



1742

**MORAVIAN COLLEGE**  
**DEPARTMENT OF FOREIGN LANGUAGES**  
**SYLLABUS SPAN 125**  
**SPANISH FOR HERITAGE SPEAKERS**  
**FALL 2012**

**Professor:** Nilsa Lasso-von Lang      **Email:** [nilsa@moravian.edu](mailto:nilsa@moravian.edu)  
**Phone:** (610) 861-1393      **Office:** Comenius 408  
**Office hours:** W 2:30-3:30 pm and F 10:15-11:15 am or by appointment  
**Class time:** MW 1:10-2:20pm  
**Classroom:** COM 411

**Textbook Required:**

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

**Other Materials and Technical Requirements:**

[www.myspanishlab.com](http://www.myspanishlab.com) *Student Access Code is needed. Attention!* ALL students must register and open a myspanishlab account. Once they have an account, they must enroll in my course Spanish for Heritage Speakers, **Section ID: CRSCD1J-649460**.

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.

*Audio CDs to Accompany Español escrito (on reserve- Reeves Library)*. These CDs will help you improve your vocabulary and your writing skills. To be used with section “Léxico and expansión” of your textbook.

Diccionario español-inglés/inglés-español    <http://www.wordreference.com/>

**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. This will be considered as absence.**
- **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 3-4 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 with definitions or synonyms (of new words, phrases and correct word usage, including words from “Léxico y expansión”). All journals and the personal dictionary must be placed in a separate folder. This folder will be collected at random. Total points: 50pts. (10% 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 complete additional homework assigned on **MySpanishLab** and **Blackboard**.

**IMPORTANT NOTE:** You will be using **MySpanishLab**. This is a nationally hosted online learning system created for students in college-level language courses. Much of your homework will be done online at [www.myspanishlab.com](http://www.myspanishlab.com).

Your **instructor** will use this system to make assignments, post announcements, set grading parameters, collect and keep scores of graded exercises and assignments, and provide feedback on student work:

<http://pegasus2.pearsoned.com/Pegasus/Modules/MyPegasus/MyPegasus.aspx>.

**Students** will need to use a one-time Student Access Code to access **MySpanishLab**.

The first day of class, all students will receive instructions on how to register in their **MySpanishLab course**. Remember! All students must enroll in my course Spanish for Heritage Speakers, **Section ID:CRSCD1J-649460**, in order to access assignments, scores, announcements, notes, and instructions. A progress report will be available on **Blackboard**. Please register on Blackboard and enroll in my class: **Spanish for Heritage Speakers**.

Before coming to class, you are to prepare all assigned materials. Writing should be done neatly and kept in a loose-leaf notebook.

#### 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](mailto:cmesa@moravian.edu)), and other cultural activities. Students can earn up to 5pts. 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 late compositions will be accepted only in extremely unusual circumstances.***

**Final Course Grade**

Compositions (4)	40%	Journals/dictionary	10%
Participation/Discussions	20%		
Oral Presentation	15%		
Homework	15%		

**Letter Grades**

<b>A</b>	93-100	<b>B</b>	83-86	<b>C</b>	73-76	<b>D</b>	63-66
<b>A-</b>	90-92	<b>B-</b>	80-82	<b>C-</b>	70-72	<b>D-</b>	60-62
<b>B+</b>	87-89	<b>C+</b>	77-79	<b>D+</b>	67-69	<b>F</b>	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 a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.”

**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!

**SYLLABUS SPAN 125**  
**SPANISH FOR HERITAGE SPEAKERS**  
**FALL 2012**

**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. Some related exercises from textbook will be done in class. “**Forma y función**” (Grammar Review and Practices): students must read assigned material at home, but review and practices will be done in class. After reviewing and practicing in class, your instructor will assign related activities to be completed on myspanishlab and/or textbook at home. Both “**Léxico y expansión**” and “**Forma y función**” will help you improve your vocabulary and writing skills.*

**Agosto:**

- 27    Introducción  
      Capítulo 1  
      Tema: ¿Quién soy yo? p. 2, Act. 1.1 y 1.2 p. 3-4 (C)  
      ¿Qué significa ser hispano? Cartas y opiniones (C)
- 29    Léxico y expansión pp. 5-14 (H)  
      Función y forma pp. 153-160, 320-327 (H). Prácticas (C)    Journal 1: Act.1.2 (H)

**Septiembre:**

- 3      **Labor Day**
- 5      Capítulo 2  
      Léxico y expansión pp. 23-29 (H).  
      Forma y función pp. 170-181 (H)  
      Prácticas (C)
- 10     Tema: “Los abuelos” pp. 20-22, Act. 2.1, 2.2 pp.22-23 (H)    Journal 2: Act. 2.2 (H)  
      Cultura: El origen del español pp. 17-18 (C)  
      La Conquista p. 29 (C)  
      Forma y función pp. 192-197

**Myspanishlab assignments due**

- 12     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)  
      Forma y función pp. 341-347 (H)

- Prácticas (C)
- 17 Forma y función pp. 213-218 (H). Prácticas (C)  
**Composition 1 (first draft due): Select 1.2 or 2.2 or 3.2 (H)**
- 19 Capítulos 4 y 5  
 Léxico y expansión pp.50-53, 68-71 (H) Journals 4/5: 4.2 & 5.2 (H)  
 Forma y función pp. 229-234 (H). Prácticas (C)  
 Tema: “Las escuelas y yo” pp. 64-67, Act. 5.1, 5.2 (H)

**Myspanishlab assignments due**

- 24 Texto y comprensión pp. 71-78, Act. 5.10 (H). Discusión (C)
- 26 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)

**Composition 1 (final version due)**

**Octubre:**

- 1 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)

**Myspanishlab assignments due**

- 3 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)**  
 Capítulo 8: Léxico y expansión pp.109-112 (H)

**Fall Recess: October 6-9**

- 10 Oral presentations

**Myspanishlab assignments due**

- 15 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)
- 17 Texto y comprensión pp. 128-133, Act. 9.13 (H). Discusión (C)



Forma y función pp. 246-258 (H)  
Prácticas (C)

**Myspanishlab assignments due**

- 22 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)  
Forma y función pp. 269-282 (H).

- 24 Texto y comprensión pp.161-162, Act. 11.3 (H). Discusión (C)  
Forma y función pp. 298-307  
**Composition 2 (final version due)**

**Myspanishlab assignments due**

- 29 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)

- 31 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)**

**Noviembre:**

- 5 Capítulo 15 Journal 11: 15.1 (H)  
Tema: Cómo ser mal jefe pp. 226-229, Act. 15.1 (H)

- 7 Texto y comprensión pp. 234-238, Act. 15.2 (H). Discusión (C)

**Myspanishlab assignments due**

- 12 Capítulo 16 Journal 12: 16.2 (H)  
Tema: Lenguas, lenguas y más lenguas pp. 242-246  
Act. 16.1, 16.2 (H)

- 14 Artículo corto: Español e inglés, las lenguas del futuro (C)  
**Composition 3 (final version due)**

- 19 Capítulo 17 Journal 13: 17.2 (H)  
Tema: Cásate y monta casa... pp. 264-269  
Act. 17.1, 17.2 (H)

**Myspanishlab assignments due**

## **Thanksgiving Recess: Nov. 20-25**

26 **Composition 4 (first draft due) select 15.1 or 16.2 or 17.2 (H)**

28 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)

### **Myspanishlab assignments due**

#### **Diciembre:**

3 Pendientes

5 Pendientes

**Composition 4 – final version will be due on Tuesday, Dec. 11 at 1:30pm (the day of your final)**

*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. ¿?

**Gramática y ortografía:**

Diptongos y antidiptongos pp. 12-14

División de sílabas pp. 23-25

La oración, la cláusula, el sujeto, el predicado, el verbo, el sustantivo pp. 153-160

Los pronombres personales de sujeto y las formas verbales, los sustantivos de sujeto, la acentuación escrita (palabras: llanas, agudas, esdrújulas y sobresdrújulas), los adverbios terminados en –mente, palabras monosilábicas, pronombres interrogativos pp. 170-181

El infinitivo verbal, los tiempos sencillos de tres conjugaciones, verbos regulares en sus siete tiempos sencillos, formas normativas y populares de la primera persona plural del presente de indicativo pp. 192-197

Los verbos irregulares en sus tiempos sencillos, irregularidades de los tiempos presentes, irregularidades del tiempo imperfecto de indicativo pp. 213-218

Pretérito/imperfecto de subjuntivo, irregularidad ortográfica en el pretérito, acento escrito y formas verbales pp. 229-234

La oración de más de una cláusula, el subjuntivo pp. 246-258.

Futuro, condicional y tiempos perfectos pp. 269-282.

Voz activa, voz pasiva, voz media, verbo “ir”, preposición “a”, los pronombres objeto pp. 298-306

Los artículos, sustantivos pp. 320-327

Los adjetivos, la concordancia del adjetivo, demostrativos pp. 341-347