

**Department of Foreign Languages
Moravian College
Spanish 125: Spanish for Heritage Speakers
Fall 2011**

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Office hours: M 4-5 pm and F 11:45am-12:45pm or by appointment

Textbook Required:

Valdés, Teschner, Enriquez. *Español escrito: Curso para hispanohablantes bilingües*. 6th Edition. Upper Saddle River, NJ, Prentice Hall, 2008.

Audio CDs to Accompany Español escrito (on reserved at Reeves Library)

Other Materials and Technical Requirements:

Some materials will be posted on Blackboard <http://blackboard.moravian.edu/>. Please go to blackboard and enroll yourself in this course after our first meeting. **Note:** announcements, outlines, suggested topics for oral presentations/oral evaluations, useful links and weekly progress reports will be on blackboard.

Diccionario español-inglés/inglés-español
Diccionarios de sinónimos y antónimos

<http://www.wordreference.com/>

<http://tradu.scig.uniovi.es/sinon.cgi>

<http://www.elmundo.es/diccionarios>

Course Description:

This course is designed for heritage speakers of Spanish who aspire to improve their writing skills and further develop their knowledge of the Spanish language and culture. The course will offer a variety of engaging topics and readings, along with current cultural information on different Latin American countries. It will focus on spelling, accentuation, lexical development and grammar topics especially relevant to three groups of students: a) English dominant Spanish-speaking bilinguals who were born and educated in the United States; b) English dominant bilingual Spanish speakers who were raised in Spanish-speaking countries where they may have attended school for a short time, but who received most of their formal education in the United States; and c) Spanish dominant monolingual or bilingual English speakers who were educated in a Spanish speaking country.

Course Objectives:

- Provide students with opportunities to sharpen and refine their academic language skills through fully contextualized, culture-rich practice that expands and reinforces the topics presented in the text.
- Help students understand potentially difficult areas, and clarify the confusion that results from learner use of Spanish and English.
- Provide students with a streamlined presentation that reflects the complex yet essential information related to the Spanish language and Hispanic culture in the U.S.
- Enhance students' ability to process the text, and support their discovery of meaning through writing.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- write critically, concisely, and clearly in Spanish
- read, understand, and analyze literary work and critical essays in Spanish
- explore the nature and potential of being heritage speakers
- explore the realities of Hispanics in the United States
- present abstract concepts that highlight current issues of universal interest

Course requirements and evaluation

1. Attendance

- Every student will be allowed to miss up to **two (2) classes** without losing points off their final grade (*however, remember that your weekly class participation grade will suffer beginning with the first absence, regardless of the reason for it*).
- Every absence beyond **two** will result in a **deduction of 1 point off the final grade**. It is the responsibility of the student to reserve his/her 2 absences for those circumstances when missing class is unavoidable (i.e. illnesses, field trips, participation in sporting events, etc.) and to inform the professor as soon as possible about the reason for the absence.
- In case of extended absences the student should talk to Student Services or the Academic Dean who will contact the professor. **Only if the Dean justifies the absences, they will be excused (and points will not be taken off)**.
- Remember:** Requests to excuse absences at the end of the semester will not be considered. Students have the responsibility of keeping track of their own absences. **No reminders will be given**.

- Four (4) late arrivals** to class (10 minutes or more) will be the equivalent of one absence and students will lose 1 point off their final grade. Please, be respectful to other students and the professor, late arrivals are disrupting.
- No late assignments will be accepted without official written documentation.
- Arriving to class late or leaving early will be considered as tardiness or absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take the exam.
- Don't forget** to turn off your cellular phone before coming to class. **If you insist in using your cellular (talking, texting, etc.) you will be asked to leave the classroom.**
- Note: Please make sure you read and understand the “Attendance Policy” and academic regulations. I will put into effect such regulations in my class.**

2. Compositions

Students will write a total of **four compositions**. Topics and guidelines will be provided by instructor. Each composition will be written twice: first draft and final version. The first draft will be written outside of class and revised by a writing workshop partner and by instructor in class (a workshop review sheet and instructor's comments will be provided). Students will have the opportunity to edit the final version before the due date _ see “**calendario del curso**” for due dates. All final versions are due at the beginning of class and **may not be sent via e-mail**. Be aware that content, grammar, mechanics and completeness of task will be considered when grading these assignments (Your instructor will provide grading criteria).

3. Group Oral Presentation (10 minutes – including discussion)

Students **must** do the following:

- Work in groups of 4 students
- Select a topic and present it in class
- Seek advice from instructor when selecting their topic (guidelines will be provided by instructor)
- Turn in an outline of the presentation and a list of sources used.

4. Journals and personal dictionary

Each student must keep a journal (each journal must be 1 page long and must be written outside of class) and a personal dictionary (of new words, phrases and correct word usage). All journals and the personal dictionary must be placed in a separate folder. This folder will be collected at random. Total points: 50pts. (15% of final grade) - *full credit, half credit or no credit*, depending on the quality and completeness of task.

5. Homework

Temas and *texto y comprensión* must be prepared outside of class (see course calendar for specific assignment and page number). Writing should be done neatly and kept in a loose-leaf notebook or folder. All students **must be prepared** to discuss *temas*, *texto y comprensión* and other additional homework assigned by instructor.

6. Class participation

Students are expected to come to class having prepared all materials assigned. In class, students **must participate actively** speaking in group/pair activities and class discussions. At this level, **ALL students** are required to participate in at least three events organized by the Spanish Club or the International Diversity Office or International Studies Office. For example: Spanish Table, featured films, talks and presentations, museum visits, **Publication of BABEL** (*Babel* is the literary journal of the Department of Foreign Languages at Moravian. It invites submission of original poems, articles, and short stories in Spanish. Contact: Dr. Mesa cmesa@moravian.edu), and other cultural activities. Students can earn up to 5% which will be added to the total participation grade.

Active Participation in class will be graded as follows:

A= 95 or higher *Excellent participation* (the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student prepared, completed and understood the assignment.

B = 85 *Good participation* (the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared and understood the assignment.

C= 75 *Fair participation* (the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared or attempted to complete the assignment, but doesn't seem to understand it.

D= 65 *Poor participation* (the student answers questions and offers very brief comments only when the professor or debate leader calls on him/her. The comments and answers show lack of interest and/or a poor preparation.

F= 55 *Lack of participation* (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers as well as incorrect answers, show that the student has not completed the assignment or, if he/she has done it, it has been in a careless or incomplete way).

IMPORTANT NOTE: *As a general rule for this class, no late assignments will be accepted and make-up exams will be given in extremely unusual circumstances.*

Final Course Grade							
Compositions (4)	40%	Journals/dictionary	10%				
Participation	20%						
Oral Presentation	15%						
Homework	15%						
Letter Grades							
A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

Note: A weekly student progress report will be available on blackboard. Please register on blackboard.

Academic integrity: academic dishonesty, that is, **cheating** on tests and exams, and **plagiarism** (using another person’s words and passing them off as your own) is a serious offense and will be handled according to the Moravian policy on Academic Honesty (please, see the *Student Handbook*). **DO NOT** use online or any other translating services. **It is your responsibility to avoid dishonest behavior!**

Disability Statement:

Students who wish to request accommodations in this class for disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Classroom Civility:

Each Moravian student is encouraged to help create an environment during class that promotes learning, dignity, and **mutual respect** for everyone. Just a reminder that normal courtesies are practiced in the classroom!

Course Calendar

Activity = Act. Note: Activities marked (H) should be prepared at home; activities marked (C) will be reviewed, discussed and completed in class. For example: “Léxico y expansión” (orthography) activities on Audio CDs must be done at home. These activities will be quickly reviewed in class. “Forma y función” (Grammar Review and Practices) will be done in class.

Agosto:

- 29 Introducción
 Capítulo 1
 Tema: ¿Quién soy yo? p. 2, Act. 1.1 y 1.2 p. 3-4 (H) Journal 1: Act.1.2 (H)
- 31 Léxico y expansión pp. 5-14 (H)
 ¿Qué significa ser hispano? Cartas y opiniones (C)

Septiembre:

- 5 **Labor Day**
- 7 Capítulo 2
- 12 Tema: “Los abuelos” pp. 20-22, Act. 2.1, 2.2 pp.22-23 (H) Journal 2: Act. 2.2 (H)
 Léxico y expansión pp. 23-29 (H)
 Cultura: El origen del español pp. 17-18 (C)
 La Conquista p. 29 (C)
- 14 Capítulo 3
 Tema: “Mi familia” pp. 32-34, Act. 3.1-3.2 (H) Journal 3: Act. 3.2 (H)
 Léxico y expansión pp. 34-40 (H)
- 19 Texto y comprensión pp. 41-45, Act. 3.10 (H). Discusión (C)
 Composition 1 (first draft due): Select 1.2 or 2.2 or 3.2 (H)
- 21 Capítulos 4 y 5
 Léxico y expansión pp.50-53, 68-71 (H) Journals 4/5: 4.2 & 5.2 (H)
 Tema: “Las escuelas y yo” pp. 64-67, Act. 5.1, 5.2 (H)
- 26 Texto y comprensión pp. 71-78, Act. 5.10 (H). Discusión (C)
 Composition 1 (final version due)
- 28 Capítulo 6
 Tema: “A trabajar!” pp. 81-83, Act. 6.1, 6.2 (H) Journal 6: 6.2 (H)
 Léxico y expansión pp. 83-88 (H)
 Texto y comprensión pp. 88-90, Act. 6.11 (H). Discusión (C)

Octubre:

- 3 Capítulo 7
Tema: “Una tragedia familiar” pp.94-97, Act. 7.1, 7.2 (H) Journal 7: 7.2. (H)
Léxico y expansión pp. 97-100 (H)
- 5 Texto y comprensión pp. 101-103, Act. 7.8 (H). Discusión (C)
Composition 2 (first draft due): select 5.2 or 6.2 or 7.2 (H)
Capítulos 8: Léxico y expansión pp.109-112 (H)

Fall Recess: October 8-11

- 12 Oral presentations
- 17 Capítulo 9
Tema: De trabajadora doméstica a directora de escuela
pp. 118-122, Act. 9.1, 9.2 (H) Journal 8: 9.2 (H)
Léxico y expansión pp. 122-128 (H)
- 19 Texto y comprensión pp. 128-133, Act. 9.13 (H). Discusión (C)
- 24 Capítulos 10 y 11
Tema: El alcoholismo y la adicción a las drogas Journal 9: 10.2 (H)
pp. 136-140, Act. 10.1, 10.2 (H).
Léxico y expansión pp. 140-143 (H)
Composition 2 (final version due)
- 26 Forma y función pp.153-160 (C)
Texto y comprensión pp.161-162, Act. 11.3 (H). Discusión (C)
- 31 Capítulo 12
Tema: ¿Escogí bien? Journal 10: 12.2 (H)
Ojalá que esta carrera me sea útil pp. 166-170, Act. 12.1, 12.2 (H)
Forma y función pp. 170-181 (C)

Noviembre:

- 2 Texto y comprensión pp. 181-185, Act. 12.3 (H). Discusión (C)
Composition 3 (first draft due) select 9.2 or 10.2 or 12.2 (H)
- 7 Capítulo 15 Journal 11: 15.1 (H)
Tema: Cómo ser mal jefe pp. 226-229, Act. 15.1 (H)
Forma y función pp. 192-197, 213-218, 229-234 (C)

- 9 Texto y comprensión pp. 234-238, Act. 15.2 (H). Discusión (C)
- 14 Capítulo 16 Journal 12: 16.2 (H)
 Tema: Lenguas, lenguas y más lenguas pp. 242-246
 Act. 16.1, 16.2 (H)
Composition 3 (final versión due)
- 16 Forma y función pp. 246-258 (C)
 Artículo corto: Español e inglés, las lenguas del futuro (C)
- 21 Capítulo 17 Journal 13: 17.2 (H)
 Tema: Cásate y monta casa... pp. 264-269
 Act. 17.1, 17.2 (H)

Thanksgiving Recess: Nov. 23-27

- 28 Forma y función pp.269-282, 298-306 (C)
Composition 4 (first draft due) select 15.1 or 16.2 or 17.2 (H)
- 30 Capítulo 19 Journal 14: 19.2 (H)
 Tema: Lo que quiero en un hombre/
 Lo que quiero en una mujer
 Act. 19.1, 19.2 (H)
 Forma y función pp. 320-327 (C)

Diciembre:

- 5 Forma y función pp. 341-347 (C) Journal 15: 20.2 p.340
 Prácticas
- 7 Pendientes

Composition 4 – final version will be due on Friday, December 9, 1:30PM

Note: The instructor reserves the right to modify this syllabus. You will be notified within a reasonable period of time.

Oral Presentation- List of Suggested Topics (you can add to the list):

1. El origen del español
2. Cultura española y sus contribuciones al Nuevo Mundo
3. Contribución/influencias de la cultura hispana en la cultura anglosajona (EE.UU.)
4. Importancia del español en el mundo o importancia del español en los Estados Unidos
5. Seleccionar un país de la sección “cultura” al final de cada capítulo
6. Seleccionar una lectura/autor de la sección “texto y comprensión” que no se haya discutido en clase
7. ¿?