practice, together with good personal study habits, effort and

regular class participation, the student will

- develop a critical approach to all language related academic tasks.
- gain mastery of the Spanish orthographic code.
- gain in appreciation of the diversity of Hispanic cultures.

Page 2 of 8

- develop a linguistic perspective on the place of the regional Mexican-American dialect of Spanish within the context of the worldwide Hispanic community.
- develop knowledge and understanding of the interrelationships of disciplines, particularly the arts, geography, history, and literature as they relate to the study of the Spanish language and cultures.

GENERAL EDUCATION COURSE INTELLECTUAL COMPETENCIES:

Students should demonstrate the competencies listed below, but this course will provide them with ample opportunity to refine their existing skills in the following six areas:

- 1. **Reading**: Reading at the college level means the ability to analyze and interpret a variety of printed materials.
- Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience.
- Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- Listening: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
- Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information

problems and acquiring information.

PLEASE NOTE: In order to assess the six GENERAL EDUCATION COURSE INTELLECTUAL

COMPETENCIES listed above, beginning in the fall semester 2011, all courses will be

participating in a Year-Long Assessment. The department may randomly request samples of

work submitted by students throughout the semester to be used for assessment purposes.

REQUIRED MATERIALS:

MANUAL GRAMATICA& ORTOGRAFIA& DICC LAROUSSE, 2/E FRANCES-BENITEZ & BENITEZ

ISBN-10: 0205879934 or ISBN-13: 9780205879939

Publisher: Prentice Hall Copyright: 2013
Format: Adhoc Bundle [TEXTBOOK AND DICTIONARY]

Dictionary: A Spanish/Spanish dictionary (e.g. Larouse Usual by Ramón García-Pelayo) or a Spanish/English dictionary (e.g. Vox). PLEASE NOTE: Choice of dictionary depends on student's level of fluency.

PLEASE NOTE: Each student is required to purchase a copy of the textbook. ABSOLUTELY NO PHOTOCOPIES OF THE BOOK!!

Page 3 of 8

OPTIONAL MATERIALS: In addition to the above-required materials, some may find it helpful to

obtain:

A verb-form handbook, 501 Spanish Verbs, 7th. Edition, ISBN-13:

978-0764197970 author, Kendris, Christopher, Ph.D.

<u>Spanish Dial-A-Verb 5000</u> (\$15.95), verb conjugator: http://www.prologo.net/5000.htm ISBN: 9616884-1-6

Spanish Dial-A-Verb 8000 (\$15.95), verb conjugator: http://www.prologo.net/8000.htm ISBN: 9616884-2-4



The final grade for the course will be determined as follows: **GRADING:**

EXAMS: 30% of the grade will be determined by the average of 2 major exams,

15% each, chapters 7 & 8 and 9 & 10.

15% of the grade will be determined by the average of all Quizzes QUIZZES:

(Based on the reading passages, 6 quizzes total, one per chapter)

20% of the grade will be determined by the Composite of all graded HOMEWORK:

work.

COMPOSITIONS: 10% of the grade will be determined by the average of all compositions.

FINAL EXAM: 25% of the grade: Final Comprehensive Exam (chapters 7-12)

100% Total

A+

GRADING SCALE, EFFECTIVE FALL 2012:

98-100% 93-97.90% 90-92.90% 87-89.90% 83-86.90%

> A-B+

80-82.90% 77-79.90% 73-76.90% 70-72.90% B-C+ C C-

67-69.90% 63-66.90% 60-62.90% BELOW 60 % D+ D D-F

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MAKE UP WORK:

No assignment will be accepted late. Failure to turn in assignments on time will result in a "0". No makeups on quizzes, period. Makeups on exams will be allowed only if the student notifies the professor prior to the exam, the professor is satisfied that the absence was unavoidable (documentation will be required), and arrangements are made at that time for the makeup exam to take place.

ADDITIONAL INFORMATION:

As part of the requirements for this course, students will be required to complete the following types of assignments:

COURSEWORK:

Assignments are divided in two different kinds: INTERACTIVE EXERCISES [IE] and INSTRUCTOR GRADED ASSIGNMENTS [IG]). The tabs for each type of assignment are located in the main menu of Blackboard. Click on the proper link for each session to access all assignments for each category. Both types of assignments must be submitted for each session as indicated in the course calendar. INTERACTIVE EXERCISES [IE] are timed (30 MINUTES, PER ASSIGNMENT) and students have two chances to complete each exercise. Students must complete the exercise within the allocated time; once assessed, 5 points will be deducted from the grade for that particular assignment for each minute the allocated time is exceeded. When the Interactive Exercise is completed twice, the highest grade will be recorded as the final grade for that particular assignment. INSTRUCTOR GRADED ASSIGNMENTS [IG] must be submitted as "ASSIGNMENTS" via Blackboard (See instructions on the section SUBMITTING ASSIGNMENTS in this syllabus).

YOU MUST REPORT ANY TECHNICAL PROBLEMS WITHIN 24 HOURS OR YOU WILL RECEIVE A GRADE OF ZERO FOR THE ASSIGNMENT.

Online Quizzes: Students will take online quizzes from the readings assigned for each session, and as scheduled in the course calendar.

Major Exams: Major exams are to be taken in person at UT-B or at an authorized Proctoring Center.

SUBMITTING IG ASSIGNMENTS:

INSTRUCTOR GRADED ASSIGNMENTS, [IG] are found in the [IG] INSTRUCTOR GRADED ASSIGNMENTS *TAB*, they must be saved and submitted as assignments inside blackboard, no assignments sent via e-mail will be accepted, unless a grade of 1 was received for assignment.

All instructor graded assignments are graded usually once a week. When submitting Instructor Graded Assignments please follow these simple instructions:

Please follow the next steps to get and then submit your assignment

- 1. Click in the file (eg. EP1, S2 El acento escrito) link
- 2. A new window will pop up with following options: Open, Save or Cancel buttons

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- 3. Click the Save button (NOTE: Carefully check where you are saving your Word document)
- 4. Open your assignment word document in Microsoft Word.
- 5. Once you are finish, do not forget to save your document with your answers. (**NOTE**: If you are using Microsoft 2007, please make sure you save your Word files document as a 97 2003 Word document)
- 6. Now, attach your Assignment Microsoft Word file by clicking the "Browse in my Computer" button
- 7. Click the "Save & Submit" button, then OK, OK
- 8. Before you log out, and to verify that your file was successfully submitted; go back to the "Grade Center" and look for the file you submitted, click on

the exclamation mark, , and then click on "view attempt," then on the link to your file, and click "open" to verify that the correct file was submitted.

The () will be changed to a grade, once the assignment is graded by the instructor or to a 1 if the assignment is incomplete or incorrect and in need of corrections. When receiving a grade of 1, students must read the notes for the assignment, which can be accessed in the student's gradebook by clicking at the grade, 1. If asked to resubmit a file, the file must be submitted as attachment via e-mail to dania.lopezqarcia@utb.edu on or before the date when the next session of assignments is due. If no corrections are submitted by the due date, the grade of 1 will be automatically changed to a zero, NO exceptions! Please note that assignments are graded only once a week and depending on the number of assignments received on the due date, grading might take longer than usual since all exercises are graded individually and feedback is provided to all students for each exercise. PLEASE, DO NOT ATTACH MORE THAN ONE FILE in each gradebook item.

PLEASE NOTE: Students need to properly UPLOAD assignments inside Blackboard using the "assignments option". Students who continuously fail to upload the assignments will receive automatic zeros for those assignments. There will be some flexibility with the uploading only for session 1, after session 1, if the assignment is not uploaded, a grade of zero will be awarded for that particular assignment.

NO EXCEPTIONS!!!

TAKING QUIZZES AND MAJOR EXAMS:

You will have **TWO CHANCES** to take each quiz, the highest grade of the two attempts will be recorded in the gradebook. Please ensure that **you have turned off call waiting** and that you take the quiz with a reliable Internet connection. If you encounter a problem, contact the **Helpdesk** as soon as

possible. You must report any technical problems within 24 hours or you will receive a grade of zero for the quiz. All online quizzes are timed and must be completed within the allowed time; points will be deducted from the quiz grade if the allowed time is exceeded. NO EXCUSES!!! After you finish the quiz, click SAVE & SUBMIT. You will be asked if you want to submit this assignment now; click OK. A confirmation message will appear; click OK.

TECHNICAL SUPPORT:

If you experience a browser or computer crash during a quiz, when you begin the quiz again, the quiz will restart where you left off as long as you saved your answers.

Students will be required to attend the campus or an authorized Testing Office for ALL MAJOR EXAMS. For all UT-B Students (Brownsville, Texas Campus) times and location will be announced in the course calendar and through the announcements section. Students attending other campus must make arrangements with a proctor at a community college, college or university's testing center using the **PROCTOR REQUEST** tab located in the main menu of Blackboard and by the deadline indicated in the course calendar. If you have questions regarding this service, please contact roberto.huerta@utb.edu, from the Online Learning Office. Students failing to submit their proctor request by the deadline, will be required to take their exams at the UT-B Campus, NO EXCEPTIONS!!! Proctored exams must be taken and supervised at an official testing center at a community college, college or university at the student's expense (Cost of proctoring a test is usually \$25.00-\$45.00). Please Note: All students must present a photo I.D. prior to taking an exam. No student will be allowed to take exam without a proper form of identification, No Exceptions!!

If you have questions regarding navigation of the MyUTBTSC Course Portal, use of course tools, or any other technical issues, please click on the **Technical Support** link in the Main Menu on the left side of the entry screen in Blackbaord. Students are expected to keep all quiz and exam information completely confidential, neither printing, copying, replicating, showing, discussing, consulting, or sharing information about the items or their answers, before, during, or after taking the quiz or exam. Violations of this policy will result in failure, suspension, or expulsion.

ADDITIONAL INFORMATION: UNIVERSITY POLICIES:

SATISFACTORY ACADEMIC PROGRESS (SAP)

UTB/TSC monitors academic progress every fall and spring semester to identify those students who are experiencing difficulty with their courses. Satisfactory Academic Progress (SAP) is based upon two components: GPA of 2.0 or higher and successful course completion of at least 70% of course work attempted. Students remain in good standing with the university and Financial Aid when both criteria are met. Students who do not maintain these required minimum standards will be placed on probation or suspension as appropriate. The complete Satisfactory

Academic Progress policy and the Undergraduate Satisfactory Academic Progress for Financial Aid policy can be found in the current Undergraduate Catalog. For more information, please visit

http://www.utb.edu/vpaa/sap/Pages/Home.aspx

SCHOLASTIC DISHONESTY

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. (Board of Regents Rules and Regulations)

All scholastic dishonesty incidents will be reported to the Dean of Students. Do not allow your peers to pressure you to cheat. Your grade, academic standing and personal reputation are at stake. For a brief informative video on cheating and its consequences click on "Academic Integrity at UTB/TSC" at this link: (http://www.utb.edu/sa/studentlife).

STUDENTS' ACADEMIC RESPONSIBILITIES

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at any time, be dropped from courses. This may result in a "W" or "F" on the student's permanent record.

EMERGENCY POLICY STATEMENT

In compliance with the Emergency UTB/TSC Academic Continuity Program, academic courses, partially or entirely, will be made available on the MyUTBTSC Blackboard course management system. This allows faculty members and students to continue their teaching and learning via MyUTBTSC Blackboard http://myutbtsc.blackboard.com, in case the university shuts down as a result of a hurricane or any other natural disaster.

The university will use MyUTBTSC Blackboard to post announcements notifying faculty members and students of their responsibilities as a hurricane approaches our region. If the university is forced to shut down, faculty will notify their course(s). To receive credit for a course, it is the student's responsibility to complete all the requirements for that course. Failure to access course materials once reasonably possible can result in a reduction of your overall grade in the class.

To facilitate the completion of class, most or all of the communication

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between students and the institution, the instructor, and fellow classmates will take place using the features in your MyUTBTSC Blackboard and UTB email system. Therefore, all students must use Scorpion Online to provide a current email address. Students may update their email address by following the link titled "Validate your e-Mail Account" in MyUTBTSC Blackboard Portal. In the event of a disaster, that disrupts normal operations, all students and faculty must make every effort to access an internet-enabled computer as often as possible to continue the learning process.

AMERICANS WITH DISABILITIES ACT (ADA)

Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374 or e-mail steve.wilder@utb.edu.

Students should become familiarized with the following terms:

TERMS I SHOULD KNOW:

[IE]	INTERACTIVE EXERCISES
[IG]	INSTRUCTOR GRADED ASSIGNMENTS
[OQ]	ONLINE QUIZZES
[FN]	FACULTY NOTES
[DB]	DISCUSSION BOARD
[1]	ASSIGNMENT NEEDS TO BE RESUBMITTED BEFORE THE NEXT SESSION OF ASSIGNMENTS IS DUE
!	ASSIGNMENTS NEEDS GRADING OR ALLOWED TIME FOR QUIZ, EXERCISE OR EXAM HAS BEEN EXCEEDED AND GRADE NEEDS TO BE ENTERED MANUALLY BY THE INSTRUCTOR

SYLLABUS, FALL 2012, UT-B DEPARTMENT OF MODERN LANGUAGES



SPANISH 2303 Spanish for Spanish Speakers One Fall 2009

Days: Instructor: Time: Office: Room: Hours:

I. Required texts:

- 1. Español escrito and Cuaderno de actividades: Curso para hispanohablantes bilingües. Vol. 1. Sexta edición_by Guadalupe Valdés, Richard V. Teschner and Héctor Enriquez. Prentice Hall, 2007
- 2. My Spanish Lab access code (included in the package)

This volume can be purchased at the UTEP Bookstore. You must bring the book to class every day. The exercises in the <u>Cuaderno</u> are to be written in the <u>Cuaderno</u> itself and not on separate sheets of paper.

II. Description: Spanish for Spanish Speakers One is a beginning-level course for students—typically north-of-the-border bilinguals—who speak Spanish at home and/or in the community but who have never seriously studied it and who are therefore not fluent readers or writers of it. SPAN 2303 is not designed for students who have been raised and (largely) educated in countries where Spanish is an official language; it is also not designed for north-of-the-border bilinguals who already read and write Spanish proficiently thanks to high-school coursework, K-8 dual-language programs, and the like.

II. Prerequisites for Spanish 2303: If you belong to either of these specified categories before, you must take the Spanish Placement Test, which will probably place you into a higher course, thereby saving you money and time. Also note that SPAN 2303 is the first course in a two-course sequence (2303, 2304). If you have already taken 2304, you cannot sign up for 2303 to receive credit. If you took the placement test and placed into 2303, you enroll in 2303; if you placed into 2304, you enroll in 2304 (unless you show your instructor written permission from the Placement Director to drop back to 2303). The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student's failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

IV. My Spanish Lab. After buying your book, go directly to the link below and and follow the instructions:

http://www.pearsoncustom.com/tx/utep spanish/

My Spanish Lab is a new, nationally hosted online learning and assessment system for elementary Spanish courses. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible grade book, an interactive version of the Español Escrito Student Activities Manual.

In MySpanishLab, students are recognized as individuals with individual learning needs. For example:

- Readiness Checks: At the beginning of each chapter, students may answer questions covering several grammar concepts
 necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on a specific topic,
 they are referred to appropriate grammar tutorials for the instruction they need.
- English and Spanish Grammar Tutorials: 90 short, animated tutorials teach students the English grammar they need in
 order to understand the Spanish grammar covered in the text. Other grammar tutorials teach or review the Spanish grammar
 topics covered in the course.
- "Need Help" Feature: When enabled by the instructor, a "Need Help" box appears as students are doing online homework
 activities, providing links to grammar tutorials, e-book sections, and additional practice activities—all of which are directly
 relevant to the task at hand.

V. Grading Policy:

A decimal scale is used on all exams; the course grade is also decimal. The decimal scale we use is this: A = 100-90.00: B = 89.99-80.00: C = 79.99-70.00: D = 69.99-60.00: F = 59.99-0.00

Determining the course grade:

See the course calendar for dates of administration. Please note: There are NO "make-ups." Your course grade will be determined as follows (The option that most benefit your average will be chosen):

Option I: Three chapter exams, each counts 15% for a total of 45% and a final exam that counts 25%. If you end up with this option you can not drop any of the chapter exams.

My Spanish Lab and homework	15%
Compositions:	15%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final exam	25%
Total	100%

Option 2: Three chapter exams (you drop the lowest grade), each exam in this option will count for a total of 30% and a final exam that counts 40%.

My Spanish Lab and homework	.15%
Compositions:	.15%
Exam 1	15%
Exam 2	15%
Exam 3 (lowest grade)	0%
Final exam	40%
Total	.100%

Dropping the lowest midterm grade: You must take the three midterms when they are scheduled. When calculating your grade in the course, your lowest midterm grade will be dropped. If you miss one midterm, then it's that midterm—on which you get a zero—that will count as your lowest grade. Please note: under no circumstances is it possible for you to make up a midterm. All midterms must be taken exactly when they are scheduled. There are no exceptions to this policy whatsoever.

Homework and My Spanish Lab

This includes all assignments from the textbook and its workbook (electronic and printed edition), along with any other work that your instructor may assign. Homework is not accepted late. If you are absent on any given day, please contact your instructor or a classmate to find out what work was assigned but a good source of the homework is your calendar, depicted in this syllabus, and you're My Spanish Lab page. Exception for late homework work: The following are the only conditions under which a late homework assignment will be accepted: you were absent because of a medical emergency requiring hospitalization; you were on jury duty; you were attending the funeral of an immediate member of your family; you were away on official UTEP business. Documentary proof of any of the above must be provided before or immediately after the fact. The course calendar—the last page of this syllabus—gives you a general idea of what parts of the textbook and workbook are going to be covered on any particular day; you must therefore read the course calendar very carefully. All the homework assignments that you turn in will receive full credit provided that they are complete and also handed in on time. Incomplete assignments receive only partial credit.

The midterms:

Each midterm will consist of a multiple-choice Scantron-graded section along with a written part consisting of short-answer questions plus a dictation. To each midterm you must bring a no. 2 pencil and a bottle of correction fluid (for the Scantron sheet) plus whatever other writing instrument you wish to use for the short-answer questions and the dictation. Your instructor will return your exams in order you study for the final.

The final exam:

The final is comprehensive and is administered as scheduled in the UTEP Schedule of Classes; see the calendar at the end of this syllabus for time of administration. The final will contain of a long multiple-choice Scantron-graded section plus a written section consisting of a composition and a dictation. To the final you must bring a no. 2 pencil and a bottle of correction fluid (for the Scantron sheet) plus whatever other writing instrument you wish to use for the rest of the test. Final exam will be kept by your instructor but in case you want to review it, please make an appointment with your instructor.

The compositions:

You are expected to write six compositions, to be handed in at the times we have indicated in the calendar. Each composition is to follow the guidelines that your instructor provides. All compositions must be typed—no hand-written compositions are acceptable—and must be turned in by the scheduled date.

VI. Attendance policy:

To expand your proficiency in a language, you must be present in class so as to engage in active practice there. Good attendance is a course requirement. Therefore, if you are absent an excessive number of times during the drop period—from the first day after the

end of late registration through the last day for faculty to drop students—your instructor will drop you from the course. Here are the rules: During the <u>fall or spring semester</u>, you will be immediately dropped from a MWF class after you've been absent four times in a row; you will also be immediately dropped from a MWF class after you've been absent a total of six times. (See below for official excuses.) Once the last day for faculty to drop students has come and gone, your instructor will not drop you, but can and will lower your grade in the course as per the following absence-based table:

Total number of unexcused absences over the entire semester

Points by which your course 4 absences	2 points
5 absences	4 points
6 absences	6 points
7 absences	8 points

Late arrivals and early departures also carry penalties for purposes of dropping or lowering the course grade: two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence. (To be counted as "present" you must be *in your seat* at the time your instructor takes roll.) If you arrive late to class it is your responsibility to tell your instructor at the end of the class period that you arrived late but that you were indeed present, for if you don't, it's possible he or she will mark you absent. Exceptions to the above-stated policies are only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documentary proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentary proof of hospitalization must be provided on the day you return to class.

Your instructor can also drop you for lack of effort. Please turn off your cellular phone during class time and text messaging is not allowed during class time. If you bring you computer to class please use it for class and not for other personal purpose such as internet, e-mail, messenger, etc. Thanks.

SPANISH 2303

Fall 2009-MWF Calendar:

Ago. 24	Introducción al curso					
Ago. 26	Capítulo 1 Tx. 2 Actividad 1.1 ¿Quién soy yo? Primera composición					
Ago. 28	Capítulo 1 Tx 4-14 El alfabeto					
Ago. 31	Capítulo 1 Cu 1.2-1.14 (ejercicios del alfabeto)					
Sep. 2	Capítulo 1, Tx 15-18 No hay que complicar la felicidad. El origen del español					
Sep. 4	Capítulo 2 Tx 19-28 Los abuelos y la división de sílabas.					
Sep. 7	No hay clase					
Sep. 9	Capítulo 2 Cu 2.22.23 (ejercicios de silabeo)					
Sep. 11	Capítulo 2 La conquista					
Sep. 14	Capítulo 3 Tx. 32-34 La familia Segunda composición					
Sep. 16	Capítulo 3 Tx. 34-41 La acentuación					
Sep. 18	Capítulo 3 Cu 3.2-3.12 (ejercicios de acentuación)					
Sep. 21	Capítulo 3 Cu 3.13 (ejercicios de lectura)					
Sep. 23	Capítulo 3 Tx 48-53 "Lluvia" de Arminé Arjona Cu 3.14 Cultura: Honduras					
Sep. 25	Primer examen parcial					
Sep. 28	Capítulo 4 Tx 48-50 Un accidente Cu 4.1-4-3					
Sep. 30	Capítulo 4 Tx 50-53 Palabras con b					
Oct. 2	Capítulo 4 Cu 4.4-4.18 (ejercicios con b) Tercera composición					
Oct. 5	Capítulo 4 Tx 54-61 "Cuando todo brille" de Liliana Hecker Cu 4.19 Cultura: Puerto Rico					
Oct. 7	Capítulo 5 Tx 63-67 "Las escuelas y yo"					
Oct. 9	Capítulo 5 Tx 68-71 Palabras con <u>b</u>					
Oct. 12	Capítulo 5 Cu 5.2-5.12 (ejercicios con b)					
Oct. 14	Capítulo 5 Cu 5.13-5.24 (ejercicios con b) continuación					
Oct. 16	Capítulo 5 Tx 71-78 "La niña sin alas" de Paloma Díaz Mas Cu 5.25-6.26 Cultura: México					
Oct. 19	Capítulo 6 Tx.79-83 A Trabajar Cu 7.1 Cuarta composición					
Oct. 21	Capítulo 6 Tx 83-89 Palabras con <u>e</u> , <u>s</u> y <u>z</u>					
Oct. 23	Capítulo 6 Cu 6.2-6.21 (ejercicios con <u>z</u>)					
Oct. 26	Capítulo 6 Tx 86-88, "Los niños no se aguantaron" de Tomás Rivera. Cu 6.23-26 Cultura: Chile					

- Oct. 28 Segundo examen parcial
- Oct. 30 Capítulo 7 Tx 93-100 Una tragedia familiar. La letra z
- Nov. 2 Capítulo 7 Cu 7.2-7.17 (ejercicios con z)
- Nov. 4 Capítulo 7 Tx 101-104, "La cita" de Raquel Banda Farfán Cu 7.17-21 Cultura: Bolivia
- Nov. 6 Capítulo 8 Tx 105-109 Nos cambiamos. Quinta composición
- Nov. 9 Capítulo 8 Tx 109-112 La letra x
- Nov. 11 Capítulo 8 Cu 8.2-8.17 (ejercicios con x)
- Nov. 13 Capítulo 8 Tx 113-117 "Fernando Estrella" de Ramiro rea Cu 8.18-8.22 Cultura: Perú
- Nov. 16 Capítulo 9 Tx 117-122 "De trabajadora doméstica a directora de escuela" Cu 9.1
- Nov. 18 Capítulo 9 Tx 123- 129 Palabras con II. Sexta composición
- Nov. 20 Capítulo 9 Cu 9-2-9.18 (ejercicios con II)
- Nov. 23 Capítulo 9 Tx 129-129 "El huésped" de Amparo Dávila Cu 9.19-9.22Cultura: El Ecuador
- Nov. 25 Capítulo 10 Tx 140-143 La letra con j. Cu. 10.2-10.9
- Nov. 27 No hay classe
- Nov. 30 Tercer examen parcial
- Dic.2 Repaso para examen final
- Dec. 4 Día muerto
- Dic. 7-11 Examen final

Fall 2009-TTH Calendar:

- Ago . 25 Introducción. Capítulo 1 Tx. 2 Actividad 1.1 ¿Quién soy yo? Primera composición
- Ago. 27 Capítulo 1 Tx 4-14 El alfabeto Cu 1.2-1.14 (ejercicios del alfabeto)
- Sep. 1 Capítulo 1 Cu 1.2-1.14 (ejercicios del alfabeto)
- Sep. 3 Capítulo 1, Tx 15-18 No hay que complicar la felicidad. El origen del español
- Sep. 8 Capítulo 2 Tx 19-28 Los abuelos y la división de sílabas.
- Sep. 10 Capítulo 2 Cu 2.2.-2.23 (ejercicios de silabeo) Tx 9 La conquista
- Sep. 15 Capítulo 3 Tx. 32-34 La familia Tx. 34-41 La acentuación Segunda composición
- Sep. 17 Capítulo 3 Cu 3.2-3.13 (ejercicios de acentuación y de lectura)
- Sep. 22 Capítulo 3 Tx 48-53 "Lluvia" de Arminé Arjona Cu 3.14 Cultura: Honduras
- Sep. 24 Primer examen parcial
- Sep. 29 Capítulo 4 Tx 48-50 Un accidente Cu 4.1-4-3 Tx 50-53 Palabras con <u>b</u>
- Oct. 1 Capítulo 4 Cu 4.4-4.18 (ejercicios con <u>b</u>) Tercera composición
- Oct. 6 Capítulo 4 Tx 54-61 "Cuando todo brille" de Liliana Hecker Cu 4. Cultura: Puerto Rico
- Oct. 8 Capítulo 5 Tx 63-67 "Las escuelas y yo" Tx 68-71 Palabras con b
- Oct. 13 Capítulo 5 Cu 5.2- 5.24 (ejercicios con <u>b</u>)
- Oct. 15 Capítulo 5 Tx 71- 78 " La niña sin alas" de Paloma Díaz Mas Cu 5.25-6.26 Cultura: México
- Oct. 20 Capítulo 6 Tx.79-83 A Trabajar Cu 7.1 Tx 83-89 Palabras con <u>c</u>, <u>s</u> y <u>z</u>. Cuarta composición
- Oct. 22 Capítulo 6 Cu 6.2-6.21 (ejercicios con <u>z</u>)
- Oct. 27 Capítulo 6 Tx 86-88, "Los niños no se aguantaron" de Tomás Rivera. Cu 6.23-26 Cultura: Chile
- Oct. 29 Segundo examen parcial
- Nov. 3 Capítulo 7 Tx 93-97 Una tragedia familiar. Tx 97-100 La letra z
 - Capítulo 7 Cu 7.2-7.17 (ejercicios con z) Tx 101-104, "La cita" de Raquel Banda Farfán Cu 7.17-21 Cultura:
- Nov. 5 Bolivia
- Nov. 10 Capítulo 8 Tx 105-109 Nos cambiamos. Tx 109-112 La letra x Quinta composición
- Nov. 12 Capítulo 8 Cu 8.2-8.17 (ejercicios con x)
- Nov. 17 Capítulo 8 Tx 113-117 "Fernando Estrella" de Ramiro rea Cu 8.18-8.22 Cultura: Chile
- Nov. 19 Capítulo 9 Tx 123- 129 Palabras con <u>II</u>. Cu 9-2-9.18 (ejercicios con <u>II</u>) Sexta composición
- Nov. 24 Capítulo 9 Tx 129-134 "El huésped" de Amparo Dávila Cu 9.19-9.22 Cultura: El Ecuador
- Nov. 26 No hay clase
- **Dic. 1** Capítulo 10 Tx 140-143 La letra con j. Cu. 10.2-10.9
- Dic. 3 Tercer Examen
- Dic. 7-11 Examen final

Spanish 2304 ("Spanish for Spanish Speakers Two")

Days: Instructor:
Time: Office:
Room: Hours: E-mail:

I. Description of the course:

Spanish for Spanish Speakers Two is the second semester of the two-semester Spanish for Spanish Speakers sequence.

II. Required texts:

1. Español escrito and Cuaderno de actividades: Curso para hispanohablantes bilingües. Volume II, Custom Edition by Guadalupe Valdés, Richard V. Teschner and Héctor M Enríquez. Prentice Hall, 2007. Sixth edition. Do not buy a used book otherwise it will not have My Spanish Laboratory code.

2 Optional text: A monolingual (Spanish-to-Spanish) dictionary.

This volume can be purchased at the UTEP Bookstore. You must bring the book to class every day. The exercises in the <u>Cuaderno</u> are to be written in the <u>Cuaderno</u> itself and not on separate sheets of paper.

Please do not buy a used textbook otherwise you will not have the necessary code to use My Spanish Lab.

III. Prerequisites for Spanish 2304:

Spanish for Spanish Speakers Two is the second semester of the two-semester Spanish for Spanish Speakers sequence. To qualify for SPAN 2304 you must have done one of the following two things: (1) passed SPAN 2303 at UTEP or its equivalent elsewhere (which must have been transferred to your UTEP records), or (2) passed into SPAN 2304 by virtue of having gotten the appropriate score on the UTEP Spanish Placement Test. The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student's failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

IV. Structure and sequence of Assessment and Learning activities:

The variety of learning goals for this course requires a variety of learning activities and assessment. The assessments serve to give you valuable feedback about how well you are achieving the learning goals. The assessments are forward looking. "This means that if you perform these tasks satisfactorily, you can be confident that you will be able to speak, listen, write and understand the language in order to use it out of the class"

V. Individual performance components:

Here are some of the activities you must do during the semester in order to learn the language. You must do this consistently:

- 1. Have a good knowledge of the vocabulary studied in the course.
- 2. Prepare daily preparation for class: both from the book and on line exercises.
- 3. Spend time working outside class.
- 4. Speak and listen in and out of class.
- 5. Do your regular homework from the textbook, workbook or any other assignments given by your instructor.
- 6. Take exams or quizzes in class.
- 7. Write a lot: compositions, sentences and online workbook exercises.
- 8. Attend class regularly and on time.
- 9. Have confidence in your ability to use the language expressing your ideas on a subject.
- 10. Work effectively and productively with other students.

VI. My Spanish Lab:

<u>My Spanish Lab</u> is a new, nationally hosted online learning and assessment system for elementary Spanish courses. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible grade book, an interactive version of the *¡Arriba!* Student Activities Manual, an interactive version of the *¡Arriba!* audio and video programs.

In MySpanishLab, students are recognized as individuals with individual learning needs. For example:

- Readiness Checks: At the beginning of each chapter, students may answer questions covering several grammar
 concepts necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on
 a specific topic, they are referred to appropriate grammar tutorials for the instruction they need.
- English and Spanish Grammar Tutorials: 90 short, animated tutorials teach students the English grammar they
 need in order to understand the Spanish grammar covered in the text. Other grammar tutorials teach or review the
 Spanish grammar topics covered in the course.
- "Need Help" Feature: When enabled by the instructor, a "Need Help" box appears as students are doing online
 homework activities, providing links to grammar tutorials, e-book sections, and additional practice activities—all of
 which are directly relevant to the task at hand.

Oral Practice

With MySpanishLab, students are able to increase their oral proficiency without leaving the online environment. For example:

- · Audio Recording: Students can record their voices in response to oral activities from the Student Activities Manual.
- Audio Feedback: Instructors can access any or all of the students' recorded audio directly from the course gradebook, then listen, enter a grade, make comments in writing, or record a response in return.
- Online Oral Communication Tools: Students can engage in online communication with their classmates, either synchronously or asynchronously.

VII. Criteria, Standards and Rubrics.

Performance criteria and standards are essential in assuring quality work, and are critical to valid, reliable and objective evaluation of your performance in class. You will receive rubrics in advance of assignments to help you prepare the goal of our course and some of these rubrics will be used to grade them.

Sequence of Learning Activities

This may change, but the plan is to work on the following calendar:

Calendario MWF

Ago. 24	Introducción al curso				
Ago. 26	Capítulo 11 Tx 149-153 Los buenos y los malos profesores. Cu 11.1				
Ago. 28	Capítulo 11 Tx 153-160 La oración, la cláusula, el sujeto, el predicado y el sustantivo				
Ago. 31	Capítulo 11 Cu 11.2-11.6 (ejercicios) ENT PRIMERA COMPOSICIÓN				
Sep. 2	Capítulo 11 Tx 161-163"La llorona" Cu 11.7-11.9 Cultura: Venezuela				
Sep. 4	Capítulo 12 Tx 165-170 ¿Escogí bien? Ojalá que mi carrera me sea útil"				
Sep. 7	No hay clase				
Sep. 9	Capítulo 12 Tx 170-173 Los pronombres personales sujetos				
Sep. 11	Capítulo 12 Cu 12.2-12.5 (ejercicios)				
Sep. 14	Capítulo 12 Tx 174-181 La acentuación				
Sep. 16	Capítulo 12 Cu 12.6-12.17 Ejercicios SEGUNDA COMPOSICIÓN				
Sep. 18	Capítulo 12 Tx 181-185 "A la deriva" de Horacio Quiroga. Cu 12.18-12.24 Cultura: Uruguay				
Sep. 21	Capítulo 13 Tx 188-192 Voy a casarme con un extranjero				
Sep. 23	Capítulo 13 Tx 192-198 El verbo y la conjugación				
Sep. 25	Capítulo 13 Cu 13.2-13.10 (ejercicios)				
Sep. 28	Capítulo 13 Tx 198-206 "Notas para un obituario" Cu 13.11-13.15 Cultura: Argentina				
Sep. 30	Primer examen parcial				
Oct. 2	Capítulo 14 Tx 208-212 "Yo he tenido éxito en la vida" Tx 14.1				
Oct. 5	Capítulo 14 Tx 213-218 Los verbos irregulares TERCERA COMPOSICIÓN				
Oct. 7	Capítulo 14 Cu 14.2-14.9 (ejercicios)				
	Capítulo 14 Tx 219-224 "Pastel de tres leches" de Chencha Sánchez de García 14.10-14.14				
Oct. 9	Cultura: Panamá				
Oct. 12	Capítulo 15 Tx 225-229 "Como ser mal jefe" Tx 15.1				

Oct. 14	Capítulo 15 Tx 229-234 las irregularidades del pretérito				
Oct. 16	Capítulo 15 Cu 15.2-15.6 (ejercicios)				
Oct. 19	Capítulo 15 Tx 235-239 "Rubén Contreras" de Luis Soto Cu 15.7- 15.9 Cultura: Costa Rica				
Oct. 21	Capítulo 16 Tx 241-246 "Lenguas y más lenguas"				
Oct. 23	Capítulo 16 Tx 246-253 La oración de más de una cláusula Cu 16.2-16.3				
Oct. 26	Capítulo 16 Tx 253-258 El subjuntivo CUARTA COMPOSICIÓN				
Oct. 28	Capítulo 16 CU 16.3-16.2 Tx 258-263 El último acto CU 16.13-16.16 Cultura: El Salvador				
Oct. 30	Segundo examen parcial				
Nov. 2	Capítulo 17 Tx 263-269 Cásate y monta casa Tx 17.1				
Nov. 4	Capítulo 17 Tx 269-272 El futuro y el condicional				
Nov. 6	Capítulo 17 Tx 273-282 Los tiempos compuestos				
Nov. 9	Capítulo 17 Cu 17.2- 17.10 (ejercicios) QUINTA COMPOSICIÓN				
Nov. 11	Capítulo 17 Tx 283-292 "la casita de sololo1" Cu 17.11-17.13 Cultura: La República Dominicana				
Nov. 13	Capítulo 18. Tx 293-297 "De vacaciones" Tx 19.1				
Nov. 16	Capítulo 18 Tx 298-306 La voz activa y pasiva y otros temas				
Nov. 18	Capítulo 18 Cu 19.2-19.15 Ejercicio				
Nov. 20	Capítulo 18 Tx 306-314 "El divorcio" de Silvina Bullrich Cu 16.18-16.20				
Nov. 23	Capítulo 19. Tx 320-328 Los artículos y el género				
Nov. 25	Capítulo 19 Cu. 19.219.9 SEXTA COMPOSICION				
Nov. 27	No hay clase				
Nov. 30	Repaso para examen				
Dic.2	Tercer examen parcial				
Dec. 4	Día muerto				
Dic. 7-11	Exámenes finales				

Calendario TTH

Ago . 25	Introducción y bienvenida al curso Capítulo 11 Tx 149-160 Los buenos y los malos profesores.					
Ago. 27	Capítulo 11 Cu 11.1 La oración, la cláusula, el sujeto, el predicado y el sustantivo					
Sep. 1	Capítulo 11 Cu 11.2-11.6 (ejercicios) ENT PRIMERA COMPOSICIÓN					
Sep. 3	Capítulo 11 Tx 161-163 "La llorona" Cu 11.7-11.9 Cultura: Venezuela					
Sep. 8	Capítulo 12 Tx 165-173 ¿Escogí bien? Ojalá que mi carrera me sea útil" Los pronombres personales sujetos					
Sep. 10	Capítulo 12 Tx 174-181 La acentuación Cu 12.2-12.17 Ejercicios SEGUNDA COMPOSICIÓN					
Sep. 15	Capítulo 12 Tx 181-185 "A la deriva" de Horacio Quiroga. Cu 12.18-12.24 Cultura: Uruguay					
Sep. 17	Capítulo 13 Tx 187-198 Voy a casarme con un extranjero. El verbo y la conjugación					
Sep. 22	Capítulo 13 Cu 13.2-13.10 (ejercicios)					
Sep. 24	Capítulo 13 Tx 198-206 "Notas para un obituario" Cu 13.11-13.15 Cultura: Argentina					
Sep. 29	Primer examen parcial					
Oct. 1	Capítulo 14 Tx 208-218 "Yo he tenido éxito en la vida" Tx14.1 Los verbos irregulares.					
Oct. 6	Capítulo 14 Cu 14.2-14.9 (ejercicios) TERCERA COMPOSICIÓN					
Oct. 8	Capítulo 14 Tx 219-224 "Pastel de tres leches" García 14.10-14.14 Cultura: Panamá					
Oct. 13	Capítulo 15 Tx 225-234 "Como ser mal jefe" Tx 15.1Tx 229-234 las irregularidades del pretérito					
Oct. 15	Capítulo 15 Cu 15.2-15.6 (ejercicios)					
Oct. 20	Capítulo 15 Tx 235-239 "Rubén Contreras" de Luis Soto Cu 15.7- 15.9 Cultura: Costa Rica					
Oct. 22	Capítulo 16 Tx 241-253 "Lenguas y más lenguas" La oración de más de una cláusula y el subjuntivo					
Oct. 27	Capítulo 16 CU 16.3-16.12 (ejercicios del subjuntivo)					
Oct. 29	Capítulo 16 Tx 258-263 El último acto CU 16.13-16.16 Cultura: El Salvador					
Nov. 3	Segundo examen CUARTA COMPOSICIÓN					
Nov. 5	Capítulo 17 Tx 263-282 Cásate y monta casa Tx 17.1 Tx 269-272 El futuro y el condicional y los tiempos compuestos					
and the same of th	Capítulo 17 Cu 17.2- 17.10 (ejercicios) QUINTA COMPOSICIÓN Tx 283-292 "la casita de sololo1" de					
Nov. 10	Elena Poniatowska Cu 17.11-17.13 Cultura: La República Dominicana					
Nov. 12	Capítulo 18. Tx 293-297 "De vacaciones" Tx 19.1					

Nov. 17 Capítulo 18 Tx 298-306 La voz activa y pasiva y otros temas Cu 19.2-19.15 Ejercicio Nov. 19 Capítulo 18 Tx 306-314 "El divorcio" de Silvina Bullrich Cu 16.18-16.20 Nov. 24 Capítulo 19 Tx 320-328 Los artículos y el género Cu. 19.219.9 SEXTA COMPOSICION Nov. 26 No hay clase Dic. 1 Capítulo 19 Cu. 19.219.9 Dic. 3 Tercer Examen Dic. 7-11

VIII. Time Management:

Exámenes finales

The tentative Schedule contains all assignments and deadlines in details so you can plan ahead. Expect to spend three hours on preparation and learning assignments for every semester credit hour. Since this class is a 3 credit hour class, expect to spend about 9 hours out of class on assignments for a total of about 12 hours per week to obtain a good grade in class. Please, combine the course schedules of all your classes, create your own study schedule and stick to it.

IX. Course Policies: Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline:

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

X. Attendance Policy: Policy on Tardiness and Missing Class Sessions:

To expand your proficiency in a language, you must be present in class so as to engage in active practice there. Good attendance is a course requirement. Therefore, if you are absent an excessive number of times during the drop period-from the first day after the end of late registration through the last day for faculty to drop students—your instructor will drop you from the course. Here are the rules: During the fall or spring semester, you will be immediately dropped from a MWF class after you've been absent four times in a row; you will also be immediately dropped from a MWF class after you've been absent a total of six times. (See below for official excuses.) Once the last day for faculty to drop students has come and gone, your instructor will not drop you, but can and will lower your grade in the course as per the following absence-based table:

	Total number of	unexcused	absences over	the entire	semester
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Points by which your course grade will be lowered:	
4 absences	2 points
5 absences	4 points
6 absences	6 points
7 absences	8 points

Late arrivals and early departures also carry penalties for purposes of dropping or lowering the course grade: two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence. (To be counted as "present" you must be IN YOUR SEAT at the time your instructor takes roll and remain in class for the entire period .) If you arrive late to class it is your responsibility to tell your instructor at the end of the class period that you arrived late but that you were indeed present, for if you don't, it's possible he or she will mark you absent.

Exceptions to the above-stated policies are only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documentary proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentary proof of hospitalization must be provided on the day you return to

Your instructor can also drop you for lack of effort or disruptive behavior. No cellular phones are allowed to be used in class. Please turn off your cellular phone during class time and no text messaging is allowed at any moment during class time. If you bring you computer to class please use it for class purposes and not for other personal purpose.

XI. Students with Any Type of Disabilities:

The University of Texas at El Paso (UTEP) is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Therefore, it is the policy of UTEP that the campus makes services available for any student who, through a recent assessment, can document a disability.

IV. GRADING POLICY FOR THIS COURSE:

A decimal scale is used on all exams; the course grade is also decimal. The decimal scale we use is this: A = 100-90.00; B = 89.99-80.00; C = 79.99-70.00; D = 69.99-60.00; F = 59.99-0.00.

Determining the course grade:

See the course calendar for dates of administration. Please note: <u>There are NO "make-ups."</u> Your course grade will be determined as follows (The option that most benefit your average will be chosen):

Option I: Three chapter exams, each counts 15% for a total of 45% and a final exam that counts 20%. If you end up with this option you can not drop any of the chapter exams.

My Spanish Lab:	15%
Compositions:	15%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final exam	25%
Total	100%

Option 2: Three chapter exams (you drop the lowest grade), each exam in this option will count for a total of 30% and a final exam that counts 40%.

My Spanish Lab	15%
Compositions:	15%
Exam 1	15%
Exam 2	15%
Exam 3 (lowest grade)	0%
Final exam	40%
Total	100%

Dropping the lowest midterm grade: You must take all three midterms when they are scheduled. When calculating your grade in the course, your lowest midterm grade will be dropped. If you miss one midterm, then it's that midterm—on which you get a zero—that will count as your lowest grade. Please note: under no circumstances is it possible for you to make up a midterm. All midterms must be taken exactly when they are scheduled. There are no exceptions to this policy whatsoever.

The midterms:

Each midterm will consist of a multiple-choice Scantron-graded section along with a written part consisting of short-answer questions plus a dictation. To each midterm you must bring a no. 2 pencil and a bottle of correction fluid (for the Scantron sheet) plus whatever other writing instrument you wish to use for the short-answer questions and the dictation. Your instructor will return your exams in order you study for the final.

The final exam:

The final is comprehensive and is administered as scheduled in the UTEP Schedule of Classes; see the calendar at the end of this syllabus for time of administration. The final will contain of a long multiple-choice Scantron-graded section plus a written section consisting of a composition and a dictation. To the final you must bring a no. 2 pencil and a bottle of correction fluid (for the Scantron sheet) plus whatever other writing instrument you wish to use for the rest of the test. Final exam will be kept by your instructor but in case you want to review it, please make an appointment with your instructor.

The compositions:

You are expected to write six compositions, to be handed in at the times we have indicated in the calendar. Each composition is to follow the guidelines that your instructor provides. All compositions must be typed—no hand-written compositions are acceptable—and must be turned in by the scheduled date.

SPANISH 2307

Intermediate Spanish

Spring 2012 TT. 10:35-11:50 am CAS 179

Professor

Dr. José María Martínez Office: CAS 320

<u>Tels.</u> (956) 665 5009 (off.), (956) 665 3441 (MLL Dpt.)

<u>Emails</u>: jmmartinez@utpa.edu, and jmmartinez.300@gmail.com

<u>Class Website</u>: http://www.utpa.edu/faculty/jmmartinez/index.htm

<u>Class blog</u>: Viaje al Parnaso www.viparnaso.blogspot.com

(Google keywords: jmmartinez utpa)

Office Hours: TT 8:10 am-9:10 am, Th. 3:30-4:30 pm, and by appt.

OBJETIVOS: SPAN 2307 es un curso del programa de Licenciatura en Español (Spanish BA degree). Este curso se inscribe dentro de los objetivos generales de todo el programa, que son los que debe cumplir todo estudiante que se licencie, y que son los siguientes:

- 1) demostrar un avanzado dominio del español en los niveles hablado y escrito.
- 2) demostrar comprensión y dominio avanzado de la gramática del idioma español.
- 3) demostrar un conocimiento suficiente del desarrollo histórico y de la lingüística propia del idioma español.
- 4) demostrar una familiaridad general con la cultura y la literatura de los países hispanohablantes.

El curso SPAN 2307 contribuye a la consecución de los objetivos generales del programa de Licenciatura en Español (Spanish BA degree) mediante sus objetivos particulares, que son los siguientes:

- 1) Enriquecimiento del vocabulario en español
- 2) Mayor fluidez y corrección en el español hablado
- 3) Lectura comprensiva de textos de español en diferentes niveles
- 4) Consolidación de los conocimientos de gramática
- 5) Soltura y corrección en el español escrito.

LIBROS DE TEXTO RECOMENDADOS

Katleen Wheatley: Sintaxis y morfología de la lengua española (Prentice Hall, 2005)

Ignacio Bosque: Gramática descriptiva de la Lengua Española (3 vols., Madrid, Espasa, 1999).

*Carmen Martín Gaite: Caperucita en Manhattan (Madrid: Siruela, 1999)

MATERIAL Y EJERCICIOS QUE CUBRIRÁ EL CURSO:

- 1) Lecturas (cuento, poesía).
- Ejercicios para aumentar los conocimientos de gramática (acentuación y ortografía, morfología y sintaxis: tipos de palabras, verbos, análisis de oraciones simples y compuestas)
- 3) Ejercicios para mejorar la escritura (dictados, redacciones)
- 4) Ejercicios escritos para enriquecer el vocabulario

EXÁMENES

Haremos tres: -el primero a mediados/finales de febrero

- -el segundo a finales de abril
- -el final durante la semana de los exámenes finales

El examen final es opcional e incluyente. Aquellos estudiantes que después del segundo examen tengan como calificación media una "A" no necesitan hacer el final.

PUNTUACIÓN

A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 0-60

Porcentajes: Examen: 60%; Trabajo de crítica: 20%; Participación: 20%

NOTAS:

- 1) Sólo en casos excepcionales, por razón justificada y documentada, se darán exámenes de recuperación (make-up).
- 2) Como detalle de respeto hacia los demás estudiantes, cada alumno deberá llegar puntual a clase y pedir permiso al profesor para salir antes de que la clase termine.
- 3) Cada estudiante es responsable de recuperar las notas impartidas en clase durante su ausencia y de enterarse de la fecha y hora exactas de cada examen.
- 4) El uso de teléfonos celulares durante la clase está terminantemente prohibido. El alumno que infrinja esta norma puede ser expulsado de clase. También como muestra de respeto al resto de la clase, se pide a los estudiantes que se abstengan de traer a clase comida o bebida (si se trae, es obligatorio no consumirlo durante la clase), compañía, etc.

CONTENIDO DEL CURSO

<u>Gramática</u>: morfología (tipos y clases de palabras), y sintaxis (tipos y análisis de oraciones)

Lecturas: Cuentos de la página de internet del curso

Carmen Martín Gaite: Caperucita en Manhattan

LECTURAS y EJERCICIO DE CRÍTICA:

En las clases, aparte de las notas y ejercicios de gramática, realizaremos también ejercicios de lectura y crítica de algunos cuentos cortos contenidos en mi página de internet. De esos cuentos surgirán luego ejercicios de vocabulario y comprensión que se incluirán en los exámenes.

Además de estos ejercicios, durante todo el curso leeremos y discutiremos en el blog el libro de Carmen Martín Gaite: *Caperucita en Manhattan*. Cada alumno deberá darse de alta como seguidor del blog para así recibir las actualizaciones que se lleven a cabo en el mismo y los textos con las participaciones del resto de la clase. Durante el semestre se irán dando más datos sobre la frecuencia y modo de participación en el blog. Al final del semestre el alumno podrá darse de baja en el blog.

Al final de la primera parte del semestre cada alumno presentará un borrador de tres páginas con la crítica de los capítulos del libro que hayamos cubierto hasta esas fechas. Al final del semestre cada alumno presentará un trabajo de cinco páginas con la crítica de ese libro. La presentación de este trabajo es obligatoria para la recepción de la calificación final.

Final note: If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD) immediately. Appropriate arrangements/accommodations can be made.

SPAN 203 ESPAÑOL INTERMEDIO PARA HABLANTES DE HERENCIA Otoño 2011

Profesora: María Irene Moyna

Oficina: ACAD 302B

Correo electrónico: moyna@tamu.edu

Teléfono: 979-845-2125 (dejar mensaje para mí)

Horario de clases: lunes, miércoles y viernes de 10:20 a 11:10 am

Salón: ZACH 105D

Horas de consulta: lunes 11:30-12:30 pm, miércoles 12:30-1:30 pm, o con cita individual

Examen final: viernes 9 de diciembre de 3 a 5 pm

Nota general: El estudiante que se inscribe por primera vez en un curso de lengua española en Texas A&M y que tiene conocimientos previos de la lengua, adquiridos en la educación secundaria o a través de su experiencia familiar, debe tomar un examen de colocación para determinar el curso adecuado para su nivel de conocimientos.

Descripción del catálogo:

SPAN 203. Intermediate Spanish for Heritage Speakers. (3-0). Credit 3. Study of grammar and continued development of the four skills (writing, reading, speaking, listening) with an emphasis on literacy in a dynamic cultural context centered on Hispanics in the U.S. Conducted in Spanish.

Prerrequisitos:

SPAN 201 o su equivalente con calificación de C o superior; los estudiantes con conocimientos previos de español deben tomar el examen de colocación antes de inscribirse en cursos de español por primera vez. Este curso está diseñado para estudiantes que se criaron en un ambiente hispanohablante.

Texto v materiales requeridos:

Diccionario español-inglés y/o español.

Pellettieri, Jill, Norma López-Burton, Rafael Gómez, Robert Hershberger, Susan Navey-Davis. 2006. Rumbos: Curso intermedio de español. 2ª edición. Mason, OH: Cengage (NO LO COMPREN: recibirán copias gratuitas mías si no lo tienen ya de SPAN 201) Equipo digital portátil de grabación (será proporcionado en préstamo)

Objetivos pedagógicos:

Al finalizar el curso los estudiantes serán capaces de:

- Expresarse por escrito con confianza, organizando el texto con coherencia y empleando estructuras gramaticales y vocabulario estándar.
- Corregir su propio trabajo escrito con autonomía, ajustándose a la ortografía, acentuación y puntuación estándar.
- Distinguir entre diferentes registros de la lengua (formales e informales) y emplear cada uno en su contexto social apropiado.
- Comunicar sus ideas mediante blogs y multimedia (cuentos digitales)
- Emplear sus habilidades lingüísticas en español para el beneficio de la comunidad

Fomato del curso

La adquisición y perfeccionamiento de una lengua solamente se pueden alcanzar con la práctica constante; usted va a obtener beneficios de esta clase en la medida en que haga un esfuerzo por superarse. La clase no tendrá un formato basado en presentaciones del profesor, ya que sabemos que en la enseñanza de lenguas es mucho más beneficioso

un enfoque centrado en el alumno. Por lo tanto, debe venir a clase preparado para participar activamente, trabajando en pares, grupos y enfrente de todos sus compañeros.

Esta clase tiene un componente importante de aprendizaje basado en la comunidad (community-based learning). En otras palabras, usted deberá realizar trabajo voluntario en el que utilizará el español de manera regular. Se le brindará la opción de trabajar en varias organizaciones diferentes, según sus intereses. Usted deberá reflexionar sobre este trabajo como parte de sus tareas de clase.

Debido a que el trabajo voluntario lleva tiempo, cada dos viernes los estudiantes no tendrán clase en el salón. En vez de eso, la profesora verá a un pequeño grupo de alumnos individualmente en su oficina. Los detalles se darán oportunamente.

Política de asistencias:

La asistencia, tanto al curso y a las citas individuales como a las tareas de voluntariado, es obligatoria y se tomará en los primeros cinco minutos de clase; cualquier persona que llegue más tarde y no tenga justificación se considerará tarde. A partir de los 15 minutos de comenzada la clase, no se computará tarde sino falta completa. Tres llegadas tarde se considerarán equivalentes a una falta. Las justificaciones válidas son las que figuran en el reglamento académico estudiantil de TAMU (http://student-rules.tamu.edu/rule7.htm) y deben estar documentadas por escrito.

Escala de calificaciones finales:

100 - 90 %	A	89 - 80 %	В
79 - 70 %	C	69 - 60 %	D
50 % o meno	s F		

Distribución de evaluaciones:

Exámenes (x 2)	30%
Blog de discusión (8 entradas)	15%
Cuento personal (x 2)	20%
Presentación final (x 1)	10%
Tarea domiciliaria	10%
Participación y voluntariado	15%
Total	100%

Los **exámenes** tendrán como objetivo constatar que lo dictado en el curso se ha comprendido y que los estudiantes pueden aplicarlo a situaciones nuevas. Se emplearán diferentes tipos de preguntas y se examinarán las diferentes áreas equitativamente para dar oportunidad a todos los estilos cognitivos. Habrá un examen de mitad de semestre y uno final acumulativo.

A lo largo de todo el semestre, los alumnos deberán llevar un **blog** en e-Learning en el que reflexionarán sobre su trabajo voluntario, sus progresos en español a lo largo del semestre y lo que les queda por aprender. Deberán escribir en el blog por lo menos una vez cada dos semanas, unas cien palabras cada vez. Además, cada uno deberá escribir comentarios sobre por lo menos 3 de los blogs de sus compañeros. En ellos, les dará comentarios y sugerencias sobre lo que dicen. Los intercambios en blog se chequearán a intervalos regulares en el semestre. Se premiarán las entradas bien desarrolladas y las respuestas inteligentes e individualizadas.

A lo largo del semestre, los alumnos tendrán que crear un **cuento personal** de unas 10-15 páginas, que irá acompañado de fotos y/o ilustraciones. El tema del cuento será de elección personal, pero deberá ir dirigido a una audiencia juvenil o infantil y referirse, en líneas generales, a la experiencia de ser hispano en los Estados Unidos. Los cuentos de toda la clase serán publicados y entregados a niños hispanos de la comunidad. Habrá oportunidades de preparar el cuento y discutirlo con los compañeros en la clase. Cada estudiante deberá entregar el borrador dos veces a lo largo del semestre para que sea evaluado por la profesora (ver detalles en la sección siguiente).

Hacia el final del semestre, los alumnos realizarán una **presentación** oral en la que reflexionarán sobre el papel que desempeñan el español y el inglés en su vida y lo que han aprendido en la clase. Se darán detalles oportunamente.

Los alumnos tendrán **tarea** domiciliaria con frecuencia. Esta podrá consistir de ejercicios del texto, transcripciones y comentarios de videos o canciones o búsquedas en el Internet, por ejemplo.

La calificación de **participación** se medirá en base a dos elementos: la frecuencia con la que el alumno viene a clase y participa en las tareas de voluntario (5 puntos) y su actitud en ellas (5 puntos). Se perderá un punto por cada falta no justificada, incluidos los días de entrevista individual con la profesora. La calificación por actitud será de 5 puntos para alumnos que participan espontánea y entusiastamente y que están preparados todas las clases, y descenderá hasta un mínimo de 0 en caso de estudiantes que demuestran total falta de interés y empeño. Para la calificación de **voluntariado**, habrá un formulario separado que tendrán que completar los supervisores dos veces en el semestre (5 puntos).

Además de las pruebas que se mencionan arriba y que aparecen en el calendario tentativo al final de este programa, se podrán proponer pequeñas **pruebas sorpresa** en <u>cualquier</u> momento de <u>cualquier</u> clase. Estas pruebas constituirán un componente de la calificación de participación. Por lo tanto, es importante que los estudiantes estén presentes en clase.

Calificación del trabajo escrito:

Los trabajos escritos que se describen arriba se evaluarán teniendo en cuenta el buen desarrollo del tema, la claridad en la presentación de ideas y la corrección en el uso de la lengua. En esta última, se tendrán en cuenta, por un lado, consideraciones generales como la ortografía, el vocabulario, el uso correcto de estructuras, y por otro lado, el manejo de los puntos gramaticales específicos que han sido objeto de estudio hasta el momento. A continuación se presenta un ejemplo de la escala de calificaciones.

Categoría	Explicación del puntaje		
Contenido informativo e interés	 2 El trabajo cubre bien todos los puntos requeridos, está bien desarrollado y presenta el nivel de detalle necesario. 1 El trabajo cubre casi todos los puntos requeridos, pero está desarrollado de manera incompleta o no presenta detalles de importancia para el lector. 0 El trabajo está muy incompleto, es muy rudimentario o no sigue las 		
Claridad y organización	 instrucciones. 2 El trabajo está bien organizado, dividido en párrafos y oraciones con una secuencia lógica clara. 1 El trabajo está bastante bien organizado, pero a veces el lector se pierde, ya sea porque las ideas aparecen en desorden, están repetidas, o faltan 		

	conexiones que aclaren relaciones entre ellas. 0 El trabajo es difícil de seguir, fragmentario, desordenado o muy repetitivo.
Gramática, ortografía y	3 Para este nivel, el uso de la gramática es correcto y el vocabulario es apropiado para la tarea. La ortografía es, en general, correcta.
vocabulario	2 Hay algunos problemas de gramática, vocabulario y/o ortografía que distraen al lector, pero en general no interfieren con la comprensión.
	1 Hay errores frecuentes de gramática, vocabulario y/o ortografía que pueden impedir la comprensión por parte de un lector que no sepa inglés.
	0 El trabajo tiene tantos errores que no es inteligible.
Uso correcto de estructuras	3 Las estructuras específicas necesarias para esta tarea están bien empleadas. Los errores son infrecuentes y menores.
específicas	2 Las estructuras específicas están bastante bien usadas, pero presentan errores que a veces distraen al lector.
	1 Los errores son numerosos o serios y a menudo interfieren con la comprensión.
	0 Los errores son tan numerosos y/o tan serios que demuestran falta de conocimientos gramaticales fundamentales.

Política de entrega de trabajos:

Los trabajos deberán ser escritos en computadora y entregados en la clase. Las tareas enviadas como adjuntos (attachments) de computadora solamente servirán para confirmar su fecha de entrega y no eximen al estudiante de su obligación de entregar una versión impresa para su corrección.

Las fechas de entrega de los trabajos y tareas son obligatorias. No entregar el trabajo en fecha implicará la pérdida de medio punto en la calificación por cada día de atraso. No se aceptarán trabajos ni tareas domiciliarias con más de una semana de atraso, excepto en caso de falta justificada. Por favor, adjunte su justificativo escrito a la tarea atrasada. No habrá excepciones.

Política de reposición de exámenes:

Solamente se permitirá reponer un examen a aquellos estudiantes que hayan justificado su inasistencia a satisfacción de la profesora en el momento oportuno. El examen de reposición será propuesto en una fecha especial, al final del semestre y fuera del horario de clase. Versará sobre todo el temario del curso, por lo cual es posible que sea más difícil que el original. No se permitirá tomar el examen de reposición para mejorar la calificación sino solamente para reponer un examen que no se rindió.

Política de incompletos:

La calificación temporaria de incompleto (I) se dará al final del semestre solo en casos en los que el estudiante haya completado el curso con excepción de algún examen o proyecto final. Se dará una 'I' solamente si el estudiante no entregó el trabajo debido a una falta autorizada u otra causa de fuerza mayor. No se otorgarán incompletos a estudiantes que hayan asistido a clase pero no hayan hecho sus trabajos en la forma y fecha reglamentaria.

Oportunidades para crédito extra:

Todos los alumnos tendrán la posibilidad de realizar trabajo adicional al requerido en la clase, que les servirá para acumular crédito extra a lo largo del semestre. El crédito extra podrá llegar a 5% de la calificación final (medio punto). Habrá diferentes opciones para este trabajo, que se explicarán oportunamente.

Ética académica:

Se exigirán los estándares más elevados de ética académica, tanto en las tareas domiciliarias como en los exámenes y en cualquier otra evaluación o tarea que se plantee. En todas las tareas escritas se espera trabajo individual y original para esta clase. Se penalizarán tanto casos de plagio como intentos de copiar en los exámenes. Se considera plagio el utilizar material de otros autores (sea publicado o del internet) sin especificar claramente las fuentes de las citas y señalarlas con la puntuación convencional correspondiente. Cualquier deshonestidad se referirá a la oficina correspondiente (Aggie Honor System Office).

Comportamiento:

Parte de la responsabilidad del profesor es asegurar un ambiente en el que todos los alumnos se sientan cómodos y en óptimas condiciones para aprender. Por lo tanto, se espera respeto mutuo y colaboración, y no se tolerarán comentarios insultantes o discriminatorios de ningún tipo.

Estudiantes con necesidades especiales:

Cualquier estudiante que quiera notificarme de necesidades o problemas especiales que podrían interferir con su buen desempeño en el curso, no debe dudar en ponerse en contacto conmigo. Su situación será contemplada y tenida en cuenta en forma totalmente confidencial. Los estudiantes con algún impedimento (disabled students) deben informarme de su condición a la brevedad, mostrando el documento que lo acredita.¹

Calendario tentativo

Día	Actividad	Tarea	
	Special Control of Special Contr	Blog	Entregar
29 ago	Introducción al curso. Conociéndonos.		
31 ago	Discusión: ¿Alguna vez te pasó? Actividades de voluntariado.		Hoja personal
2 set	Cap. 6: Rumbo a Costa Rica, El Salvador, y Panamá. Cultura (pp. 211-213)	Entrada 1	
5 set	Cap. 6 Gramática. El futuro y el condicional (pp. 222-227).		Borrador de carta de presentación
7 set	Cap. 6 Escritura: La carta de presentación (pp. 246-247). Ortografía: <v> y .</v>		

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¹ The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities (SSD), in Room B118 of Cain Hall, or call 845-1637.

9 set	Reuniones individuales con alumnos		Leer pp. 232-
			233 y hacer 6- 35.
12 set	Cap. 6 Video: El asesinato de Monseñor Romero.	Entrada 2	
14 set	Cap. 6 Gramática: Los mandatos (pp. 236-239). Vocabulario: registros formales e informales.		
16 set	Cap. 7 Rumbo a Ecuador, Perú y Colombia. Cultura (pp. 251-253)		
19 set	Cap. 7 Gramática. El subjuntivo en cláusulas adjetivales y adverbiales (pp. 262-269)		Leer pp. 259- 260 y hacer 7- 10.
21 set	Cap. 7 Video: Nina Pacari.	Entrada 3	Borrador de reportaje
23 set	Reuniones individuales con alumnos		Leer "Botella al mar para el dios de las palabras" (e- Learning)
26 set	Cap. 7 Escritura: El reportaje (pp. 288-289). Ortografía: <g> y <j></j></g>		
28 set	Cap. 7 Conversación: ¿Quién merece salir de la cárcel? Vocabulario: falsos amigos.		Primera composición
30 set	No hay clase: la profesora va a estar en una conferencia.		
3 oct	Cap. 8 Rumbo a Colombia y Venezuela. Cultura (pp. 293-295)		
5 oct	Cap. 8 Gramática. El pluscuamperfecto (pp. 320-321)	Entrada 4	
7 oct	Reuniones individuales con alumnos		Leer pp. 316- 317 y hacer 8- 36.
10 oct	Cap. 8 Video: Ingenieras del petróleo Gramática: Los pronombres relativos (pp. 308- 310)		
12 oct	Cap. 8 Escritura: La expresión poética. Ortografía: la <h></h>		
14 oct	Cap. 8 Conversación: Hablemos de arte. Semejanzas y diferencias.	Entrada 5	
17 oct	Primer examen		
19 oct	Cap. 8 Repaso (pp. 322) Vocabulario: calcos semánticos.		
21 oct	Reuniones individuales con alumnos		
24 oct	Cap. 9 Rumbo a Argentina y Uruguay. Cultura (pp. 331-333)	Entrada 6	
26 oct	Cap. 9 Gramática: El presente perfecto del subjuntivo (pp. 342-343). El pluscuamperfecto del subjuntivo y el condicional perfecto (pp. 354-357)		Borrador de un ensayo expositivo.
28 oct	Cap. 9 Video: El Plan Ceibal (Uruguay)		
31 oct	Cap. 9 Escritura: El ensayo expositivo. Ortografía: <s>, <c>, <z></z></c></s>		

2 nov	Cap. 9 Canción: Un país con el nombre de un río		
	(Jorge Drexler)		
4 nov	Reuniones individuales con alumnos		
7 nov	Cap. 9 Repaso: El clásico del Río de la Plata. Vocabulario: Los préstamos.	Entrada 7	
9 nov	Cap. 10 Rumbo a Chile y Paraguay. Cultura (pp. 369-371)		
11 nov	Cap. 10 Gramática: Los tiempos progresivos (pp. 380-383)		Leer pp. 376- 377 y hacer 10-11
14 nov	Cap. 10 Video: Al son del arpa paraguaya.		Borrador del ensayo argumentativo
16 nov	Cap. 10 Escritura: El ensayo argumentativo (pp. 402-403). Ortografía: Los tildes		*****
18 nov	Reuniones individuales con alumnos	Entrada 8	
	Cap. 10 Canción: Volver a los 17 (Violeta Parra).	Entrada o	
23 nov	Cap. 10 Repaso. Vocabulario: calcos sintácticos.		Segunda composición
25 nov	Día de acción de gracias. No hay clase.		
28 nov	Presentaciones de los alumnos		
30 nov	Presentaciones de los alumnos		
2 dic	Presentaciones de los alumnos		
5 dic	Presentaciones de los alumnos. Repaso final		
9 dic	Examen final de 3 a 5 pm		

SPAN 304 GRAMÁTICA AVANZADA PARA HABLANTES DE HERENCIA Primavera 2011

Profesora: María Irene Moyna

Oficina: ACAD 302B

Correo electrónico: moyna@tamu.edu

Horario de clases: lunes, miércoles y viernes de 10:20 a 11:10 am

Salón: ACAD 228

Horas de consulta: lunes 11:30-12:30 pm, miércoles 12:30-1:30 pm, o con cita individual

Examen final: 4 de mayo, de 3 a 5 pm

Descripción del catálogo:

Advanced Grammar for Heritage Speakers (3-0). Credit: 3. A continuation of Spanish 203. Study of grammar and further development of the four skills (writing, reading, speaking, listening) with emphasis on literacy on a dynamic cultural context centered on Hispanics in the U.S. Conducted in Spanish.

Prerrequisitos:

SPAN 203 o su equivalente con calificación de C o superior. Este curso está diseñado para estudiantes que se criaron en un ambiente hispanohablante.

Texto y materiales requeridos:

Diccionario español-inglés y/o español (que puede ser en línea, como el Diccionario de la Real Academia Española en www.rae.es).

Samaniego, F.A., N. Rojas, M. Ohara y F.X. Alarcón. 2005. El mundo 21 hispano. Boston/New York: Houghton Mifflin.

Equipo digital portátil de grabación (será proporcionado en préstamo)

Misión general de la clase

En general, los hablantes de herencia tienen una relación ambivalente hacia el español. Por un lado, es la lengua que hablaron y todavía hablan con sus padres y abuelos, la lengua de la familia y los lazos afectivos más fuertes. Por otro lado, a veces se sienten inseguros porque les parece que no manejan con competencia el código escrito o incluso, porque creen (o les han hecho creer) que el español que hablan no es 'correcto.' Si esta es tu situación, leer y escribir en español te puede parecer como tratar de encontrar el camino a oscuras por un lugar que conoces muy bien. Todo lo que es familiar puede traicionarte y hacerte trastabillar, y tal vez te sientas tonto por no saber algo que te parece que deberías saber. El objetivo principal de esta clase es hacerte ganar confianza y fortalecer tu identidad y competencia lingüística en español para que llegues a sentirte tan seguro con la palabra escrita como con la oral.

Objetivos pedagógicos específicos:

Al finalizar el curso serás capaz de:

- Expresarte por escrito con confianza, organizando el texto con coherencia y empleando estructuras gramaticales, vocabulario y ortografía estándar.
- Leer textos auténticos en español, tanto de ficción como de no ficción, para obtener información general y detallada, y como actividad recreativa.
- Distinguir entre diferentes registros de la lengua (formales e informales) y emplear cada uno en su contexto social apropiado.
- Obtener información a través de entrevistas etnográficas a hablantes nativos, analizarlas, sintetizarlas y presentarlas en forma oral y escrita
- Emplear los nuevos medios (blogs, multimedia) para expresar e intercambiar ideas con compañeros y con la comunidad virtual

Fomato del curso

La adquisición y perfeccionamiento de una lengua solamente se pueden alcanzar con la práctica constante; vas a obtener beneficios de esta clase en la medida en que hagas un esfuerzo. La clase no tendrá un formato basado en presentaciones de la profesora, ya que sabemos que en la enseñanza de lenguas es mucho más beneficioso un enfoque comunicativo centrado en el alumno. Por lo tanto, debes venir a clase preparado para participar activamente, trabajando en pares, grupos y enfrente de todos tus compañeros.

Esta clase tiene un componente importante de investigación etnográfica. En otras palabras, deberás trabajar en grupos fuera de clase para obtener información de la comunidad hispanoparlante de Bryan/College Station. En base a esa información, realizarán un trabajo científico que presentarán oralmente en clase y también en un póster al final del semestre.

Debido a que el trabajo de investigación requiere atención personalizada por parte de la profesora, en varias fechas designadas en el semestre no tendrás clase en el salón (mira el calendario). En vez de eso, la profesora verá a un pequeño grupo de alumnos en su oficina. Los detalles se darán oportunamente.

Política de asistencias:

La asistencia, tanto al curso como a las citas de grupo, es obligatoria y se tomará en los primeros cinco minutos de clase; cualquier persona que llegue más tarde y no tenga justificación se considerará tarde. A partir de los 15 minutos de comenzada la clase, no se computará tarde sino falta completa. Tres llegadas tarde se considerarán equivalentes a una falta. Las justificaciones válidas son las que figuran en el reglamento académico estudiantil de TAMU (http://student-rules.tamu.edu/rule7.htm) y deben estar documentadas por escrito. El objetivo de la política de asistencias estricta es el mayor aprovechamiento del curso por todos. La clase es una preparación para la vida profesional y laboral, donde el respeto por los horarios es fundamental.

Escala de calificaciones finales:

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

Distribución de evaluaciones:

Exámenes (2)	20%
Composiciones (2)	20%
Blog individual de lectura (10 entradas)	20%
Informe de entrevistas	10%
Presentación final de grupo	10%
Póster del trabajo final de grupo	10%
Tarea domiciliaria	5%
Participación	5%
Total	100%

Los **exámenes** tendrán como objetivo constatar que has comprendido lo dictado en el curso y que puedes aplicarlo a situaciones nuevas. Se emplearán diferentes tipos de preguntas y se examinarán las diferentes áreas equitativamente para dar oportunidad a

todos los estilos cognitivos. Habrá un examen en la semana 5 y otro en la semana 10, aproximadamente.

Tendrás que entregar dos **composiciones** escritas fuera de clase, que serán evaluadas en base a su estructura textual y gramatical (ver detalles en la sección siguiente). Los temas de las composiciones serán sugeridos oportunamente y en general habrá varias opciones.

Cada alumno (y la profesora) llevarán un **blog** a lo largo del semestre que será público y abierto a sus compañeros. En ese blog se incluirán por lo menos diez entradas en las que puedes reflexionar sobre cualquier cosa, pero especialmente sobre la **lectura de un libro de ficción escrito en español**. En la clase se te darán sugerencias de lectura, pero será tu responsabilidad elegir el libro, obtenerlo (comprándolo o pidiéndolo de la biblioteca), leerlo y compartir tus ideas por escrito. El formato del blog será libre, pero tendrá algunos elementos obligatorios tanto sobre ti como sobre tu libro. (Lo único que no puedes incluir es el desenlace, por si otros compañeros lo quieren leer.). Deberás escribir en el blog por lo menos una vez por semana, unas cien palabras cada vez. Además, deberás comentar sobre por lo menos tres de los blogs de tus compañeros por semana.

A lo largo del semestre, trabajarás en un pequeño grupo (de 3 o 4 estudiantes) para investigar un aspecto de tu interés de la comunidad hispanohablante de Bryan/College Station. Para esta tarea, contarán con la ayuda de un mentor que será un alumno graduado de HISP 671 (Bilingüismo en el mundo hispánico). Primero elegirán a un grupo con características comunes (por ejemplo, maestros bilingües, profesores universitarios de Texas A&M, músicos folklóricos) y entre todos, prepararán preguntas para entrevistarlos. Cada uno será responsable de realizar y grabar entrevistas a tres personas diferentes y en base a ellas, escribirás un **informe de entrevistas.**

La información obtenida en las entrevistas se utilizará luego para realizar una **presentación oral** en la que participará todo el grupo. Estas presentaciones se harán hacia finales del semestre. Se calificarán teniendo en cuenta el contenido informativo, la claridad de la presentación y la desenvoltura oral de cada presentador. La calificación se dividirá entre puntos que se asignarán a todo el grupo y otros que serán individuales.

Finalmente, el día del examen final, los grupos realizarán una sesión de pósters en la que compartirán sus datos en formato de visual con un público que estará formado por otros estudiantes, invitados y profesores del departamento de Estudios Hispánicos.

Tendrás **tarea** domiciliaria todos los días, que en general consistirá de lectura del texto y preparación de ejercicios para corregir con tus compañeros. El calendario dice en qué páginas están los ejercicios que hay que preparar, pero no siempre aclara qué ejercicios hay que hacer exactamente. Es tu responsabilidad, si faltas a clase, averiguar en e-Learning exactamente lo que hay que hacer para cada clase. El propósito de la tarea domiciliaria es reforzar lo aprendido o preparar actividades para utilizar el tiempo de la clase de forma más provechosa. La tarea escrita debe hacerse en una página aparte (no en el libro) y la profesora puede recogerla cualquier día sin previo aviso.

La calificación de **participación** se medirá en base a dos elementos: la frecuencia con la que vienes a clase (3 puntos) y tu actitud en ella (2 puntos). Perderás un punto por cada falta no justificada, incluidos los días de reunión de grupo con la profesora. La calificación por actitud será de 2 puntos para alumnos que participan espontánea y

entusiastamente y que están preparados todas las clases, y descenderá hasta un mínimo de 0 en caso de estudiantes que demuestran total falta de interés y empeño.

Además de las pruebas que se mencionan arriba y que aparecen en el calendario tentativo al final de este programa, se podrán proponer pequeñas **pruebas sorpresa** en <u>cualquier</u> momento de <u>cualquier</u> clase. Estas pruebas constituirán un componente de la calificación de participación. Por lo tanto, es importante que estés presentes en clase.

Calificación del trabajo escrito:

Los trabajos escritos se evaluarán teniendo en cuenta el buen desarrollo del tema, la claridad en la presentación de ideas y la corrección en el uso de la lengua. En esta última, se tendrán en cuenta, por un lado, consideraciones generales como la ortografía, el vocabulario, el uso correcto de estructuras, y por otro lado, el manejo de los puntos gramaticales específicos que han sido objeto de estudio hasta el momento. A continuación se presenta la escala de calificaciones.

Categoría	Explicación del puntaje
Contenido informativo e interés	 2 El trabajo cubre bien todos los puntos requeridos, está bien desarrollado y presenta el nivel de detalle necesario. 1 El trabajo cubre casi todos los puntos requeridos, pero está desarrollado de
	manera incompleta o no presenta detalles de importancia para el lector. O El trabajo está muy incompleto, es muy rudimentario o no sigue las instrucciones.
Claridad y organización	2 El trabajo está bien organizado, dividido en párrafos y oraciones con una secuencia lógica clara.
	1 El trabajo está bastante bien organizado, pero a veces el lector se pierde, ya sea porque las ideas aparecen en desorden, están repetidas, o faltan conexiones que aclaren relaciones entre ellas.
Gramática, ortografía y vocabulario	 0 El trabajo es difícil de seguir, fragmentario, desordenado o muy repetitivo. 3 Para este nivel, el uso de la gramática es correcto y el vocabulario es apropiado para la tarea. La ortografía es, en general, correcta. 2 Hay algunos problemas de gramática, vocabulario y/o ortografía que distraen al lector, pero en general no interfieren con la comprensión. 1 Hay errores frecuentes de gramática, vocabulario y/o ortografía que pueden impedir la comprensión por parte de un lector que no sepa inglés. 0 El trabajo tiene tantos errores que no es inteligible.
Uso correcto de estructuras específicas	 3 Las estructuras específicas necesarias para esta tarea están bien empleadas. Los errores son infrecuentes y menores. 2 Las estructuras específicas están bastante bien usadas, pero presentan errores que a veces distraen al lector. 1 Los errores son numerosos o serios y a menudo interfieren con la comprensión. 0 Los errores son tan numerosos y/o tan serios que demuestran falta de conocimientos gramaticales fundamentales.

Política de entrega de trabajos:

Debes escribir los trabajos en computadora y entregarlos por la página de e-Learning en la sección de Assignments. Las fechas de entrega de los trabajos y tareas son obligatorias. No entregar el trabajo en fecha implicará la pérdida de medio punto en la calificación por cada día de atraso. No se aceptarán trabajos ni tareas domiciliarias con más de una semana de atraso, excepto en caso de falta justificada. Por favor, adjunta tu justificativo escrito a la tarea atrasada. **No habrá excepciones**.

Política de reposición de exámenes:

Solamente se permitirá reponer un examen a aquellos estudiantes que hayan justificado su inasistencia en el momento oportuno. El examen de reposición será propuesto en una fecha especial, al final del semestre y fuera del horario de clase. Versará sobre todo el temario del curso, por lo cual es posible que sea más difícil que el original. No se permitirá tomar el examen de reposición para mejorar la calificación sino solamente para reponer un examen que no se rindió.

Política de incompletos:

La calificación temporaria de incompleto (I) se dará al final del semestre solo en casos en los que el estudiante haya completado el curso con excepción de algún examen o proyecto final. Se dará una 'I' solamente si el estudiante no entregó el trabajo debido a una falta autorizada u otra causa de fuerza mayor. No se otorgarán incompletos a estudiantes que hayan asistido a clase pero no hayan hecho sus trabajos en la forma y fecha reglamentaria.

Oportunidades para crédito extra:

Tendrás la posibilidad de obtener crédito extra a lo largo del semestre, que podrá llegar a 3% de la calificación final. La forma de obtener crédito extra es esmerarse en la realización del blog personal, haciéndolo visualmente atractivo y técnicamente sofisticado, útil para los compañeros y con alta circulación (que se medirá en base a la cantidad de comentarios en español que reciba el sitio.)

Aprendizaje colaborativo:

Está demostrado que todos los estudiantes aprenden más y tienen una experiencia más positiva si colaboran entre sí. Para ello, se sugiere que la clase forme grupos de estudio y repaso, que pueden reunirse antes o después de clase (hay varios lugares en que pueden hacerlo en el edificio Académico – pregúntenme). También puede resultarles útil formar un grupo de Facebook en el que puedan participar todos, para intercambiar preguntas y dudas, hacer recomendaciones, planificar, pedir consejos editoriales sobre sus tareas de escritura, etc. Esta página no será calificada de ninguna manera, aunque es posible que la profesora haga comentarios de vez en cuando. (Me gustaría que la mantuvieran en español y por supuesto, que el lenguaje, los temas y las fotos sean 'aptos para todo público.' No te olvides que todo lo que aparece en Facebook puede ser utilizado en tu contra...)

Ética académica:

Se exigirán los estándares más elevados de ética académica, tanto en las tareas domiciliarias como en los exámenes y en cualquier otra evaluación o tarea que se plantee. En todas las tareas escritas se espera trabajo individual y original para esta clase. Se penalizarán con una F tanto los casos de plagio como los intentos de copiar en los exámenes. Se considera plagio el utilizar material de otros autores (sea publicado o del

internet) sin especificar claramente las fuentes de las citas y señalarlas con la puntuación convencional correspondiente. Cualquier deshonestidad se referirá a la oficina correspondiente (Aggie Honor System Office).

Comportamiento:

Parte de la responsabilidad del profesor es asegurar un ambiente en el que todos los estudiantes se sientan cómodos y en óptimas condiciones para aprender. Por lo tanto, se espera respeto mutuo y colaboración, y no se tolerarán comentarios insultantes o discriminatorios de ningún tipo.

Estudiantes con necesidades especiales:

Si quieres notificarme de necesidades o problemas especiales que podrían interferir con tu buen desempeño en el curso, no dudes en ponerte en contacto conmigo. Tu situación será contemplada y tenida en cuenta en forma totalmente confidencial. Los estudiantes con algún impedimento (disabled students) deben informarme de su condición a la brevedad, mostrando el documento que lo acredita. ¹

¹ The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities (SSD), in Room B118 of Cain Hall, or call 845-1637.

Calendario tentativo

Día	Tema y actividad	Tarea		
	65.2	Preparar	Blog	Entregar
18 ene	Introducción al curso.	Sílabas (p. 6) El golpe (p. 7)		
20 ene	Conociéndonos. Práctica de silabeo y acentuación (pp. 6-8)	Vocabulario literario (p. 23) Información sobre escritores hispanos	Información sobre blogs	
23 ene	Discusión: ¿Qué vas a leer? Instrucciones para el blog.	Leer: Continuidad de los parques (pp. 440-441) Repartido: Introducción a la gramática		Información personal
25 ene	Discusión: Continuidad de los parques. Introducción a la gramática.	Repartido:Categorías gramaticales	Abrir blog y elegir novela	
27 ene	Las categorías gramaticales Canción: Mi corazón me recuerda (Lila Downs) Formación de grupos de trabajo.	Diptongos (p. 22) y triptongos (p. 39)	Entrada 1	
30 ene	Diptongos y triptongos. Ejercicios de aplicación (p. 22, 39) Instrucciones para Composición 1	Lectura de artículo: El inglés en el español		
1 feb	Discusión de artículo sobre el español en los Estados Unidos. Vocabulario: préstamos léxicos.	Repaso de acentuación (p. 54)		
3 feb	Acentuación. Ejercicios de aplicación (p. 54-55)	Género de los sustantivos (p. 66- 68)	Entrada 2	
FPD ²	Reunión 1 con grupos 1 y 2		*	2
6 feb	Género de los sustantivos. Ejercicios de aplicación (p.68)	Ser y estar (pp. 90- 92)		
8 feb	Ser y estar. Ejercicios de aplicación (p. 93)	Lectura: El presupuesto (Parte 1)		Composición 1
10 feb	Discusión de El presupuesto (Mario Benedetti)	Letras <c, k,="" q=""> (p. 154-155)</c,>	Entrada 3	
FPD	Reunión 1 con grupos 3 y 4			
13 feb	Letras <c, k,="" q="">. Ejercicios de aplicación (pp. 154-155)</c,>	Lectura: El presupuesto (Parte 2)		
15 feb	Discusión de: El presupuesto (fin)	El pretérito (pp. 167- 168, 176-179). El imperfecto (pp. 180- 182)		
17 feb	Ejercicios de repaso de ser/estar	Letras <s, z=""> (pp.</s,>	Entrada 4	

² Fecha por determinar

	y los pasados basados en El	192-193)	HX	T i
	presupuesto.			
FPD	Reunión 1 con grupos 5-7			
20 feb	Letras <s, z="">. Ejercicios de aplicación (pp. 192-193) Instrucciones para las entrevistas</s,>	Repaso de <c, s,="" z=""></c,>		
22 feb	Repaso para el examen. Canción: Fusión (Jorge Drexler)			
24 feb	Examen 1	Letras <g, j=""> (pp. 222-3) y <b, v=""> (pp. 238-39)</b,></g,>	Entrada 5	
27 feb	Letras <g, j=""> y <b, v="">. Ejercicios de aplicación (pp. 222-223, 238-239)</b,></g,>	Preposiciones por y para (pp. 257-59)		
29 feb	Por y para. Ejercicios de aplicación (pp. 259-60)	Infinitivo (pp. 263- 264). Participio pasado (pp. 332- 334)		
2 mar	Infinitivo y participio. Ejercicios de aplicación (pp. 264-265 y 334-35)	Letra <x> (p. 270)</x>	Entrada 6	
5 mar	Letra <x>. Ejercicios de aplicación (p. 271) Discusión de borradores del informe.</x>	Presente perfecto (pp. 335-336). Palabras parónimas <a, ah,="" ha=""> (pp.464)</a,>		
7 mar	Presente perfecto. Ejercicios de aplicación (pp. 336, 464-465)			
9 mar	Reunión 2 con grupos 1 y 2		Entrada 7	Informe de entrevistas
12 -16 mar	Semana de primavera. No hay clase.			
19 mar	Instrucciones para la Composición 2 Video: Sístole, diástole			Párrafo sobre Sístole, diástole
21 mar	Video: Sístole, diástole (fin)			
23 mar	Reunión 2 con grupos 3 y 4	Letras <h> (p. 318) e <y> (p. 364)</y></h>	Entrada 8	
26 mar	Letras <h> e <y>. Ejercicios de aplicación (p. 319, 365)</y></h>	Repartido sobre pronombres reflexivos y recíprocos		Composición 2
28	Pronombres reflexivos y	Repartido sobre se		
mar	recíprocos. Ejercicios de aplicación.	pasivo y se impersonal.		
30 mar	Reunión 2 con grupos 5 a 7		Entrada 9	
2 abr	Se pasivo y se impersonal. Ejercicios de aplicación (del repartido).	Presente del subjuntivo (pp. 340- 346)		
4 abr	Presente del subjuntivo.	2.0)		

	Ejercicios de aplicación (pp. 344, 345-346)			
6 abr	Día de lectura. No hay clase.	Pronombres relativos (pp. 354- 358)	Entrada 10	
9 abr	Pronombres relativos. Ejercicios de aplicación (pp. 355-359)			
11 abr	Repaso para el examen.			
13 abr	Examen 2	Letra <11> (p. 380)		
16 abr	Letra <ii>. Ejercicios de aplicación (pp. 380-381) Discusión de presentaciones y pósters.</ii>	Subjuntivo en cláusulas nominales (pp. 350-352), adjetivales y adverbiales (pp. 412- 419)		
18 abr	Subjuntivo en cláusulas nominales. Ejercicios de aplicación (pp. 352-353; 412- 419)			
20 abr	Video: Ponchada	Ejercicios sobre el video Ponchada		Entrega del borrador del póster
23 abr	Video: Ponchada (fin). Repaso de oraciones subordinadas sustantivas, adjetivas y adverbiales.	Letras <r, rr=""> (pp. 396-397) Palabras parónimas (pp. 432-33; 448-449; 478-79)</r,>		
25 abr	Letras <r, rr="">. Ejercicios de aplicación (p. 397) Palabras parónimas. Ejercicios de aplicación (pp. 432-33; 448- 449; 478-79)</r,>			
27 abr	Presentaciones orales de los grupos.			
30 abr	Presentaciones orales de los grupos.			
1 may	Presentaciones orales de los grupos.			
4 may	Presentación de pósters de 3 a 5 pm (salón a determinar).			



Éxodo Jujeño con Miguel Belgrano

SPAN 2313: Spanish for Heritage Speakers - Fall 2011

TTh 9-10:15 / Classroom Center 307 / Prof. Andy Reynolds CC 320D

Email: areynolds@mail.wtamu.edu Office Phone: 806-651-2466 Office Hours: Wed. 9am-noon / TTh 3:45-4:45pm

Required materials:

Español escrito: Curso para hispanolablantes bilingües, 6th ed. (Valdés, Teschner, Enríquez)

Español escrito: Cuaderno de actividades.

Other Course Readings Available via E-Reserves

Recommended materials:

MLA~Haudbook. Gibaldi and Achtert. Modern Language Association. 6^{th} or 7^{th} ed. A Spanish/English dictionary.

Online Dictionaries: Spanish/English – www.wordreference.com Spanish – www.rae.es

Prerequisite: This course requires approval from me or Prof. Hector Garza

Course objectives/Learning Outcomes: This course will enhance your Spanish language skills by providing you with new and important contexts for the use of Spanish. It is not designed to "reform" your language abilities, but to add to them specific proficiencies directly related to professional activities, community interaction, and cultural awareness. Additionally, this course will develop your bilingual range through weekly reading, writing, and oral presentation assignments. This course will also introduce you to several important social and cultural themes that have helped shape the Hispanic world in the past century. You will also be able to gain further insight to the complex cultural dynamic of Spanish speakers in the U.S. Through various forms of media such as literature, non-fiction, journalism, television programs, and film you will be able to address questions about bilingualism, immigration, national and cultural borders, oral history, and globalization that will simultaneously expand your language proficiency.

Course Requirements/Evaluation:

The final course grade will be based upon the following:

News Article Presentation and 1pg. Commentary	5%
Suggestion/Reclamation Letter	5%
Weekly Online Journal	10%
Mid-Term Exam	10%
Final Exam	10%
Participation/Class Preparation / Attendance	15%
Cuaderno de actividades Homework	15%
Oral History Ethnographic Portfolio	30%

Taped and Transcribed Interview (10%) Photos or Video of the Interview (10%)

Own Family History Background Essay (3-4pp.) (15%)

Reflective Essay on the Project (3-4pp.) (15%)

Creative Component - Poem, Collage, Short Story, Drawing (10%)

Oral Presentation on the Project Results (10-12min) (40%)

Grading scale:

A = 90-100%

B = 80-90%

C = 70-80%

D = 60-70%

F = 59% and Below

Daily Reading:

Before the second day of class you will be required to find a novel, in Spanish, to read during the course of the semester. On most class days, we will dedicate the first 5-10 minutes to reading the novel.

News Article Presentation and Commentary: Each student will give a 5 minute presentation on a current news or journal article, in Spanish, that aligns with their professional/academic interests. Students will practice professional presentation skills and will provide a copy of a one page outline of their presentation to each class member. An audio or visual element must also be incorporated into the presentation. Students will also turn in a one page commentary/opinion on the article presented. A sign-up sheet for presentation dates will be provided the first week of class. Presentations will be evaluated in the following way:

Presentation Skills (Clear and Organized, Presentation not Read, Eye Contact etc.):	25%
Spanish Language (Clarity, Correct Grammar and Vocab. Etc.):	25%
Audio Visual Component:	10%
Presentation Outline:	10%
One Page Commentary:	30%

Suggestion/Dissent Letter: Students will choose a political/social/consumer issue and will write a formal letter to the organization, corporation or political group providing them with a suggestion or a dissent or objection in regards to their practices.

Weekly Journal: Consistent practice is the best way to develop writing and vocabulary skills. The journal will be an opportunity to practice your writing regularly. You are expected to write in Spanish, two entries of 100-150 words per week (a total of 26 entries). You will also write one vocabulary entry each week consisting of a list of 10 vocabulary words obtained from in-class and assigned reading, the definitions of the words in Spanish, and the use of each word in an original sentence. The journals will be produced on an online blog site such as blogger.com or wordpress.com. Journals will be due each Thursday evening by midnight. You may write about your life on campus, your classes, your friends, your family, your thoughts and feelings, etc. Simply explaining your daily schedule is strongly discouraged. There will be some weeks when your journal topic will be assigned to you. Students must provide me with a blog url before the first journal is due.

Each journal entry will be evaluated as follows (25pts weekly):

Content/Organization	5pts
Expression/Grammar/Language/Style	5pts
Vocabulary list	5pts

Mid-term and Final Exams: The Mid-term Exam will cover content from the first half of the semester and the Final Exam will cover material from the second half. They will cover textbook and workbook grammatical content, course readings and themes discussed in class.

Cuaderno de actividades Homework: Four times throughout the semester you will turn in all pages completed in the *Cuaderno de actividades*. If the *Cuaderno* exercises exceed 10 questions, you are only required to complete the first 10.

Oral History Ethnographic Portfolio: Over the course of the semester you will complete six assignments that will form part of your Oral History Portfolio. The portfolio will consist of A.) A taped (video or audio) 10-20min interview will an Hispanic community or Spanish-speaking

family member. The interview must also be transcribed in Spanish. B.) Photos or Video of the interview and material related to the interview such as the home, workplace, family, traditional objects related to the interview etc. C.) A 3-4 page essay on your own family history and traditions D.) A 3-4 page essay describing your reaction to the interview experience E.) A creative component related to the interview or own family history such as a poem, artwork, short story etc. F.) A final 10-12min presentation on the experiences of the project. Final presentations will be held during finals week.

*NOTE: One requirement of this course is that you will attend one session of the **Spanish** Conversation Hour. You and a few other Spanish students from upper level courses will lead discussion during the hour to satisfy *one weekly journal grade for this class*. Note the dates we have set aside for Spanish Conversation Hour and sign up. You will receive *a grade of 100 for attendance and participating, and you will have to suffer a 0 if you do not attend at any time* during the semester. We will meet on Tuesdays and Wednesdays, every other week from noon until 1:00 in the EPML Conference Room, CC322, and a member of the Spanish faculty will be present with you to evaluate performance and to take attendance.

DATES for SPANISH CONVERSATION HOUR - FALL 2011

Tuesday, September 6 Wednesday, September 14 Tuesday, September 20 Wednesday, September 28 Tuesday, October 4 Wednesday, October 12 Tuesday, October 18 Wednesday, October 26 Tuesday, November 1 Wednesday, November 9 Tuesday, November 15 Wednesday, November 30

PORTFOLIO FOR SPAN 3301

On December 6, you will turn in a file folder that will contain photocopies of all of the marked and graded compositions that you have written for this course this semester. You will receive a homework grade of 100 for turning in a folder that has all seven compositions, a zero for no folder, and 12 points off for any composition that is missing from the folder. You should label the folder this way:

YOUR FULL NAME, INCLUDING MIDDLE NAME YOUR STUDENT ID NUMBER YOUR MAJOR EXPECTED GRADUATION DATE This is something new we are beginning to do as part of your educational portfolio. Expect to do this in all upper level Spanish courses so that we have a record of your university work.

Requirements for compositions: In order to develop your writing skills, you will follow a sequential writing process, which will include an initial draft and a final edited composition. The first draft should be as close to a finished product as possible; the second draft should be seen as an opportunity to polish an already solid piece of writing. This will be reflected in the weight assigned to each version.

- All formal compositions written at home (other than the suggestion letter) must be typed in Times New Roman 12 Pt. font, double-spaced; pages must have 1" margins all around, and be numbered on the top-right corner.
- Place the word count at the bottom of the last page.
- Staple or paperclip in the upper-left corner.
- Put your name in the upper right-hand corner of page 1, as in the following example:

Domingo Sarmiento

Ensayo #1

Date

- Paperclip other materials (images/stories/articles) behind compositions.
- Paperclip revisions on top of original.

N.B.: Unless otherwise instructed, compositions not meeting all of the above criteria will lose points.

Compositions will be evaluated as follows:

Outline	5%
Content	25%
Organization/Structure	25%
Expression/Grammar/Language/Style	45%

Policies/Responsibilities:

Participation/Attendance: Participation/ Attendance is worth 15% of the course grade and includes attendance, preparation (readings and written homework assignments), and active participation in class discussions. The day's reading and homework assignments are to be done before each class session. Students are expected to come to class ready to actively participate in the day's discussion. Attendance and late arrivals also factor in to your daily participation; if you are not in class, you cannot participate. Student participation will be evaluated four times during the semester. If you send or receive text messages in class you will lose participation points.

Regular attendance is extremely important to the success of students in the class. I will take roll at the beginning of each class session. Each absence will reduce your participation grade by 5%. Excused absences consist of documented medical emergencies, a death in the immediate family, and similarly serious issues. University sanctioned activities also count as excused absences. Car problems, work conflicts, social events, vacations, and the like are examples of things that

don't fit into the excused absence category. If a student misses a class, it is her/his responsibility to find out what was covered in class for that day from another student or the professor. (NOTE: 3 late arrivals = 1 absence; 3 early departures = 1 absence)

N.B.: If you incur more than nine absences, you should consider withdrawing from the class as your final grade may be seriously undermined. You are expected to arrive on time, to have read each day's assignment carefully, and to be ready to participate actively. Repeated lateness and lack of preparation or participation may result in the loss of participation points.

Important dates:

Sept. 14: 12th Class Day – Census - Last day to withdraw from class without it going on your record.

Oct. 14: Last day to Drop/Withdraw with an X on your transcript Nov. 23-25: Thanksgiving Break – No class on Thursday the 24th Dec. 6: Last day of Class

Academic Integrity: The WT Code of Student Life states that "Any act that hinders WTAMU from maintaining the integrity of the University's academic mission shall be treated as a serious offense against the community as a whole." This includes cheating [use of unauthorized materials, assistance, etc. during exams], plagiarism [to present ideas and statements of another person as own] and facilitating academic misconduct [to help another student do any of the above]. With this in mind consider the following: all assignments for this course should be your own work only. You cannot have another student, a tutor, or friend correct the work you are to turn in. You may not use electronic translation programs to do any of the work for this course. The only exception to the above is if, and only if, your instructor assigns you to work with another student. Cheating, plagiarism, and other examples of academic misconduct as outlined in the Code of Student Life will be pursued and sanctions will be levied that may have an impact on your permanent academic record. If you have any questions about the issue of academic integrity, feel free to consult with the Professor.

ADA statement: West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Disability Support Services and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (*Code of Student Life*). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

Evacuation Statement: If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651.5000or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

PROGRAMA DE CLASES DE SPAN 2313 (TENTATIVO) / Otoño 2009

T = Libro de texto Español escrito CA = Cuaderno de actividades

Semana	Día	En clase	Tarea (textos y cuaderno)	Para Entregar
Semana 1	30 de agosto	Introducción Conocernos ¿Qué es un "Heritage speaker"? Discusión Sobre Bilingüismo		
	1 de septiembre	Discutir T. Laviera Bilingüismo cont. Léxico y fonética española	T: Leer 2-11, 15-17 M. Denevi Conseguir una novela para la lectura diaria Leer: "Spanish" y "English" de T. Laviera	-Diario 1 (2 entradas y lista de vocab)
Semana 2	6 de septiembre	Historia de la Lengua Española Léxico y fonética española cont. Estrategias para las presentaciones orales	T: Leer 12-14, 17-18 CA: 1.1-1.3, 1.5, 1.8 Leer: M. Resnick, Introducción a la historia de la lengua española 1-11. Leer Instrucciones para el ensayo familiar	
	8 de septiembre	Historia y herencia de la lengua española cont. Registros formales y informales Pre-escritura del ensayo de historia familiar	T: Leer 20-25 CA: 2.2, 2.3	-Diario 2
Semana 3		Las consonantes La conquista	T: Leer 25-29 CA: 2.4-2.7, 2.9	
	15 de septiembre	La historia oral: Tradición y lengua Las consonantes cont. Peer-review: ensayo de historia	CA: 2.4-2.7, 2.9 A-C, 2.11 A-C Leer: Selección de <i>Beloved</i> Land	-Diario 3 -borrador del ensayo de historia

		familiar		familiar
Semana 4		La historia oral: Tradición y lengua cont. Estrategias de lectura	CA: 2.13-15, 2.20-21 Leer: "Rasgos de los buenos lectores" 1-6	-Tarea de CA -Ensayo final de historia familiar
	22 de septiembre	Español en los EE.UU. Estrategias de lectura cont. Acentos	T: Leer 34-40 CA: 3.2-5 Leer: J. Ramos "Long Live Spanglish!" Leer: "Rasgos de los buenos lectores" 6-12	-Diario 4
Semana 5	27 de septiembre	Español en los EE.UU. cont. Discutir Anzaldúa	T: Leer 40-45 CA: 3.6-8, 3.10-12 Leer: Anzaldúa, Gloria. Borderlands 75-87	
	29 de septiembre	Español en los EE.UU. cont. Debate – Movimiento de "English Only"	CA: 3.13 a-i Leer: Selección de R. Rodriguez, Hunger of Memory, 11-32	-Diario 5
Semana 6	4 de octubre	La inmigración Película: <i>La ciudad</i> Discutir Rivera	T: Leer 64-67 Leer: Rivera, Tomás. "Es que duele"	
	6 de octubre	La inmigración cont. <i>La ciudad</i> cont. Rivera cont.	T: Leer 48-53 CA: 4.2-4, 4.8, 4.10, 4.14-16 Leer: Rivera, Tomás. "Los niños no se aguantaron"	-Diario 6
Semana 7	11 de octubre	La inmigración cont. Repaso gramatical	T: 68-77 CA: 5.2-3, 5.5, 5.7-9, 5.14, 5.19	
	13 de octubre	La inmigración cont. Repaso gramatical	Leer: T. Laviera "nuyorican" Poemas selectas: Lorna Dee Cervantes	Tarea de CA -Diario 7
Semana 8	18 de octubre	Examen parcial		
	20 de octubre	Latinoamericanismo Palabras con sonido /s/ Cartas profesionales	T: 80-86 CA: 6.2, 6.5, 6.8-9, Leer: Selección de Simon Bolívar "Carta de Jamaica"	-Diario 8

Semana 9	25 de octubre	Latinoamericanismo cont. Palabras con sonido /s/ Cartas profesionales cont.	T: 86-88 CA: 6.11-12, 6.15, 6.21-22 Leer: J. Martí "Nuestra américa"	-Entrevista grabada y transcrita -Fotos o video de la entrevista
	27 de octubre	Latinoamericanismo cont. La letra z Cartas profesionales cont.	T: 94-100 CA: 7.2-3, 7.6, 7.9, 7.15 Leer: W. Mignolo, The Idea of Latin America 1-22	-Diario 9
Semana 10	1 de nov.	La globalización y el mundo hispanoamericano La letra <i>x</i> Práctica de entrevista	T: 106-110 CA: 8.2-3, 8.5-6, Leer: The Monroe Doctrine	-Tarea de CA
	3 de nov.	La globalización y el mundo hispanoamericano cont. La letra <i>lı</i> Práctica de entrevista cont.	T: 111-116 CA: 8.11-13, 8.15-17 Leer: Artículo de globalización	-Diario 10 -Componente creativo del proyecto etnográfico
Semana 11	8 de nov.	Proyecto de "Remnant Trust" – Clase en PPHM	Lecturas de los textos de RT	
	10 de nov.	Medios de comunicación en/ representación del mundo hispano Cartas de reclamación/sugerencia cont. Pre-escritura	T: 118-125 CA: 9.2-4, 9.6, 9.8-10, 9.12 Leer: S. Gruzinski "Introduction." <i>Images at War</i> . 1-6.	-Traer a clase un imagen que representa el mundo hispano -Diario 11
Semana 12	15 de nov.	Medios de comunicación en/ representación del mundo hispano cont: <i>La música</i> Peer review de una carta de reclamación/sugerencia	Leer: Artículo de música latinoamericana	- Borrador de una carta de reclamación / sugerencia
	17 de nov.	Medios de comunicación en/ representación del mundo hispano cont: <i>La televisión</i> Pre-escritura del ensayo de la experiencia etnográfico	T: 125-128 CA: 9.16-18	-Versión final de una carta de reclamación / sugerencia con una estampilla y sobre Diario 12
Semana 13	22 de nov.	La España contemporánea Película: <i>Laberinto de Pan</i>	Leer: Historia española	

	24 de nov.	Thanksgiving – No hay clase		
Semana 14	29 de nov.	La España contemporánea cont. Película: <i>Laberinto de Pan</i> Peer-review: ensayo de la experiencia etnográfica		-Borrador del ensayo de la experiencia etnográfica
	1 de dec.	La España contemporánea cont. Película: <i>Laberinto de Pan</i>	T: 136-143 CA: 10.2-3, 10.7-9 Leer: Selección de poesía española	Diario 13
Semana 15	6 de dec.	Examen Final		-Versión final del ensayo de la experiencia etnográfica -Tarea de CA -Entregar Portafolio de Trabajo
	Dia del Final	Presentaciones del proyecto etnográfico		

SPANISH 2315

SPANISH FOR HERITAGE SPEAKERS II

Instructor: Héctor N. Garza, Ph. D.

Office: CC 320 E

Phone: 651-2462

Office Hours: M & W 3:45-4:30; T 10:00-12:00, 1:00-3:00 F 10:00-12:00 Or by Appointment

Email Address: hgarza@wtamu.edu

Class time: M & W 02:30-03:45, Classroom Center 336

Required text:

Español escrito, by Valdés, Teschner, Enríquez. Sexta edición. Pearson-Prentice Hall.

Español escrito. Cuaderno de actividades and Aanswer Key.

COURSE OBJECTIVES AND STUDENT OUTCOMES: Spanish for Heritage Speakers II is the logical continuation of Spanish for Heritage Speakers I. These classes have been designed to meet the needs of students who are heritage / native Spanish speakers who live in the United States. At the end of the semester, students will be able to identify the structure of the Spanish sentence and its various parts; subject and predicate, nouns, verbs, pronouns, etc. They will learn how to write compositions using standard, academic Spanish, and will boost their oral skills by participating in discussions on specific topics.

LEARNING TECHINIQUES: Heritage / native speakers of Spanish who want to improve their linguistic skills in Spanish have to participate daily in class and attend ever class period. Attendance and participation, and consistent study are not only occasional cramming. Here are some recommendations that will help you succeed in this course:

- a) Memorize and review vocabulary, conjugations and grammatical structures. Just completing assigned homework is not sufficient to learn course material.
- b) Speak exclusively in Spanish during class.
- c) Use resources available to you:
- 1.Instructor's office hours
- 2. Dictionaries, Language Lab, and the Internet

EVALUATION

Attendance and participation	20%
Compositions	20%
Cuaderno de actividades	20%
Midtern exam	20%
Final Exam	20%
Total	100%

Grading scale:

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

ATTENDANCE AND CLASS PARTICIPATION: The participation grade will be based on student attendance, attitude, effort and the quality of involvement in class. **Speaking IN SPANISH throughout the class is essential to good participation.** You can improve your daily class work grade by 1) coming to class having completed homework assignments and prepared to participate on a regular basis; and 2) interacting consistently in Spanish with your instructor and with classmates.

COMPOSITIONS: You will have to turn in three 300-WORD compositions which will require a first and a final draft. The final draft must be turned in along with the first draft. You will be evaluated on grammar, spelling, and organization of your ideas. It is required that you include the recommendations and suggestions of your instructor in your final draft. You have to type your composition and you will use a 12 pt. font, Times New Roman, double spaced. Your instructor will give you more details in class as well as the topic of your composition.

CUADERNO DE ACTIVIDADES: You will be required to complete written homework assignments from Cuaderno de Actividades as noted in the syllabus. Whenever we finish a chapter from the textbook, you will have to turn in that chapter from your Cuaderno de Actividades. This homework must be completed BEFORE attending class, and will be collected at the beginning of each class and will not be accepted late. Corrections on a second color will be required in order to receive credit. If you didn't make any mistakes you will need to state that on your homework. You must be in attendance to turn in your homework.

MIDTERM EXAM: There will be one midterm exam, which will cover grammatical structures and chapter content, and knowledge of the readings studied in class and a brief composition. There will be no make-ups. Be sure to be in attendance on days where exams are given! The dates are indicated on the Schedule of Activities.

FINAL EXAM: The final exam will be similar in length and in content to the midterm exam. This exam will cover only the content of the chapters studied in class the second part of the semester. Thus, the final exam will not be comprehensive, although you should use the grammar

you already learned the whole semester in the composition part of your final exam. The same policies apply to the final exam as to make ups or rescheduling.

Late assignments and make-ups. If you have an emergency and fail to attend class, please make sure that you turn in any assignment due that day or send it electronically to your instructor's email address. If you miss an exam, contact your instructor (within 24 hours) via email or telephone in order to reschedule your test. You will have 48 hours to take the test that you missed. You will be permitted to do so if you had health problems requiring hospitalization, a family emergency or jury duty. If you are an athlete, you must notify your instructor the days you will be absent in advance.

Special note on the use of electronic devices. Students are required to turn off their mobile phones, laptop computers, electronic music players or any other device that might disturb the class. If you are a student with special needs and the use of a specific device is required, contact your professor immediately.

Academic Integrity. All work must be competed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Student Code of Life at http://www.wtamu.edu/webres/File/Student%20Life/WEB2010-2011CodeOL.pdf

Acceptable Student Behavior. Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

ADA statement. West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; www.wtamu.edu/disability; phone 806-651-2335.

Evacuation Statement. If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits,

outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651.5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

Copyright Statement. Copyright 2010 Dr. Héctor N. Garza. As to this syllabus and all instructional material; materials may not be reproduced without Dr. Garza's written consent. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of Dr. Héctor N. Garza.

Disclaimer statement. Information contained in this syllabus, other than the grading, late assignments, make up work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the professor.

SCHEDULE OF ACTIVITIES

Read these pages before class	Homework assignments (due dates)
Important dates	
Agosto	
29 Presentación del curso	
31 Leer pp. 149- 153	
Septiembre	
5 ¡No hay clase!	
7 Leer pp. 153-160	
12 Leer pp. 161-163	Cuaderno de Actividades cap. 11
14 Leer pp. 165-170	
19 Leer pp. 170-181	Composición I (Borrador)
21 Leer pp. 181-185	Cuaderno de actividades cap. 12
26 Leer pp. 187-192	
28 Leer pp. 192-197	

Octubre

3 Leer pp. 197-206 Cuaderno de actividades cap. 13

5 Leer pp. 207-213 Composición I (Versión final)

10 Leer pp. 213-219

12 Leer pp. 219-224 Cuaderno de actividades cap. 14

17 Repaso pare el examen de medio semestre

19 Examen de medio semestre

24 Leer pp. 225-229

26 Leer pp. 229-235 Composición II (Borrador)

31 Leer pp. 235-239 Cuaderno de actividades cap. 15

Noviembre

2 Leer pp. 241- 246 Composición II (Versión final)

7 Leer pp. 246-258

9 Leer pp. 258-261 Cuaderno de actividades cap. 16

14 Leer pp. 263-269

16 Leer pp. 269-282

21 Leer pp. 282-292 Cuaderno de actividades cap. 17

23; No hay clase!

28 Leer pp. 293-298 Composición III (Borrador)

30 Leer pp. 298-306

Diciembre

5 Leer pp. 306-314 Cuaderno de actividades cap. 18

7 Repaso para el examen final Composición III (Versión final)

12 1:00 PM Examen final

Texas A&M University – Kingsville Department of Language and Literature

SPANISH FOR HERITAGE SPEAKERS Primavera January 18 – May 2, 2012 SPAN 1373 Sec. 001 CRN 20987 10:00am –10:50am MWF Sam Fore Hall 106

Instructor: Marco O. Íñiguez-Alba

Office: 109 Fore Hall

Telephone: 593-2399; <kfmoi00@tamuk.edu>

Office Hours: MWF 11:50am -12:50am or by appointment

Textbooks required:

Nuevos Mundos: Lectura, cultura y comunicación. Curso de Español para bilingüe, 3ª edición. Ana Roca.

John Wiley & Sons: New Jersey, 2005. ISBN: 9780470588987 \$78.10

Nuevos Mundos: Cuaderno para estudiantes bilingües., 3ª edición. Ana Roca. John Wiley & Sons: New

Jersey, 2005. ISBN: 9781118151426 \$42.45

Highly recommended: A good Spanish/English dictionary: Vox, Porrua, Larousse, etc. and a verb reference book, for example 501 Spanish Verbs

Catalogue Course Description

Spanish for Heritage Speakers This class is an introductory course for students who possess a passive or spoken knowledge of Spanish and who wish to develop greater competency in Spanish. Focus is on the four basic skills: listening, speaking, reading, and writing. Language laboratory required.

Course Description

Spanish for Heritage Speakers is a course constructed to meet the language development needs of students who already possess a passive or spoken knowledge of the language. The course will cover various chapters of the textbook. This course is an intensive introduction to Latino/Hispanic culture, history and language. Through analytical reading, writing, conversation exercises and general exposure to multimedia presentations the student will develop Spanish language proficiency and cultural awareness. This course reviews and advances grammar knowledge and practice. Oral exchanges and class performances will be key aspects of the course. Furthermore, the course will be conducted in Spanish utilizing communicative strategies to develop the student's language proficiency and comprehensive accuracy. Students will be expected to converse completely in the target language.

General Education Requirement

Spanish for Heritage Speakers is part of the general education requirements for Texas A&M University-Kingsville and satisfies the component area for Humanities under Modern or Classical Languages.

Student Learner Outcomes and Assessment Measures

- The student will demonstrate grammar and vocabulary development in the target language. These
 objectives will be assessed by quizzes, homework writing assignments, chapter exams and a
 cumulative final exam.
- The student will demonstrate a basic target language oral proficiency. This objective will be measured by in-class oral exercises, assigned presentations, and a final group presentation/performance.
- The student will demonstrate knowledge, an understanding and appreciation of cultures other than their own. This objective will be assessed by quizzes on cultural readings and visual presentations.

- 4. The student will demonstrate comprehension of basic Spanish and demonstrate an ability to respond critically with informed personal reactions to works in the humanities. This objective will be assessed through classroom dialogues and listening exercises, quizzes and chapter exams
- 5. The student will demonstrate a linguistic and cultural comprehensive skill level commensurate with Elementary College Spanish and thus be prepared to continue to intermediate Spanish coursework. This objective will be assessed through classroom dialogues and listening exercises, quizzes, chapter exams and other graded assignments.

Grading Process

Final Group Project	30%
Attendance, participation, presentations, workbook, lab & pop quizzes	15%
Compositions (3)	15%
Homework (5)	10%
Pruebas (6)	30%

Grade Distribution

A	100-90	D	69-60
В	89-80	F	below 60

C 79-70

HELPFUL LABORATORY MATERIALS AND SUGGESTED READINGS

<u>Destinos</u> Videotapes (episodios 1-26 for 1313, episodios 27-52 for 1314) may be watched on-line at www.learner.org)

In order to find <u>Destinos</u> at <u>www.learner.org</u>, click on "View programs." Scroll down to and click on "<u>Destinos</u>," then on the right, click on the VoD image. You will need to sign in with your e-mail address and set up a password, and you will need the proper media player installed on your computer. Then you may select the episode you wish to watch.

For summaries of the episodes and extra practice with vocabulary and grammar, go to www.mhhe.com/destinos, click on "Student edition," then on "Content," where you will find for each lesson "quizzes" and "more resources." Under "more resources" you may choose "episode recap," in English or in Spanish. I recommend that you read the Spanish, consulting the English only for the words you don't understand.

Internet:

www.studyspanish.com (Many links to other Spanish practice sites)

http://Spanish.about.com

http://www.elmundo.es/diccionarios (Select "inglés a español" or ("español a ingles")

www.businessspanish.com (Many good links for practice sites)

www.spaleon.com (verb conjugation practice)

<u>www.spanicity.com</u> (Grammar lessons, vocabulary, audio clips) <u>www.spanish.bz/blog/blogger.htm</u> (free podcasts, including slang and listening comprehension)

www.lingolex.com/spanish (lessons for beginners, pen pals, chat)

www.spanishprograms.com (excellent beginning lessons with visual links)

Homework

Homework will be collected randomly 5 times during the fall session. Please arrive each day with your homework completed on a separate sheet of paper (with your name, date, title of subject, page numbers or sections) **not in the textbook. Do not do your homework during class.** The student is responsible for completing the homework assignments on time. No late work will be accepted. Assignments will include grammar, vocabulary, oral and written exercises. These exercises are assigned daily. Work is graded based on completion (+) worth 3 points, incomplete ($\sqrt{}$) worth 2 points and attempted (-) worth 1 point.

Lab/Tutoring

You are expected to attend the language lab 2 hours/ week or **one hour of tutoring per week plus one hour of lab**. Please sign up at the Language and Literature lab or tutoring office for the days and times you would like to attend.

Quizzes and Exams

Quizzes will be given as needed. Always be prepared for the unexpected pop quiz. Exams are conventional; they include an oral comprehension section and a written component covering the chapter material. There are no make up quizzes or exams. Only under the most extreme circumstances will I provide a makeup exam, and written documentation excusing the absence must be provided. IF AN EXAM IS MISSED - each day until the exam is taken will cost 10% off the grade.

Compositions

There will be three typed double spaced 250 word brief compositions on related thematic topics. Please adhere to all grammar rules including accents and use of tildes "~" and diéresis """ when composing your essays. Include topic sentences buttressed by supporting arguments and examples.

Oral Presentations

There will be two types assigned to all students. The first are short presentations assigned to each student on the units covered in class. Each student will deliver several presentations throughout the course. The second is a group project organized as a final performance intended to demonstrate mastery of the target language objectives.

Attendance

Attendance is mandatory. Language learning requires a daily routine of punctual attendance, participation, and preparation. If you miss a day you are penalized by not receiving credit for your late work, unless you have a written legitimate excuse. Any in class quiz or assignment given, cannot be made up. Excessive absences will guarantee a drop from the class. However, it is ultimately the responsibility of the student to drop a class. Refer to the departmental policy on the following page. Demonstrate academic responsibility.

Participation, Punctuality, Preparation

You must study at least 2 hours for each hour of class instruction. Come to class willing to participate in a learning laboratory. Be on time. Bring whatever is necessary to keep on task: textbook, notes, dictionary, coffee, eagerness, assignments, snacks, etc. Always enter the classroom with questions. If the class is insufficient time then follow-up with office hours or consult a tutor or fellow classmate. Do not leave questions unresolved. Avoid passive learning.

Some items are subject to change due to unforeseen circumstances. Students will be promptly notified of any changes.

Disability statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term. DRC is located in the Life Service and Wellness building at 1210 Retama Drive, or call (361) 593-3024.

Behavioral Expectations

Students are expected to maintain a classroom environment, which is conducive to learning! In order to assure that all students have an opportunity to benefit from time spent in class, unless otherwise approved by the instructor, during class time students are **prohibited** from (1) using cellular phones or beepers (so turn them off before entering the classroom!), (2) sleeping, (3) reading newspapers, (4) doing homework, (5) making offensive remarks, (6) speaking out of turn or chatting, (7) dominating discussion, or (8) engaging in any other form of distraction. **Repeated inappropriate behavior in the classroom will result in 1) being invited to leave and 2) being dropped from the course.**

Academic Integrity

Students who present as their own work any examples they have not honestly performed is regarded by the administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. In other words, **you should do your own homework** and should not copy from others or bring notes during quizzes and exams. Failure to abide to this agreement will result in a failing grade on the assignment, and possibly and "F" in the course and/or suspension from the university!

Academic misconduct statement:

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Forms of academic dishonesty:

- 1) Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty.
 Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3) **Fabrication**: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
- 4) **Plagiarism**: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
- Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
- 7) **Threat**: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

- 1) Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
- Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
- 3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
- 4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
- 5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- 6) Nondisclosure or misrepresentation in filling out applications or other university records.
- 7) Any action, which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic misconduct:

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include

- 1) interfering with the instructor's ability to conduct the class,
- 2) causing inability of other students to profit from the instructional program, or
- 3) any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment / Discrimination:

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a department head, any supervisory employee, the Dean of Students (593-3606), or the Office of Compliance (593-4758). Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Six-drop policy:

The following provision (new in Fall 2007) does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas legislature has enacted a limit to the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. If you need additional information on Senate Bill 1231 and how it affects you, please contact the Registrar's Office in College Hall, Room 105.

College of Arts and Sciences Attendance Policy

In the College of Arts and Sciences, faculty may define attendance policies for their courses. If they do so, students must be provided written notice of the policy at the beginning, in course syllabi. Published attendance policies that stay within the following general guidelines have the support of the College:

- Instructors must apply their stated attendance policy consistently.
- Students will be expected to attend class regularly, and to complete assignments and take examinations on time.
- For official absences that have been approved through the Office of the Provost and Vice President for Academic Affairs, absences connected with religious holy days, and for unofficial, unplanned absences (which may be excused at the discretion of the instructor), make-up assignments or exams will be administered according to the procedures defined in the instructor's syllabus for the course. Arrangements for make-up work should be made in advance.
- In Fall or Spring semesters, students may be dropped from a course for non-attendance if they are absent without acceptable excuse from more than six meetings of MWF and other 3-day/week classes, four meetings of TTh and other 2-day/week classes, or two meetings of Saturday and other 1-day/week classes. For five-week Summer Sessions, students with more than four unexcused absences from daily (5-day/week) classes may be dropped.
 - Absences can be counted (after the fifth class day of the term)
 - At or before the mid-semester point, students dropped for non-attendance will be given a
 grade of Q. After the mid-semester point, the instructor may assign a grade of either Q or
 F to indicate whether the student was passing the course or failing, based on their grade
 record at the time of the drop.

- In their published attendance policies, instructors may allow more absences than the above but not fewer.
- A student who arrives at class late (after 10 minutes) can be counted as absent. The instructor has
 the discretion to excuse such an absence if, at the end of the class meeting, the student provides a
 satisfactory explanation for his/her lateness to the instructor.

7

Programa de Estudio Español Básico I 1373 PRIMAVERA 2012

lunes	martes	miércoles	jueves	viernes
16 de enero Feriado MLK	17 de enero	18 de enero 1er día de clase. Introducciones Presentación del curso.	19 de enero	20 de enero Introducciones y Presentación del curso. Tarea: 1 ^a composición. Materiales Diagnóstico
23 de enero	24 de enero	25 de enero Cap. 1 Leer 3-7 Cuaderno p 1-3	26 de enero	27 de enero Cap 1 Leer12-14 Cuaderno p 4-6
30 de enero Cap 1 Leer 19-20 Cronología Cuaderno p 6-8	31 de enero	1 de febrero Cap 1 Leer 21-23 Cuaderno p 8 - 10	2 de febrero	3 de febrero Cap 1 Leer 30-31 Cuaderno p 11- 13
6 de febrero Cap 1 Prueba 1 Cuaderno 14-17	7 de febrero	8 de febrero Cap 2 Cuaderno p	9 de febrero	10 de febrero Cap 2 Cuaderno p

^{*}With instructor's approval, a student may add a class anytime between the 5th and 12th class day. For such a situation, the counting of absences begins at the day of the add action.

13 de febrero Cap 2	14 de febrero	15 de febrero Cap 2	16 de febrero	17 de febrero Cap 2
Cuaderno p				
20 de febrero Cap 2	21 de febrero	22 de febrero Cap 3	23 de febrero	24 de febrero Cap 3
Prueba 2 2ª composición				

27 de febrero Cap 3	28 de febrero	29 de febrero Cap 3	1 de marzo	2 de marzo Cap 3
5 de marzo Cap 3 Prueba 3	6 de marzo	7 de marzo Cap. 4 Los Cubanos Leer p105- 8; hacer preguntas 109	8 de marzo	9 de marzo Cap4 Los Cubanos Discusión, vocabulario, Película: Fidel I Tarea: Primera composición (para el lunes) Tarea: Estereotipos en el cine.
12 de marzo	13 de marzo	14 de marzo	15 de marzo	16 de marzo
Feriado	Feriado	Feriado	Feriado	Feriado
19 de marzo Cap4 Los Cubanos Discusión y	20 de marzo	21 de marzo Cap4 Los Cubanos	22 de marzo	23 de marzo Cap4 Los Cubanos discusión y párrafo p
presentaciones Película: Fidel II Tarea: leer "mi raza", p110-11 hacer pregs. p111		Discusión y presentaciones Película: Fidel III Tarea: leer p113-4; hacer pregs. 114		24 Tarea: leer p Hacer 3ª composición
Cuaderno p59-61		Cuaderno p61-3		

26 de marzo	27 de marzo	28 de marzo Cap5 España	29 de marzo	30 de marzo Cap5 España
Cap5 España Discusión		Último día para dejar la clase con una "Q" sin firma.		
Entrevista, Tarea:	80	1000000	34.5	312
	le e e e	Terror	Teles a se	Te a sa
2 de abril Cap5 España	3 de abril	4 de abril Cap5 España	5 de abril	6 de abril Feriado Viernes Santo
9 de abril Cap5 España	10 de abril	11 de abril Cap 6 Derechos	12 de abril	13 de abril Cap 6 Derechos
Prueba 5		Humanos		Humanos
16 de abril Cap 6 Derechos Humanos	17 de abril	18 de abril Cap 6 Derechos Humanos presentar temas finales	19 de abril	20 de abril Cap 6 Derechos Humanos Prueba
23 de abril Cap 7 La Mujer	24 de abril	25 de abril Cap 7 La Mujer	26 de abril	27 de abril
30 de abril Cap 7 La Mujer Presentaciones	1 de mayo	2 de mayo Cap 7 La Mujer Presentaciones repaso	3 de mayo Día de estudio	4 de mayo
7 de mayo	8 de mayo	9 de mayo	10 de mayo	11 de mayo
	Examen Final			

Examen Final –Martes 1:20pm – 3:50pm 8 de mayo

¡Buena suerte con la clase!

Texas A&M University – Kingsville Department of Language and Literature

Spanish for Heritage Speakers INTERMEDIATE SPANISH I Primavera 19 de enero - 2 de mayo, 2012

SPAN 2301 Sec. 001 CRN 21005 9:30am -10:45am T&Th Fore Hall 106

Instructor: Marco O. Íñiguez-Alba

Office: 109 Fore Hall

Telephone: 593-2399; < <u>kfmoi00@tamuk.edu</u>>
Office Hours: T-Th 10:45-11:45am or by appointment

Textbook required:

Mundo 21 Hispano. Samaniego, et al. Boston: Houghton Mifflin, 2012. [4th edition]

ISBN 978-0-547-17131-9, \$125.95

Highly recommended: A good Spanish/English dictionary & 501 Spanish Verbs reference book.

Catalogue Course Description

Intermediate Spanish I is open only to students continuing from SPAN 1302, SPAN 1373 or equivalent based on departmental approval. Prerequisite: SPAN 1302 or SPAN 1373. The course reviews Spanish grammar and expands basic language skills. It includes selected readings by Hispanic writers. This is the first semester of the second year of Spanish. This course is conducted entirely in Spanish.

Course Description

Intermediate Spanish I is a course constructed to meet the language development needs of native Spanish speakers. The course will cover the first five chapters of the textbook. This course is an intensive introduction to Latino/Hispanic culture, history and language. Through analytical reading, writing, conversation exercises and general exposure to multimedia presentations the student will develop language proficiency and cultural awareness. This course reviews and advances grammar knowledge and practice. Students must be familiar with the previous grammar covered in the first year (1301 and 1302 or 1373). Oral exchanges and class performances will be key aspects of the course. Furthermore, to reiterate, the course will be conducted in Spanish utilizing communicative strategies to develop the student's language proficiency and accuracy. Students will be expected to converse completely in the target language.

General Education Requirement

Spanish for Heritage Speakers Intermediate Spanish I is part of the general education requirements for Texas A&M University-Kingsville and satisfies the component area for Humanities under Modern or Classical Languages.

Student Learner Outcomes and Assessment Measures

- The student will demonstrate grammar, vocabulary and other standard communicative structures development. These objectives will be assessed by quizzes, homework writing assignments, chapter exams and a cumulative final exam.
- The student will demonstrate an intermediate target language oral proficiency. This objective will be measured by in-class oral exercises, assigned presentations, and a final group presentation/performance.
- The student will demonstrate comprehension of basic Spanish and demonstrate an ability to
 respond critically with informed personal reactions to works in the humanities. This objective will
 be assessed through classroom dialogues and listening exercises, quizzes and chapter evaluations

- 4. The student will demonstrate knowledge, an understanding and appreciation of cultures other than their own. This objective will be assessed by quizzes and writing assignments on cultural readings and visual presentations.
- 5. The student will demonstrate a linguistic and cultural comprehensive skill level commensurate with intermediate college Spanish and thus be prepared to advance to the second year (2302) of Spanish coursework. This objective will be assessed through classroom dialogues and listening exercises, quizzes, and other graded assignments.

Grading Process

Final Group Project	25%
Attendance, Class Participation, Presentations, Homework and Quizzes	30%
Compositions (3)	45%

Grade Distribution

A 100-90

B 89-80

C 79-70

D 69-60

F below 60

HELPFUL LABORATORY MATERIALS AND SUGGESTED READINGS

<u>Destinos</u> Videotapes (episodios 1-26 for 1313, episodios 27-52 for 1314) may be watched on-line at <u>www.learner.org</u>)

In order to find <u>Destinos</u> at <u>www.learner.org</u>, click on "View programs." Scroll down to and click on "<u>Destinos</u>," then on the right, click on the VoD image. You will need to sign in with your e-mail address and set up a password, and you will need the proper media player installed on your computer. Then you may select the episode you wish to watch.

For summaries of the episodes and extra practice with vocabulary and grammar, go to www.mhhe.com/destinos, click on "Student edition," then on "Content," where you will find for each lesson "quizzes" and "more resources." Under "more resources" you may choose "episode recap," in English or in Spanish. I recommend that you read the Spanish, consulting the English only for the words you don't understand.

Internet:

www.studyspanish.com (Many links to other Spanish practice sites)

http://Spanish.about.com

http://www.elmundo.es/diccionarios (Select "inglés a español" or ("español a ingles")

www.businessspanish.com (Many good links for practice sites)

www.spaleon.com (verb conjugation practice)

<u>www.spanicity.com</u> (Grammar lessons, vocabulary, audio clips) <u>www.spanish.bz/blog/blogger.htm</u> (free podcasts, including slang and listening comprehension)

www.lingolex.com/spanish (lessons for beginners, pen pals, chat)

www.spanishprograms.com (excellent beginning lessons with visual links)

Homework

Homework will be collected randomly 5 times during the fall session. Please arrive each day with your homework completed on a separate sheet of paper (with your name, date, title of subject, page numbers or sections) **not in the textbook. Do not do your homework during class.** The student is responsible for completing the homework assignments on time. <u>No late work will be accepted.</u> Assignments will include

grammar, vocabulary, oral and written exercises. These exercises are assigned daily. Work is graded based on completion (+) worth 3 points, incomplete $(\sqrt{})$ worth 2 points and attempted (-) worth 1 point.

Tutoring

Please sign up at the Language and Literature lab or tutoring office for the days and times you would like to attend to receive additional help.

Quizzes and Exams

Quizzes will be given as needed. Always be prepared for the unexpected pop quiz. They can include an oral comprehension section and a written component covering both cultural and grammatical chapter material. There are no make up quizzes or exams. Students who miss an exam must provide official documentation in order to take said exam. For each class day that passes on an unexcused missed exam the student will lose 10% from the exam score, until the exam is taken.

Compositions

There will be three typed double spaced 250 word brief compositions on related thematic topics. Please adhere to all grammar rules including accents and use of tildes "~" and diéresis " " when composing your essays. Include topic sentences buttressed by supporting arguments and examples.

Oral Presentations

There will be two types assigned to all students. The first is a short presentation assigned to each student on the units covered in class. Each student will deliver several presentations throughout the course. The second is a group project organized as a final performance intended to demonstrate mastery and execution of the target language and cultural and historical knowledge.

Attendance

Attendance is mandatory. Language learning requires a daily routine of punctual attendance, participation, and preparation. If you miss a day you are penalized by not receiving credit for your late work, unless you have a written legitimate excuse. Any in class quiz or assignment given, cannot be made up. Excessive absences will guarantee a drop from the class. However, it is ultimately the responsibility of the student to drop a class. Refer to the departmental policy on the following page. Demonstrate academic responsibility.

Participation, Punctuality, Preparation

You must study at least 3 hours for each hour of class instruction. Come to class willing to participate in a learning laboratory. Be on time. Bring whatever is necessary to keep on task: textbook, notes, dictionary, coffee, eagerness, assignments, snacks, etc. Always enter the classroom with questions. If the class is insufficient time then follow-up with office hours or consult a tutor or fellow classmate. Do not leave questions unresolved. Avoid passive learning.

Some items are subject to change due to unforeseen circumstances. Students will be promptly notified of any changes.

Disability statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term. DRC is located in the Life Service and Wellness building at 1210 Retama Drive, or call (361) 593-3024.

Behavioral Expectations

Students are expected to maintain a classroom environment, which is conducive to learning! In order to assure that all students have an opportunity to benefit from time spent in class, unless otherwise approved by the instructor, during class time students are **prohibited** from (1) using cellular phones or beepers (so turn them off before entering the classroom!), (2) sleeping, (3) reading newspapers, (4) doing homework, (5) making offensive remarks, (6) speaking out of turn or chatting, (7) dominating discussion, or (8) engaging in any other form of distraction. **Repeated inappropriate behavior in the classroom will result in 1) being invited to leave and 2) being dropped from the course.**

Academic Integrity

Students who present as their own work any examples they have not honestly performed is regarded by the administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. In other words, **you should do your own homework** and should not copy from others or bring notes during quizzes and exams. Failure to abide to this agreement will result in a failing grade on the assignment, and possibly and "F" in the course and/or suspension from the university!

Academic misconduct statement:

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Forms of academic dishonesty:

- 1) Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty.
 Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
- 4) Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
- Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- 6) **Bribery**: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
- 7) **Threat**: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

1) Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including

laboratories, and use of academic resources or equipment.

- Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
- 3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
- 4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
- 5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- 6) Nondisclosure or misrepresentation in filling out applications or other university records.
- 7) Any action, which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic misconduct:

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include

- 1) interfering with the instructor's ability to conduct the class,
- 2) causing inability of other students to profit from the instructional program, or
- 3) any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, using cell phones, texting etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment /Discrimination:

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to

the complainant's immediate supervisor, a department head, any supervisory employee, the Dean of Students (593-3606), or the Office of Compliance (593-4758). Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Six-drop policy:

The following provision (new in Fall 2007) does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas legislature has enacted a limit to the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. If you need additional information on Senate Bill 1231 and how it affects you, please contact the Registrar's Office in College Hall, Room 105.

College of Arts and Sciences Attendance Policy

In the College of Arts and Sciences, faculty may define attendance policies for their courses. If they do so, students must be provided written notice of the policy at the beginning, in course syllabi. Published attendance policies that stay within the following general guidelines have the support of the College:

- Instructors must apply their stated attendance policy consistently.
- Students will be expected to attend class regularly, and to complete assignments and take
 examinations on time.
- For official absences that have been approved through the Office of the Provost and Vice
 President for Academic Affairs, absences connected with religious holy days, and for unofficial,
 unplanned absences (which may be excused at the discretion of the instructor), make-up
 assignments or exams will be administered according to the procedures defined in the instructor's
 syllabus for the course. Arrangements for make-up work should be made in advance.
- In Fall or Spring semesters, students may be dropped from a course for non-attendance if they are absent without acceptable excuse from more than six meetings of MWF and other 3-day/week classes, four meetings of TTh and other 2-day/week classes, or two meetings of Saturday and other 1-day/week classes. Absences can be counted (after the fifth class day of the term)*
 - At or before the mid-semester point, students dropped for non-attendance will be given a
 grade of Q. After the mid-semester point, the instructor may assign a grade of either Q or
 F to indicate whether the student was passing the course or failing, based on their grade
 record at the time of the drop.
 - In their published attendance policies, instructors may allow more absences than the above but not fewer.
- A student who arrives at class late (after 10 minutes) can be counted as absent. The instructor has
 the discretion to excuse such an absence if, at the end of the class meeting, the student provides a
 satisfactory explanation for his/her lateness to the instructor.

^{*}With instructor's approval, a student may add a class anytime between the 5th and 12th class day. For such a situation, the counting of absences begins at the day of the add action.

Programa de Estudio Español Intermedio I 2301 Primavera 2012

lunes	martes	miércoles	jueves	viernes
16 de enero Feriado MLK	17 de enero	18 de enero	19 de enero 1er día de clase. Introducciones Presentación del curso. Tarea: Lección 1 Los Orígenes p2	20 de enero
23 de enero	24 de enero Lección 1: Estados Unidos Historia Gram: 1.1 Entrega de primera composicion	25 de enero	26 de enero Lección 1: Estados Unidos Historia	27 de enero
30 de enero	31 de enero Unidad 1: Estados Unidos Historia	1 de febrero	2 de febrero Unidad 1: Estados Unidos Lectura: "Esperanza Muere en Los Ángeles"	3 de febrero
6 de febrero	7 de febrero Unidad 1: Estados Unidos Gram: 1.2	8 de febrero	9 de febrero Unidad 1: Puerto Rico Historia Prueba de países hispanoparlantes	10 de febrero
13 de febrero	14 de febrero Unidad 1: Puerto Rico Historia Gram: 1.3	15 de febrero	16 de febrero Unidad 1: Puerto Rico Historia	17 de febrero

20 de febrero	21 de febrero Puerto Rico Lectura: "Del montón"	22 de febrero	23 de febrero Puerto Rico	24 de febrero

27 de febrero	28 de febrero Leccion 2 Raices de esperanza España y México Origenes Entregar 2ª	29 de febrero	1 de marzo Leccion 2 Raices de esperanza España y México Origenes Gram:2.1	2 de marzo
5 de marzo	composición 6 de marzo Leccion 2 Raices de esperanza	7 de marzo	8 de marzo Leccion 2 Raices de esperanza	9 de marzo
	España y México Origenes Gram:2.2		España y México Historia Gram:2.3	
12 de marzo	13 de marzo Leccion 2 Raices de esperanza España y México Historia Gram:2.4	14 de marzo	15 de marzo Leccion 2 Raices de esperanza España y México Lectura	16 de marzo
19 de marzo	20 de marzo	21 de marzo	22 de marzo	23 de marzo
Feriado Primaveral	Feriado Primaveral	Feriado Primaveral	Feriado Primaveral	Feriado Primaveral
26 de marzo	27 de marzo Leccion 2 Raices de esperanza España y México Lectura	28 de marzo	29 de marzo Leccion 3 Camino de los Incas Perú, Bolivia y Ecuador Orígenes	30 de marzo

Lección 3 Camino d Perú, Bol Ecuador Orígenes	3 de abril Lección 3 Camino de los Incas	4 de abril	5 de abril Lección 3 Camino de los Incas	6 de abril Feriado Viernes Santo
	Control of the contro		Perú, Bolivia y Ecuador Orígenes	

9 de abril	10 de abril Lección 3 Camino de los Incas Perú, Bolivia y Ecuador Historia Gram: 3.2	11 de abril	12 de abril Lección 3 Camino de los Incas Perú, Bolivia y Ecuador Historia Gram: 3.3	13 de abril
16 de abril	17 de abril Lección 3 Camino de los Incas Perú, Bolivia y Ecuador Lectura Gram:3.4	18 de abril	19 de abril Lección 3 Camino de los Incas Perú, Bolivia y Ecuador Lectura Tarea: Gram:4.1-4.2	20 de abril
23 de abril	24 de abril Lección 4 y 5 Potencias del Cono Sur /Aspiraciones y contrastes Entregar 3ª composición Gram:4.3 – 4.4	25 de abril	26 de abril Lección 4 y 5 Potencias del Cono Sur/Aspiraciones y contrastes Gram:5.1 – 5.2	27 de abril
30 de abril	1 de mayo Lección 4 y 5 Potencias del Cono Sur/Aspiraciones y contrastes Gram:5.3 Último día de clase REPASO General	2 de mayo	3 de mayo Día de estudio	4 de mayo Examen Final Presentaciones 8-10:30

Examen Final – Viernes 8:00am – 10:30am 4 de mayo ¡Buena suerte con la clase!

Composición - Instrucciones

Aspectos generales

- Escriba una composición entre 250-300 palabras. Debe incluir el "word count".
- Debe estar escrita en ordenador y a doble espacio.
- Debe incluir todos los acentos y tildes usando el ordenador (NO los agregue a mano). Véase la página del Web
 - http://www.indiana.edu/~spanport/diacritical_marks.htm para instrucciones.
- NO copie frases directamente (verbatim) de NINGÚN texto; use siempre sus propias palabras.
 - Nota: Copiar directamente, o ligeramente modificado, del libro es una forma de plagio y será severamente sancionado y reportado a las autoridades universitarias.
- También se debe consultar la siguiente página del Web sobre el plagio: http://www.indiana.edu/~wts/wts/plagiarism.html
- NO puede recibir ayuda externa de ningún tipo: You may not receive outside help on your compositions. This includes electronic or computer help in any form—spell-check or grammar-check programs, translators, etc.—as well as human help (e.g., tutors or friends who read and correct your errors. El día que entrega la composición está señalado en el programa de clases. NO se aceptarán composiciones después de la hora de clase del día señalado en el programa de curso, y/o composiciones que no siguen las reglas anteriores.

Contenido

Recibirá por correo electrónico los temas y los puntos gramaticales que debe incluir en la composición. Además:

- Se escribirá un borrador y una versión final. En el borrador, su profesor indicará los errores que debe corregir.
- Evite opiniones vagas como "Me gustó/ No me gustó la lectura"; "La lectura fue interesante/aburrida, etc.
- Debe presentar una tesis claramente definida en la primera frase de este párrafo.
- La tesis debe ser apoyada por 2-3 argumentos relevantes.
 - · ¿Qué es una tesis?
 - Una tesis es una respuesta clara a una pregunta que el/la lector/a formula sobre el texto.
 - Es buena idea comenzar formulando una pregunta que queremos contestar.
 - La tesis puede consistir de una opinión en la que se esté de acuerdo o desacuerdo con alguna tesis específica expuesta en el texto.
 - Cada argumento debe ser apoyado por 1-2 ejemplos relevantes.
 - Debe terminar con una frase de conclusión final.
 - Antes de empezar a escribir, es recomendable que complete el siguiente ejercicio:

a. Mi tesis es:
b. Argumentos y ejemplos:
Argumento 1
Primer ejemplo para el argumento 1
Segundo ejemplo para el argumento 1
Argumento 2
Primer ejemplo para el argumento 2
Segundo ejemplo para el argumento 2
Argumento 3
Primer ejemplo para el argumento 3
Segundo ejemplo para el argumento 3
c. Frase(s) de conclusión:

Criterio de evaluación de composiciones escritas en casa

Primera versión = 85% de la nota final [Nota: la primera versión debe ser entregada con la versión final]

Contenido = 20% de la nota final

Tópico presentado de manera clara, completa y detallada; material puntos principales apoyados con suficientes ejemplos.

relevante; no repetitivo;

A = 18-20 pts

B = 16-17 pts

C = 14-15 pts

D = 12-13 pts

F = menos de 12 pts

Organización = 20% de la nota final

Lógica, información presentada de manera ordenada; introducción, desarrollo y conclusión claros; buen uso de transiciones.

A = 18-20 pts

B = 16-17 pts

C = 14-15 pts

D = 12-13 pts

F = menos de 12 pts

Expresión/Gramática/Lenguaje/Estilo = 45% de la nota final

Uso amplio de vocabulario; pocos errores de concordancia; pocos errores de la gramática estudiada en clase; ortografía, acentos y puntuación correctos; uso de expresiones idiomáticas del español; estructuras complejas y variedad de oraciones (sin ruptura, fragmentación u oraciones unidas al párrafo anterior).

A = 41-45 pts

B = 36-40 pts C = 32-35 pts D = 27-31 ptsF = menos de 27 pts

Versión revisada = 15% de la nota final

Errores corregidos

A = 13-15 pts B = 12 pts C = 10 pts D = 9 pts F = menos de 9 pts

TABLA DE CORRECCIONES

ac	acento (omitido, innecesario o en la letra equivocada)
art	artículo (falta un artículo o la palabra subrayada debe ser sustituida por un artículo)
c	concordancia (adjetivo/artículo/pronombre/sustantivo/sujeto-verbo)
f	forma equivocada de una palabra
f/r	fragmento (frase incompleta) o de tipo "run on"
L	lugar incorrecto
M	mayúscula/minúscula
neg	forma negativa necesario o equivocada
ort	ortografía (spelling)
prep	preposición equivocada u omitida
P	nuevo párrafo
pron	pronombre (personal, reflexivo, pasivo o de objeto) equivocado u omitido
	sintaxis (cambie el orden de las palabras)
pr	pronombre relativo (que, quien, cuyo, etc.)
r	verbo reflexivo
V	verbo (problema con el tiempo o modo verbal utilizado)
voc	vocabulario (consulte su diccionario y busque una palabra mejor; también puede ser que
	el verbo 'ser' debe ser sustituido por 'estar' o 'haber' o vice versa)
X	eliminar la palabra
i	significado oscuro. (Probablemente se trata de muchos problemas con la selección de vocabulario y/o uso de estructuras de la gramática inglesa.

TEXAS A&M INTERNATIONAL UNIVERSITY

College of Arts and Sciences ~ Department of Language and Literature Fall 2012

Course Syllabus

SPAN 2630-101. Spanish for Heritage Language Spanish Speakers I & II

M T W H 9:30 – 10:45 a.m. Bullock Hall 223

Sinia B. Harris

E-mail: sinia.harris@tamiu.edu Telephone: (956) 326-2470

Course description

SPAN 2630. Spanish for Heritage Language Spanish Speakers I & II Six semester hours.

Conducted in Spanish. A course for students from an English-Spanish dual language environment who have been exposed to spoken Spanish, but have little or no formal study of the language. A systematic presentation of oral and written conventions in Spanish will be presented along with identification of regional varieties of usage. This course offers the student a one-semester course equivalent to SPAN 2313 and 2315, Spanish for Spanish speakers. Prerequisite: Departmental placement exam.

Textbook

Samaniego, Rojas, Rodriguez, De Alarcon. (2004). Mundo 21, Español para el siglo 21, Curso intermedio. 4ª edition. Boston: Heinle, 2004. ISBN 978-0-547-17131-9.

Course Goal

Students will acquire fluency through the systematic study of the Spanish grammar and the Hispanic culture.

Learning Outcomes

Upon completion of this course, students will ...

- 1. Explore diverse aspects of the Hispanic culture.
- 2. Read and comment several short texts in Spanish.
- 3. Increase their Spanish vocabulary through selected readings and specific exercises.
- 4. Study specific Spanish grammar topics.
- 5. Apply acute accent mark rules.
- 6. Present in front of the class specific topics on Hispanic culture.
- 7. Approach to Hispanic heritage through ethnographic interview.
- 8. Produce a video clip.

Course Outline

Date	Chapter / Topic / Activity	
H – Aug. 23	Placement test	
	Introduction / Course goal, objectives, and expectations of students' performance and behavior	
M – Aug. 27	during the course / Selección de temas para presentar	
1VI — 11tig. 21	LECCIÓN 1. Cuna de sueños: Estados Unidos y Puerto Rico	
	Los orígenes: Estados Unidos (4-5)	
/T A 00	Los hispanos en EU: desafíos, éxito y esperanza (10-11)	
T – Aug. 28	1.1 Nouns and Articles (18-25) FAREA Esperanza muere en Los Ángeles de Jorge Argueta (15-17: A & C)	
25 000W = 1000S	1.2 The Present Indicative: Regular Verbs (43-45)	
W – Aug. 29	TAREA La descripción y la poesía (34: 1-3)	
	La descripción y la poesía (34: 4 revisión)	
H – Aug. 30	1.3 Demonstrative Adjectives and Pronouns (46-47)	
37500	TAREA Lectura: Del montón (fragmento) de Mervin Román (35-38 A & C).	
	Cortometrajes: Victoria para Chino (Estados Unidos). El tren de las moscas (México)	
	Presentaciones	
M – Sep. 3	 Nueva York, Los Ángeles, Miami, Festivales latinos (6-7) & Janet Murguía, Junot Díaz, Evelyn Palma (12-13) 	
	2. Puerto Rico: San Juan, Ponce (26-27) & Rosario Ferré, José Feliciano, Jennifer	
	López (32-33)	
	LECCIÓN 2. Raíces y esperanza: España y México	
	¡El arte es todo! (56-57) Salvador Dalí — Picasso — Botero	
H 0 4	2.1 Present Indicative: Stem-changing Verbs (43-45)	
T – Sep. 4	2.2 Present Indicative: Verbs with Spelling Changes and Irregular Verbs.	
	Los orígenes: España (52-53)	
	FAREA España: mucho pasado y más presente (58-59 A & C) / El arrebato de Rosa Montero (63-66 A)	
	2.3 Descriptive Adjectives (89-91)	
	Lucesl Cámaral Acción! <i>Castañuela 70</i> (documental)	
	Presentaciones	
W – Sep. 5	3. Madrid, Sevilla, Barcelona y festivales españoles (54-55) & Penélope Cruz, Valentín	
	Fuster, Pau Gasol (60-61).	
	 México, D.F., Guadalajara, Mérida y festivales mexicanos (72-73) & Maná, Elena Poniatowska, Lorena Ochoa (78-79) 	
	TAREA México: tierra de contrastes (76-77) / La descripción: punto de vista (80: 1-3)	
TT 0	2.4 Uses of the verbs ser and estar (93-95)	
Н – Ѕер. б	Cortometraje: Ana y Manuel (España).	
M – Sep. 10	Actividad en línea: El teclado en español/La sílaba/Diptongos y hiatos (Pasos 1 y 2)	
	LECCIÓN 3. Camino de los incas: Perú, Bolivia y Ecuador.	
	Los orígenes: Perú (100-101)	
T — Sep. 11	3.1 Direct and Indirect Object Pronouns and the Personal a (114-117)	
	Presentaciones	
	 Lima, Cuzco, las civilizaciones precolombinas y festivales peruanos (102-103) & Mario Vargas Llosa, Gían Marco Zignago, Marisol Aguirre Morales Prouvé (108- 	
	109)	
	TAREA Versión final de la descripción (80:5) / Lectura: Tiempo libre de Guillermo	
	Sampenio (81-83: A)	
	Perú: piedra angular de los Andes (106-107)	
W – Sep. 12	3.2 Gustar and Similar Constructions (118-119)	
	TAREA El canalla sentimental (fragmento) de Jaime Bayly Letts (111-113: A-D).	

	Chapter / Topic / Activity
	3.3 Preterite: Regular Verbs (132-133)
	3.4 Preterite: Stem-changing and Irregular Verbs (146-149)
II C 12	Presentaciones
H – Sep. 13	6. La Paz, Sucre, la historia y la cultura bolivianas y festivales bolivianos (120-121) & Roberto Mamani Mamani, Los Kjarkas, Liliana Castellano (126-127)
	TAREA Bolivia: desde las alturas de América (124-125) / Ecuador: la línea que une
	(138-139).
	Presentaciones
M – Sep. 17	7. Quito, Guayaquil, las islas Galápagos y festivales ecuatorianos (134-135) & Oswaldo
W - Sep. 17	Guayasamín, Grace Polit, Fanny Carrión de Fierro (140-141)
	Reglas de acentuación (Paso 3)
	LECCIÓN 4. Potencias del Cono Sur: Chile y Argentina
	Los orígenes. Chile (154-155)
	Chile: un largo y variado desaño al futuro (160-161)
T – Sep. 18	Presentaciones 8. Santiago, Valparaíso, Viña del Mar, la naturaleza chilena y festivales chilenos (156-
	157) & Alberto Plaza, Leonor Varela, Isabel Allende (162-163)
	TAREA La descripción a base de paradojas (142). Lectura: Vasija de barro de Jorge
	Carrera Andrade, Hugo Alemán, Jorge Enrique Adoum y Jaime Valencia (143-145).
	4.1 Imperfect (168-170)
W – Sep. 19	4.2 Preterite and Imperfect: Completed and Background Actions (170-171)
	TAREA Leer: "Autorretrato" de Pablo Neruda (165-167).
	Ayer ya es hoy. Argentina: dos continentes en uno.(176-177) Presentaciones
H – Sep. 20	9. Buenos Aires, Córdoba, la rica naturaleza argentina y festivales argentinos (172-173)
	& Ernesto Sábato, Gabriela Sabatini, Les Luthiers (178-179)
	Cortometraje: Un juego absurdo (Argentina) (185-188)
M – Sep. 24	4.4 Comparatives and Superlatives (192-195)
	TAREA "Continuidad de los parques" de Julio Cortázar (181-184: A, B, & D)
T – Sep. 25	4.3 Preterite and Imperfect: Simultaneous and Recurring Actions (189-191)
STORY LONG TOWN	TAREA Ensayo persuasivo: expresar opiniones y apoyarlas (180).
	LECCION 5. Aspiraciones y contrastes: Paraguay y Uruguay
W – Sep. 26	Los orígenes. Paraguay (200-201) 5.1 The Infinitive (215-216)
W 55p. 25	Ayer ya es hoy. Paraguay: la consolidación del progreso (206-207)
	TAREA "Elisa" de Milia Gayoso (211-214)
	Uruguay: una democracia completa (226-227)
	5.2 Present Subjunctive Forms and the Use of the Subjunctive in Main Clauses (217-
	221)
11 6 07	Presentaciones
H – Sep. 27	10. Asunción, Ciudad del Este, la historia y la cultura paraguaya, y aprecia la musicalidad
	paraguaya (202-203) & Augusto Roa Bastos, Luis Bordón, Luz María Bobadilla (208-209)
	11. Montevideo, Punta del Este, Colonia del Sacramento y candombe (222-223) &
	Mario Benedetti, China Zorrilla, Diego Forlán (228-229)
M – Oct. 1	5.3 Formal and Familiar tú Commands (235-237)
	TAREA Escribamos ahora. Narrar: de una manera ordenada (230)
T - Oct. 2	5.4 Present Subjunctive: Noun Clauses (238-241)
Suptributes court Av	"El derecho al delirio" (fragmento) de Eduardo Galeano (231-234)
W – Oct. 3	Review for Mid Term Exam
H – Oct. 4	MID TERM EXAM (Chapters 1-5)
M – Oct. 8	Actividad en línea: El corrector ortográfico y los diccionarios en línea (Pasos 4 y 5)

	Chapter / Topic / Activity
	LECCIÓN 6. La modernidad en desafío: Colombia y Venezuela
T 0-10	Los orígenes: Colombia y Venezuela (246-247)
T – Oct. 9	Energía, ¿renovable o no? (250-251)
	TAREA Colombia la esmeralda del continente (252-253)
	6.1 Relative Pronouns (261-265)
W – Oct. 10	¡Lucesl ¡Cámaral ¡Acción! Medellín: el paraíso colombiano recuperado (256)
	TAREA Leer: Gabriel García Márquez, "Un día de estos" (258-260)
	La tierra es tu casa (268-269)
	Ayer es hoy: Venezuela (270-271)
11 0 . 44	Presentaciones
H – Oct. 11	12. Colombia (248-249) & Fanny Buitrago González, Fernando Botero, Rodrigo García
	Barcha (254-255)
	 Venezuela (266-267) & Carolina Herrera, Wilmer Eduardo Valderrama, Gustavo Dudamel (272-273)
	Cortometraje: Los elefantes nunca olvidan (278-281)
M – Oct. 15	6.2 Present Subjunctive: Adjective Clauses (282-283)
	TAREA Amando José Sequera "¿Para qué?" (275-277).
	6.3 Present Subjunctive: Adverbial Clauses (284-287)
T – Oct. 16	[TAREA] Película: María llena eres de gracia (link in Angel)
	LECCIÓN 7. Al ritmo del Caribe: Cuba y la República Dominicana
TW 0 : 17	Los origenes: Llegada de los españoles al Caribe (292-293)
W – Oct. 17	Discusión de la película María llena eres de gracia (296-297)
	TAREA Película: Y sin embargo (link in Angel)
H – Oct. 18	No classes Mid Semester Break
	Discusión de la película Y sin embargo
M – Oct. 22	Ayer ya es hoy: Cuba (298-299 A - C).
	7.1 Possessive Adjectives and Pronouns (306-307)
T - Oct. 23	¡Lucesl ¡Cámaral ¡Acción! La literatura es fuego (302)
	TAREA Ayer es hoy. República Dominicana (316-317).
	7.2 Past Participle and Present Perfect Indicative (308-311)
strengt to venous 1 to 2000000	Presentaciones
W – Oct. 24	14. Cuba (294-295) & Humberto Castro, Nancy Morejón, Jorge Perugorría (300-301)
	15. República Dominicana (312-313) & Óscar de la Renta, Martha Heredia, Alfonso
	Soriano (318-319)
H – Oct. 25	7.3 The Prepositions <i>para</i> and <i>por</i> (324-326)
	TAREA Virgilio Díaz Grullón, "El diario inconcluso" (321-323).
	7.4 Passive Constructions (327-329) La entrevista etnográfica
M – Oct. 29	TAREA Entrega de la entrevista en formato digital: 7 de noviembre
	TAREA Estitega de la estitevista est folimato digital. 7 de noviemble
	LECCIÓN 8. Los cimientos de la paz: Guatemala y El Salvador
T - Oct. 30	Los orígenes: civilizaciones antiguas (334-335)
	Ayer es hoy: Guatemala (340-341: A-C)
	8.1 Future: Regular and Irregular Verbs (348-350)
W - Oct. 31	Rigoberta Menchú (345-347 A-D).
	Mid Term Grades are due
	¡Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (344)
H – Nov. 1	Presentaciones
	16. Guatemala (336-337) & Ricardo Arjona, Mirta Renee, Luis González Palma (342-
	343)
	17. El Salvador (354-355) & Isaías Mata, Claribel Alegría, Manilo Argueta (360-361)
M – Nov. 5	8.2 Conditional: Regular and Irregular Verbs (351-353)
	Ayer es hoy: El Salvador (358-359).

	Chapter / Topic / Activity
T – Nov. 6	Roger Lindo, "El Salvador: seguir en pie" (363-366)
1 - NOV. 0	8.3 Indefinite and negative expressions (371-373)
W – Nov. 7	La entrevista etnográfica: entrega de reportes y conclusiones.
	TAREA La semblaza biográfica (362).
	8.4 The Imperfect Subjunctive: Forms and Si-clauses (373-375)
H – Nov. 8	Corto: Barcelona Venecia (367-370)
	TAREA Película: La vida loca — Christian Povendal (dir.)
M – Nov. 12	Discusión de la película: <i>La vida loca</i>
	Faculty evaluations
0000s Hellen 5000.	LECCIÓN 9. Sed del futuro: Nicaragua y Honduras
T – Nov. 13	Los orígenes: Nicaragua y Honduras (380-381)
	Viaje al centro de las Américas! (384-385)
	TAREA Ayer es hoy: Nicaragua (386-387)
TV7 NT 1.4	9.1. Imperfect Subjunctive: Noun and Adjective Clauses (394-396)
W – Nov. 14	Luces! Cámara! Acción! Nicaragua: Bajo las cenizas del volcán (390)
	TAREA Gioconda Beli, "El infinito en la palma de la mano" (391-393)
TT NT 4F	9.2 Imperfect Subjunctive: Adverbial Clauses (397-399)
H – Nov. 15	Negocios sin fronteras (402-403)
	TAREA Ayer ya es hoy: Honduras con esperanzas en el futuro (404-405)
	Una narración reinventada (408)
	9. 3 Imperfect Subjunctive: Main Clauses & 9.4 Other Perfect Tenses (412-417)
M – Nov. 19	Presentaciones
	18. Nicaragua (382-383) & Sergio Ramírez, Daisy Zamora, Tony Meléndez (388-389)
	19. Honduras (400-401) & Julio Escoto, Salvador Moncada, Neida Sandoval (406-407)
	TAREA José Adán Castelar, "Paz del solvente" (409-411).
	LECCIÓN 10. Dos mares un destino: Costa Rica y Panamá
I	I (C Di D (422-422)
T – Nov. 20	Los orígenes. Costa Rica y Panamá (422-423)
T – Nov. 20	Mejoremos la comunicación. ¡La artesanía es arte! (426-427)
ninewadad vinigethi wasanii	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429)
T – Nov. 20 W – Nov. 21	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break
Second AP MORPHS Washed?	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429)
Second AP MORPHS Washed?	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break
W – Nov. 21	Mejoremos la comunicación. ¡La artesanía es arte! (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! Cámara! Acción! Guatemala: influencia maya en el siglo XXI (432)
W – Nov. 21	Mejoremos la comunicación. ¡La artesanía es arte! (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437)
W – Nov. 21	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break ¡Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443)
W – Nov. 21 M – Nov. 26	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445).
W – Nov. 21 M – Nov. 26 T – Nov. 27	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455)
W – Nov. 21 M – Nov. 26	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445).
W – Nov. 21 M – Nov. 26 T – Nov. 27	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Oscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones
W – Nov. 21 M – Nov. 26 T – Nov. 27 W – Nov. 28	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Oscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istaní, Franklin Chang-Díaz, Gonzalo Morales Suárez
W – Nov. 21 M – Nov. 26 T – Nov. 27	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Oscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istarú, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431)
W – Nov. 21 M – Nov. 26 T – Nov. 27 W – Nov. 28	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istaní, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431) 21. Panamá (440-441) & Margarita Henríquez, José Luis Rodríguez Pittí, Danilo Pérez
W – Nov. 21 M – Nov. 26 T – Nov. 27 W – Nov. 28	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Oscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istarú, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431)
W – Nov. 21 M – Nov. 26 T – Nov. 27 W – Nov. 28 H – Nov. 29	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces] ¡Cámaral ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Oscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istarú, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431) 21. Panamá (440-441) & Margarita Henríquez, José Luis Rodríguez Pittí, Danilo Pérez (446-447) Edición video clips
W – Nov. 21 M – Nov. 26 T – Nov. 27 W – Nov. 28 H – Nov. 29 M – Dec. 3	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces] ¡Cámaral ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istarú, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431) 21. Panamá (440-441) & Margarita Henríquez, José Luis Rodríguez Pittí, Danilo Pérez (446-447) Edición video clips Presentación de video clips
W – Nov. 21 M – Nov. 26 T – Nov. 27 W – Nov. 28 H – Nov. 29	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces] ¡Cámaral ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istarú, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431) 21. Panamá (440-441) & Margarita Henríquez, José Luis Rodríguez Pittí, Danilo Pérez (446-447) Edición video clips Presentación de video clips Review for final exam.
W – Nov. 21 M – Nov. 26 T – Nov. 27 W – Nov. 28 H – Nov. 29 M – Dec. 3	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [FAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break ¡Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [FAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [FAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istarú, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431) 21. Panamá (440-441) & Margarita Henríquez, José Luis Rodríguez Pittí, Danilo Pérez (446-447) Edición video clips Presentación de video clips Review for final exam. LAST DAY OF CLASSES
W - Nov. 21 M - Nov. 26 T - Nov. 27 W - Nov. 28 H - Nov. 29 M - Dec. 3 T - Dec. 4	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [TAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break [Luces] ¡Cámaral ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [TAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [TAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeño (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istarú, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431) 21. Panamá (440-441) & Margarita Henríquez, José Luis Rodríguez Pittí, Danilo Pérez (446-447) Edición video clips Presentación de video clips Review for final exam.
W - Nov. 21 M - Nov. 26 T - Nov. 27 W - Nov. 28 H - Nov. 29 M - Dec. 3 T - Dec. 4 W - Dec. 5	Mejoremos la comunicación. ¡La artesanía es artel (426-427) [FAREA] Ayer ya es hoy. Costa Rica: ¿utopía americana? (428-429) Thanksgiving break ¡Luces! ¡Cámara! ¡Acción! Guatemala: influencia maya en el siglo XXI (432) 10.1 Sequence of Tenses: Verbs in the Indicative (436-437) [FAREA] Óscar Arias Sánchez, "La paz no tiene fronteras" (433-435). 10.2 Sequence of Tenses: Verbs in the Indicative and the Subjunctive (438-439) El lugar indicado (442-443) [FAREA] Ayer es hoy. Panamá: acercando dos océanos (444-445). Corto: Medalla al empeiio (452-455) 10.3 Sequence of Tenses: Si-Clauses (456-457) Presentaciones 20. Costa Rica (424-425) & Ana Istarú, Franklin Chang-Díaz, Gonzalo Morales Suárez (430-431) 21. Panamá (440-441) & Margarita Henríquez, José Luis Rodríguez Pittí, Danilo Pérez (446-447) Edición video clips Presentación de video clips Review for final exam. LAST DAY OF CLASSES Reading Day

Caveat

In the event of extenuating circumstances, the schedule and requirements for this course may be modified.

Grading scale

A = 90-100B = 80-89C = 70-79D = 60-69F = 0.59

Evaluation

20%	Class participation
20%	Assignments
10%	Mid Term Exam
10%	Presentation in Spanish
15%	Entrevista etnográfica
10%	Video Clip
15%	Final Exam

- ✓ Participación en clase (20%) La calificación de participación se medirá mediante dos. elementos: la frecuencia con la que el alumno viene a clase (5 puntos) y su actitud en ella (15 puntos). Se perderán puntos de asistencia con faltas no justificadas. La calificación por actitud será de 15 puntos para alumnos que participan espontánea y entusiastamente y que están preparados todas las clases, y descenderá hasta un mínimo de 0 en el caso de estudiantes que demuestren una total falta de interés y empeño.
- ✓ Tareas (20%) Las fechas de entrega de las tareas son obligatorias. No entregarlas a tiempo implicará la pérdida de cinco puntos en la calificación por cada día de atraso. No se aceptarán trabajos ni tareas con más de una semana de atraso, excepto en caso de falta justificada para lo que se requerirá de un justificante oficial escrito (doctor's excuse, jury duty). No habrá excepciones. Algunas tareas serán resueltas en equipos, si tu compañero de equipo no participa, comunicalo inmediatamente a tu instructora.
- ✓ Presentaciones de temas selectos (10%). Los estudiantes escogerán un tema de su interés. Básicamente este trabajo consiste en ampliar la información del libro de texto a través de búsquedas en el Internet. Es aconsejable presentar videos y una power point. Cada estudiante contará con veinte minutos para presentar sus hallazgos a la clase en las fechas designadas (ver cronograma de actividades).
- ✓ Entrevista etnográfica (15%) Trabajo en equipo de dos estudiantes. Se entrevistarán personas de la tercera edad originarios de Laredo, TX o Nuevo Laredo, Tam., México. Las entrevistas etnográficas tendrán una hora aproximada de duración y serán grabadas digitalmente y guardadas en formato digital. Entrega: 7 de noviembre de 2012.
- ✓ Video clip (10%) Este proyecto consiste en la producción de un video clip. Se trabajará en grupos de 4-5 personas, que harán la adaptación cinematográfica de textos seleccionados, actuarán, narrarán y filmarán en formato electrónico dicha adaptación literaria. El video clip deberá ser entregado en un disco DVD en la fecha indicada. Si algún compañero de equipo no participa, comuníquenlo inmediatamente a su instructora.
- ✓ Exámenes (25%) Se realizarán dos evaluaciones escritas durante el semestre, a la mitad del semestre (Mid Term 10%) y al final durante el período de exámenes finales (15%).

Policies of the College of Arts and Sciences

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Plagiatism and Cheating

Plagiarism is the presentation of someone else's work as your own. 1) When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism. 2) When you also borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism. 3) When you present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the Manual of The American Psychological Association (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

Use of Work in Two or More Courses. You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

Caution: Be very careful what you upload to Turn-it-in or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft' will not be accepted.

Caution: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to

make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course

Student Right of Appeal: Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 5 business days of the faculty member's e-mail message to the student. The Student Handbook provides details

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU's UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty - not the U.S. Mail and not other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for Dusty Alert (see www.tamiu.edu). Dusty Alert is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable

accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

- 1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
- 2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
- 3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
- 4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to a "F"; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that

they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and the Faculty Handbook.

Final Examination

Final Examination must be comprehensive and must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

SPA 334 - Spring 2012 Español para hispanohablantes bilingües

Department of Literature and Languages Texas A&M University-Commerce

Instructor: Dr. David Hervás **Schedule:** Mondays 4:30-7:10pm

Section and classroom: 01S-BA 338; 41R-MPLX 120; 51R-CHEC 227

Office: HL 318

Office Hours: Mondays, 3:30-4:30pm and 6:40-7:40pm; or by appointment

E-mail: david hervas@tamu-commerce.edu

Phone: 903-886-5271

Text book

Marqués, Sarah. La lengua que heredamos: 6ª edición. New Jersey: John Wiley & Sons, Inc.

Descripción del curso

Curso diseñado para satisfacer las necesidades del estudiante hispanohablante bilingüe ofreciendo la base del español normativo (precisión gramatical y ortográfica) y reforzando así sus habilidades en la escritura. Se complementará además, con una visión general de la cultura hispana en sus diferentes países.

Resultados del aprendizaje (learning outcomes)

Al final del semestre, el estudiante va a ser capaz de:

- 1) Identificar las reglas gramaticales y sus usos en la base del español adquirido informalmente.
- 2) Mejorar las habilidades de la escritura en español y su léxico.
- Reconocer las variaciones regionales en cuanto al léxico y las estructuras gramaticales entre los diferentes dialectos del español.
- 4) Analizar la experiencia bicultural individual y colectivamente de los hispanohablantes en los EEUU y su herencia lingüística.
- 5) Mejorar y refinar la escritura a través de composiciones.

Tareas y calificación

Pruebitas	15%	A = 100-90
Diario	15%	B = 89-80
Presentación	15%	C = 79-70
Exámenes (2)	30%	D = 69-60
Examen final	20%	F = 59
Participación	5%	

1. Pruebitas/dictado

Se tomará una prueba de ortografía/escritura al inicio del curso y al final del mismo. Será la misma prueba para medir el progreso del estudiante.

Además, en todas las clases se realizará una prueba de dictado. El contenido de la prueba/dictado tendrá relación con el capítulo a tratar ese día en clase. Se recomienda leer el capítulo y practicar la ortografía y la acentuación previamente a cada reunión de clase.

2. El diario

El diario consistirá en una colección de 4 entradas de entre 200 y 250 palabras, en la cual el/la estudiante reaccionará y dará sus opiniones sobre las discusiones en clase sobre temas que el profesor indicará en clase. Esta tarea se realiza en dos fases: primero se entrega un borrador, que el profesor corrige y devuelve al estudiante. A la semana siguiente, el estudiante entrega la versión final con los errores corregidos. También entrega el borrador.

El diario se escribirá en español y se juzgará primero en la calidad crítica de la entrada, y en la gramática, ortografía, y acentuación.

Cada diario valdrá 100 puntos. Deberá ser presentado en el siguiente formato: letra Times New Roman 12 o Calibri 11, a doble espacio. Su nombre, curso, nombre del profesor, fecha, y número de diario irán escritos en la parte superior izquierda de la primera página.

El profesor le entregará al estudiante el diario indicando los errores que contiene. El diario corregido deberá ser entregado en la clase siguiente indicando en negrita la palabra corregida. Se incluirá el borrador corregido grapado. No se recibirán hojas sueltas. Sin estos detalles no se recibirá el puntaje total del diario. Para corregir utilizar el código adjunto en las páginas 8 y 9 de este programa. Si el diario entregado contiene los mismos errores de la primera vez se descontará 3 puntos por cada error. También se considera error no seguir las normas del formato.

No se recibirán tareas como documento adjunto por correo electrónico. Todas las tareas serán entregadas en clase en la fecha fijada en el programa. Se podrán aceptar trabajos con retraso, que tendrán una penalización de -15%, siendo mayor si se entrega con más de una semana de retraso.

3. Exámenes

Habrá dos exámenes parciales durante el semestre y un examen final. Los exámenes evaluarán el contenido de los capítulos estudiados hasta el momento previo al examen, no incluyendo capítulos incluidos en exámenes anteriores. Constarán de cuatro secciones: cultura, vocabulario, gramática y ortografía.

4. Presentación

Cada estudiante realizará una presentación a lo largo del semestre. Dicha presentación consistirá en una explicación pedagógica de una parte del tema de gramática correspondiente al capítulo del día en que el estudiante presenta. También explicará un aspecto de las reglas de acentuación o de ortografía, que el profesor le comunicará con una semana de antelación. En otras palabras, la presentación es una oportunidad para el estudiante para hacer de profesor de gramática por un día ante sus propios compañeros. El primer día de clase se asignará el orden de presentaciones para el semestre.

5. Asistencia y Participación

La participación activa en todas las actividades en el aula es obligatoria, por lo tanto se recibirá una nota de participación semanal. La asistencia, por consiguiente también es obligatoria. No se permitirá tener más de 2 ausencias injustificadas durante el semestre. Por cada ausencia que exceda este número se descontará un punto de la nota final. Después de la sexta ausencia el estudiante será retirado del curso. Igualmente, tres retrasos se consideran una ausencia. Las inasistencias debido a enfermedades o situaciones inesperadas contarán como ausencias. Las únicas ausencias que tendrán justificación serán las relacionadas con eventos de la universidad, hospitalización, o emergencias familiares de las cuales el profesor será notificado oficialmente. No hay recuperación de exámenes, ni pruebita, ni tarea, a menos que se provea una excusa por escrito. Sólo podrán llegar 15 minutos tarde, después de este lapso no podrán interrumpir la clase y recibirán una ausencia.

Política de correo electrónico y teléfonos celulares

La comunicación por correo electrónico es básica y primordial hoy en día. Para tener una comunicación cortés y respetuosa unos con otros en este curso, se han adoptado una serie de normas que seguir a la hora de escribir un correo o email:

- Utilizar la cuenta de correo que A&M-Commerce provee.
- Emplear fórmulas de trato, y saludo y despedida en los mensajes.
- Poner un título al mensaje que indique el motivo de ese correo.
- Los estudiantes son responsables de revisar con frecuencia para comprobar cualquier información que sea comunicada por esta vía.
- El correo electrónico no debe utilizarse para sustituir la comunicación convencional. Si existe algún tema que se considere muy importante, utilice el email para concertar una cita con el profesor.

El uso de teléfonos celulares también está muy extendido en todos los ámbitos sociales hoy en día. En cambio, el uso de estos aparatos no se permite durante las horas de clase. Apaguen los teléfonos mientras asisten a esta clase. Cuando un teléfono suena en pleno desarrollo de una clase: interrumpe, molesta, desconcentra y es una falta de respeto a todos los que están allí. Es responsabilidad del estudiante apagar su teléfono celular antes de entrar. El no cumplimiento de esta medida se considerará negativamente en su nota de participación.

Information on the Spanish Program

Tutoring

- Your Professor: We are your first resource and want to make your experience as positive as
 possible. Please talk to us if you are having any problems in the course and we will do our best to
 assist you.
- Mach III: If you are a 1st generation college student; or if you are in the federal category qualified as low-income; or if you have any type of disability, you may qualify for free tutoring at Mach III. Visit the Student Services Building, 3rd floor (303A), or call (903) 886-5150.
- Spanish Tutors: The Department of Literature and Languages has tutoring available for all
 Spanish students. Your professor will give you the schedule at the beginning of each semester.
 You may sign up to work with them on specific problems, or just to practice speaking Spanish.
 Please sign up your name to see a tutor in HL Room 119.

Advising

- Advising: To declare a major, second major, or minor in Spanish, or to get further information on our program, please make an appointment with Dr. Inma Lyons, (903) 886-5274, Hall of Languages, 316.
- Internship Requirements: Students who are seeking to earn certification to teach Spanish need to know that the Department of Literature and Languages is responsible for permitting students to enter internship and to take the required state exams. Approval to take state certification examinations is based on admission to do an internship. Without departmental and College of Education approval to do an internship, students will not be permitted to take the certification exams in Spanish. The Spanish TEXES/TOPT advisor is Dr. Bill Bolin, (903) 886-5272, Hall of Languages, 324. Please speak with Ms. Lyons by or before your junior year in Spanish.
- Placement Exam: If you have taken any Spanish in the past, or if you speak Spanish, you should
 take the Spanish placement exam. It is free and offered every day in McDowell Administration
 Building, 315A. You may possibly place out of lower-division classes and receive up to 6 hours
 of credit! This exam is to help you finish your language requirement sooner, or get you into
 upper-level classes without repeating work you have already done in the past.
- Study Abroad: We encourage students to pursue an immersion experience in Spanish by participating in our study abroad programs. Anytime you receive credit for courses taken abroad, you must have them approved by the Spanish faculty and advisor <u>BEFORE</u> you leave. Please speak to your professor if you are interested in taking Spanish in Spain or Mexico. As a bilingual student, you can benefit enormously from a study-abroad experience. Financial aid will apply to most destinations and the Office of International Studies offers travel stipends for almost all interested students to travel to a variety of countries.

Statements to students required by the University and the Department of Literature and Languages

- Notice to those seeking Teacher Certification: If you plan to seek certification in English, Spanish, Bilingual, or an endorsement in ESL, you must pass the ExCet (ExCet and TOPT for Spanish and Bilingual). Preparation guides describing these examinations are available in the department office (HL 141). Dates for the examinations are in the preparation guides. Additional information about the examinations is available at the Educator Certification office in Ed North 204 (ext. 5182) or from Dr. Bill Bolin for English and Spanish. There are departmental requirements that must be fulfilled by you before you are allowed to take the Spanish ExCet or TOPT. If you plan on taking either of these tests, you need to familiarize yourself with these requirements. Contact the ExCet/TOPT adviser immediately. Also, you must meet certain requirements before being granted an internship. You will need to see the Spanish advisor to make sure you have met all requirements.
- Retention statement for 1st Year Students: Grades for students in freshmen level classes will be
 reported to the Registrar's Office at the end of the fifth week of class during the fall and spring
 semesters. The Registrar's Office will report grades to students, Advising Services, Academic

Departments (faculty advisors) and mentors. This procedure will allow students to be knowledgeable about their academic progress early in the semester. The university, through Advising Services, faculty advisors and mentors, will take steps to assist students who may be experiencing difficulty to focus on improvement and course completion. Early intervention for freshman students is designed to communicate to students the University's interest in their success and willingness to participate fully to help students accomplish their objectives.

- Behavior: All students enrolled at the University shall follow the tenets of common decency and
 acceptable behavior conducive to a positive learning environment.
- Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with
 disabilities. Among other things, this legislation requires that all students with disabilities be
 guaranteed a learning environment that provides for reasonable accommodation of their
 disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148, email: <StudentDisabilityServices@tamu-commerce.edu>

Plagiarism: Plagiarism is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. In short, resist the temptation. And please read carefully the handout on plagiarism to learn how to avoid accidentally committing plagiarism. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3])

Calendario del semestre

enero	
lunes 23	Introducción al curso y los objetivos de la clase. Entendiendo los códigos de corrección. Prueba diagnóstico. Asignación de fechas de presentaciones. Ejercicios de práctica y revisión de SPA 333
lunes 30	Capítulo 12: Costa Rica Discusión de lectura. Vocabulario Gramática: El género de los sustantivos. Homófonos h y sin h Tarea: Leer: Cap. 13 Panamá (P. 289-291), y la ortografía del capítulo 13
febrero	
lunes 6	Capítulo 13: Panamá Discusión de lectura. Vocabulario Gramática: El número de los sustantivos

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	Discusión de lectura. Vocabulario Gramática: Preposiciones Expresiones idiomáticas con preposiciones Ortografía: Homófonos de ll y y Práctica de acentos Tarea: Leer: Págs. 446-449, y la ortografía del capítulo 21 Entregar borrador de Diario 4
lunes 23	Capítulo 21: Uruguay Discusión de lectura. Vocabulario Gramática: Conjunciones e interjecciones Gramática: Claúsulas con si. Abreviaturas. Parónimos Tarea: Leer Págs. 470-474, y la ortografía del capítulo 22
lunes 30, último día de clase	Capítulo 22: Argentina Discusión de lectura. Vocabulario. Gramática: La interjección Gramática: Palabras que cambian de significado juntas o separadas.
lunes 7	Examen final: Capítulos 20, 21, 22.

NOTA: Este programa de clase está sujeto a cambio debido a imponderables que se presenten durante el semestre.

CORRECTION CODES SHEET

Correction Codes Sheet es un instrumento para señalar posibles errores cometidos en la redacción de composiciones. Cada código indica de qué tipo de error se trata. Puedes encontrar alguno de los siguientes códigos debajo de los elementos de la frase que necesiten ser corregidos.

Modelo: Tú escribes: Estados unidos soy, un nacion garnde.

El profesor corrige: Estados unidos soy : un nacion garnde.

1c 7b/9a 1d2 7a 1b1 1a

Tú escribes finalmente: Estados Unidos es una nación grande.

1. Ortografía:

- a. Deletreado de palabras
- b. Acentuación de palabras → b.1. Necesita tilde

b.2. Tilde no necesaria

b.3. Tilde en la sílaba/vocal incorrecta

- c. Mayúscula-minúscula inicial o en palabras que sí o no lo necesiten
- d. Signos de puntación: equivocados, faltan, sobran → d.1. Punto

d.2. Coma

d.3. Punto y coma

d.4. Dos puntos

d.5. Signo de interrogación

d.6. Signo de exclamación

- 2. Orden de palabras
- 3. Palabra sobrante
- 4. Falta palabra
- 5. Errores de vocabulario: la palabra escrita no tiene sentido en la oración, o tiene un significado equivocado
- 6. Preposición equivocada; o error en el uso de la preposición; o falta preposición
- 7. Concordancia:
 - a. De nombre con adjetivos y/o artículos
 - b. De sujeto con verbo; o verbo ser con atributos
- 8. Pronombre equivocado, o que falta, o que sobra.
- 9. Verbos:

- a. Conjugación errónea
- b. Tiempo erróneo
- c. Verbo auxiliar erróneamente escrito
- d. Pronombre no acompaña a la conjugación
- e. Indicativo/subjuntivo
- f. Usar forma en infinitivo
- g. Usar forma de participio
- 10. La oración no tiene sentido: reescribir
- 11. Palabra que no existe en español
- 12. Falta/sobra letra
- 13. Son dos o más palabras
- 14. Es una sola palabra
- 15. Contracción: de + el = dela + el = al
- 16. La palabra u oración no es apropiada para un ensayo. Su uso es coloquial, o no es necesario en formato escrito
- 17. Conjunción errónea, o que falta, o que sobra
- 18. Artículo incorrecto, falta, o sobra
- 19. Para / por
- 20. Expresión idiomática
 - a. edad
 - b. expresión con tener
 - c. tiempo/clima
 - d. hace tiempo que
- 21. Formato de la fecha

SAMPLE—SUBJECT TO CHANGE

UST OTOÑO 2003

PROFESORA: DR. COSCIO coscioe@stthom.edu SPA 2333A INTERM. SPAN I FOR

3:35-4:50 MARTES Y JUEVES BILINGUAL

HORAS DE OFICINA 2-5 PM LUNES, MIERCOLES OFICINA 215MLY TEL 713-942-3495

1-2, 5-7 PM MARTES, JUEVES O CITA PREVIA

LIBRO DE TEXTO: La lengua que heredamos

SEMANA 1

26/28 agosto prelectura

intro al curso; estrategias para aprender a leer y escribir mejor

SEMANA 2 CAPITULO 1

2/4 septiembre CAPITULO 1 PRUEBA acabar ejercicios / CAPITULO 2

Friday, September 5 is last day to add/drop

SEMANA 3

9/11 septiembre CAPITULO 2

SEMANA 4 CAPITULO 3

16/18 septiembre EXAMEN CAPITULOS 1-3

SEMANA 5 CAPITULO 4

23/25 septiembre PRUEBA CAPITULO 4

SEMANA 6 CAPITULO 5

30 septiembre 2 octubre PRUEBA CAPITULO 5

SEMANA 7 CAPITULOS 6

7/9 octubre CAPITULO 6

SEMANA 8

14 octubre—no hay clases MIDSEMESTER BREAK

16 octubre EXAMEN CAPITULOS 1-6

SEMANA 9 CAPITULO 7

21/23 octubre PRUEBA 7

SEMANA 10 CAPITULO 8

28/30 octubre PRUEBA 8

SEMANA 11 CAPITULO 9

4/6 noviembre PRUEBA 9

SEMANA 12 CAPITULO 9

11/13 noviembre

EXAMEN CAPITULOS 7-9

SEMANA 13 CAPITULO 10

18/20 noviembre PRUEBA 10

SEMANA 14 CAPITULO 11 PRESENTACIONES ORALES

25 noviembre THANKSGIVING

27 noviembre PRUEBA 10 PRESENTACIONES ORALES

SEMANA 15 CAPITULO 11

2/4 diciembre PRUEBA 11 PRESENTACIONES ORALES

9 diciembre ULTIMO DIA DE CLASES REPASO FINAL

EXAMEN FINAL JUEVES 18 DE DICIEMBRE 12:00

ENRICHMENT ACTIVITIES

You are required at least one outside class language learning experience. You will write a short composition in Spanish about the experience and its relation to a particular reading or news item, answering who, what, why, where, when and how. Be succinct and stay within your language capabilities. Use a dictionary sparingly. DO NOT WRITE IN ENGLISH FIRST AND TRY TO TRANSLATE. Re-read and edit your work. MUST BE TYPED AND DOUBLE-SPACED--NO EXCEPTIONS.)

Some examples of an appropriate activity: visit to the Museum of Fine Arts (remember Thursday is free) see other types of hispanic cultural events such as plays, special guest speakers visits to other museums (Menil Collection, CMA, OTHERS) attendance at Sol, Beso, Club Hispánico, Charla or Tertulia service learning experience, especially at Helms Elementary* other "Hispanic" experiences pre-approved by professor (You will hear more about these as the semester progresses)

Alley Theatre September 24-Oct 5 ¡Cantinflas! Biographical play by Herbet Siguenza 7:30 pm Neuhaus Stage

Through March 6 Men on the Verge of a Hispanic Breakdown comedy by Guillermo Reyes

8:00 pm Theatre New West

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- Beaudrie, Sara M., and Cynthia M. Ducar. "Beginning Level University Heritage Programs: Creating a Space for All Heritage Language Learners." *Heritage language journal* 3.1 (2005): 1–26. Print.
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