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MORAVIAN COLLEGE

Department of Foreign Languages
Spanish 125: Spanish for Heritage Speakers
Fall 2013

Professor: Nilsa Lasso-von Lang

Phone: (610) 861-1393

Office: Comenius 408

Email: nilsa@moravian.edu

Office hours: M 2:30-3:30pm and F 9-10am or by appointment

Classroom and time: COM 105, M & W 8:55-10:05am

Textbook Required:

Alonso-Lyrintzis and Zaslow. *Entre mundos: An Integrated Approach for the Native Speaker*, 2nd Edition. Pearson Education, 2004.

Farrell and Farrell. *Side-By-Side Spanish and English Grammar*, 3rd Edition. McGraw Hill, 2012.

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:** some assignments, instructions, announcements, outlines, grading criteria/guidelines, suggested topics for oral presentations/oral evaluations, useful links, and weekly progress reports will be on Blackboard.

FREE Online Resources:

Diccionario español-inglés/inglés-español <http://www.wordreference.com/>
Diccionarios de sinónimos y antónimos <http://tradu.scig.uniovi.es/sinon.cgi>
<http://www.elmundo.es/diccionarios>

Supplementary online reading:

http://conill.com/images/uploads/thinking/The_Hispanic_Influence_on_America.pdf

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. Students should expect to spend an average of 2-3 hours outside of class for every session.

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*).
- ☐ It is the student's responsibility to complete assignments for missing classes. "I didn't do the homework because I was not in class" it's not an acceptable excuse! Please contact your instructor and/or a classmate to bring you up to speed.
- ☐ 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 **three compositions.** Topics and guidelines will be provided by instructor. Each composition will be written twice: a first draft and a 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 must be typed and double-spaced (min. 2-3 pages long). Your compositions 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.

3. Mid-Term: Group Oral Presentation. Students **must** do the following:

- Work in groups of 3-4 students
- Select a topic and present it in class (see list of suggested topics at the end of this syllabus)
- 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

NOTE: Each group must prepare at **least 5 questions** for in-class discussion. **Duration of presentation:** 10 minutes, including session of questions/answers and discussion at the end of each presentation. Power Point saved on flash drive is recommended.

4. Portfolio: All students must keep a portfolio which should be divided into three sections:

Section I: Journals (Diarios)

Each student must keep a journal (each journal must be 1 page long and must be written outside of class _ see course calendar for due dates and topics).

Section II: Personal Dictionary. Keep a personal dictionary of new Spanish words, phrases and correct word usage. Write one sentence (in Spanish) with each word and phrase and/or write synonyms in Spanish.

Section III: Homework. All students **must prepare** exercises from the textbook *Entre Mundos* and Supplementary Grammar Review *Side by Side*, topics for discussions, readings, questionnaires, and any additional homework assigned by instructor (see “**calendario del curso**” for due dates).

NOTE: All homework assignments, journals, and the personal dictionary must be organized by date and placed in this portfolio. This portfolio will be collected at random during the last week of classes. Total points: 50pts. (15% of final grade) *full credit, half credit or no credit*, depending on the quality and completeness of task.

5. Final Exam. The final will be an individual oral presentation on Hispanic/Latino issues in the USA (example: politics, economy, literature, film, art, culture, education and other social issues). When selecting topics, students must consult with instructor at least two weeks before the day of their presentation. All students must research and present their selected topics in class. All students must submit an outline of their presentation and a list of works cited/works consulted the day of their presentation. The outline and list must be typed, double-spaced and they must follow the MLA style and format (Use the latest edition of the *MLA Handbook*). Topics for the group oral presentation (Mid-Term) and topics for the individual oral presentation (Final exam) **must be different**. Duration: 5-8 minutes (including a session for questions/answers and active discussion). Each student must prepare at least 3 questions for in-class discussion.

NOTE: Instructor will provide guidelines and grading criteria at least three weeks before presentations are due (see course calendar for dates). Be aware that content, grammar, mechanics and completeness of task will be considered when grading this assignment. Power Point is recommended. **Please do not e-mail** power point presentations, outlines or list of works cited. Save power point on flash drive.

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 Department of Foreign Languages, Spanish Club or International Club. For example: Spanish Table, featured films, talks and presentations, museum visits, other cultural activities, and the **Publication of BABEL** (*Babel* is the literary journal of the Department of Foreign Languages at Moravian). It invites submissions of original poems, articles, and short stories in Spanish. Contact: Dr. Lasso-von Lang nilsa@moravian.edu). Students can earn up to 5 points which can 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 (3)	30%
Participation	20%
Oral Presentation	15%
Portfolio	15%
Final	20%

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.

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!

Course Calendar

Textbook: Entre mundos = EM
Journal = Diario

Supplementary Grammar: Side by Side = SS

IMPORTANT! All assignments, except for in-class grammar reviews, are due the date indicated on this calendar. All students must be prepared to go over and discuss assignments.

Agosto:

- 26 Introducción al curso. Vamos a Conocernos: Actividades 2, 3, 4, 6, 8, 10, 11 pp. 2, 5, 6, 8 EM. Note: you can use the list of adjectives in Actividad 5 p. 4
Lectura pp. 7-8 EM. El poder de las palabras p. 13 EM

In class: Uses of “gustar” and verbs like “gustar”

- 28 ¿Qué significa ser hispano? Actividades: 1, 2, 3, 4 pp. 17-18 EM
A Short History of Spanish p. 3 and Parts of Speech p. 6 SS
Lectura pp. 19- 21 EM

In class: exercises pp. 125-136 SS. Nouns and Pronouns 10-40 SS

Journal (*Diario*) 1: Reflexionar sobre su personalidad y la de otros que Ud. conoce

Septiembre:

- 2 **Labor Day**

- 4 Reeves Libray Session
Journal 2: Escribir sobre lo que para Ud. significa ser hispano y sobre sus experiencias como hispano en los Estados Unidos.

- 9 El español en el mundo y la importancia del bilingüismo
Read and correct the article on p. 32. Go online and find the most up-to-date information about: la población hispana en los EE.UU y otros artículos sobre el futuro del español en los EE.UU., la importancia del bilingüismo en los EE.UU. Be ready to discuss these topics in class.

In class: Silabeo, acentuación, diptongos, tipos de palabras en español (see handouts)
Calcos y cognados falsos (see handouts and pp. 12, 25-27 EM)

Journal 3: A favor o en contra del bilingüismo (see Actividad 20 EM)

- 11 In class: Analizar y descubrir pp. 33-36

Más reglas de silabeo, acentuación, sílaba tónica, puntuación y el poder de las palabras pp. 37-40, las mayúsculas p. 42 EM

Borrador de Composición 1: “Mi personalidad”. See Actividad 22 p. 15 EM

Journal 4: Identificar sus metas a corto y largo plazo y hacer un plan para alcanzarlas (see Actividad 20 p. 55 EM for instructions)

- 16 Todos somos diferentes. “Balada de los dos abuelos” Actividad 18 pp.53-54 EM

In class: Present tenses (indicative) pp. 91-93 SS. Exercises B and C p. 137 SS.

Journal 5: Reflexione sobre la discriminación: ¿Qué es para Ud.? ¿Cómo se manifiesta? ¿Cuáles son los grupos más discriminados en los EE.UU.? (use present tenses and “palabras de transición” in box p. 55 EM)

- 18 El poder de las palabras: Actividad 13 p.51. Manos a la obra: Actividades 14 y 15 p.52 EM. Hacer Actividad 11 p. 50. Estudiar las formas reflexivas p. 31 SS

Journal 6: Escriba sobre sus dos abuelos (see Actividad 19 p. 55 EM)

- 23 La familia. Actividades 1 y 2 p. 57 EM.

In class: Pronombres demostrativos p. 63 EM and p. 39 and exercise I p. 130 SS

Journal 7: Escribir sobre la importancia que la familia tiene para Ud.

Composición 1 final version due

- 25 La acentuación de monosílabos: Actividades 9, 11 p. 63-65 EM
Actividades 12, 13 pp. 65-67 EM.

Journal 8: Escribir sobre algunas tradiciones y valores en su familia

- 30 Lectura pp. 74-81 EM.
El poder de las palabras: Actividad 14 p. 86 EM

In class: Imperfecto vs. pretérito pp.95-97. Exercises D-F pp. 137-139 SS
Pretérito e Imperfecto: Actividad 7, 8, 9, 10, 11, 13 pp. 81-83, 85 EM

Journal 9: Escriba sobre sus experiencias en la escuela secundaria y cómo lo influyeron sus maestros (use pretérito e imperfecto). Use “palabras de enlace” in box p. 105 EM.

Octubre:

2 Mid-Term: Presentaciones en grupo

NOTE: From September 15-Oct. 15, Moravian College will be celebrating the National Hispanic Heritage Month. Dr. Erika Sutherland, a professor from Muhlenberg College, has been invited to give a public presentation on October 3 (Location: TBA). Topic: Her involvement with the Latino community of the Lehigh Valley. Before attending the presentation, please do your own research on Latino community of the Lehigh Valley and surrounding areas: population, contributions, opportunities and challenges for Latinos in the LV, strong/influential Latinos, etc. If you can't attend her presentation, just do the research. We will discuss this topic on our next session).

7 Class discussion: Dr. Sutherland's presentation and your findings about Latinos in the LV and surrounding areas.

Borrador de Composición 2 due: Narre los eventos más importantes de su niñez (see Actividad 9 p. 82 EM – use “palabras de transición” in box of p. 88 EM)

9 Presentaciones en grupo

Fall Recess: October 12-15

16 Las comunidades hispanas en los Estados Unidos. Actividades 1, 2 p. 90 EM.

El poder de las palabras: Actividad 19 p. 103 EM.

Lectura pp. 92 – 98, Actividades 7 p. 98, Actividad 24 p. 106

Article: <http://articles.latimes.com/2011/mar/24/nation/la-na-census-hispanic-20110325>

In class: Analizar y descubrir: “Tú and Usted” Actividades 8, 9, 11, 12 pp. 98-100 EM

Introducción: Película *La misma luna*

Journal 10: Describa la comunidad en la que creció (use Actividad 6 p. 92 EM).

21 La comunidad mexicana en los Estados Unidos. Leer Exploraciones p. 156 EM.

Investigar sobre la historia de la inmigración mexicana a los EE.UU. Actividad 1.e. and Actividad 2, 3, 4 (no audio available, research and give correct answers) pp. 156-157

EM. Estudiar future tenses pp. 99, 109SS. Exercises G p. 139 and K p. 141 SS.

In class: Actividades 6, 7, 8, 12, 14 pp. 166, 167, 169, 172 EM

Película: *La misma luna*

Leer “Para escribir mejor” in box pp. 172-173 EM

Journal 11: Escribir sobre los efectos de los indocumentados en la economía estadounidense y reflexionar sobre sus sentimientos acerca de la inmigración

Composición 2 final version due

- 23 Las comunidades puertorriqueñas, cubanoamericanas e hispanos de otros orígenes en los EE.UU. Investigar sobre la historia de la inmigración puertorriqueña y la cubana a los EE.UU. Actividades 2, 3 p. 175-176 and Actividades 2, 3 pp. 190-191 EM (no audio available, research and give correct answers).
Actividad 1.e and 1.g p. 175 y Actividad 1.e p. 190 EM

Estudiar conditional tenses p. 101, 110-111 SS.
Perfect tenses pp. 102-107 SS (Present perfect, past perfect or pluperfect and more).
Exercises I and J pp. 140-141 SS

In class: Actividades 5, 6, 7, 10, 11, 12, 13 pp. 182, 183, 185, 186 EM. Actividades 6, 7, 9 pp. 200-202 EM. Película: *La misma luna*

Journal 12: Reflexionar sobre la importancia de nuestra identidad cultural (see actividad 15 p. 187 EM)

- 28 Los estudios y las profesiones
Actividades 1, 2, 4, 5 pp. 108-110 EM.

Estudiar Modo Subjuntivo pp. 116-120 SS
El poder de las palabras Actividades 13, 14 pp. 118-119 EM

In class: El subjuntivo, Actividades 6, 7, 8, 11, 12, 15, 16, 17 pp. 113-115, 117, 119 EM
Película: *La misma luna*

Journal 13: Analizar sus hábitos de estudio

- 30 Actividades 1, 2, 3, 4 pp. 123-124 EM
Estudiar Subjuntivo pp. 116-120 SS
El poder de las palabras Actividad 16 p. 132-133 EM

In class: Actividades 10, 11, 13, 14, 15 pp. 128-134 EM. Película: *La misma luna*. Temas de conversación (see instructor's outline).

Journal 14: Ud. es consejero universitario: ¿Qué consejos le da a un estudiante que busca empleo? use Actividad 18 p. 134 EM as a reference. (you must use present subjunctive)

Noviembre:

- 4 El mundo de hoy.
Actividades 1, 2, 3, 4 (no audio available, read poem) pp. 138-141 EM.

Actividad 10 pp. 151-152.

Prepositions pp. 75-77 SS. Exercises A and B pp. 135-136 SS.

In class: “El poder de las palabras” and “Manos a la obra” pp. 152-153 EM.

Journal 15: read “Para escribir mejor.” Select and write about **one** of the following activities: 12, 13 or 14 and pp. 153-154 EM.

Borrador composición 3 due. To write this composition, please select actividad 16 or 17 pp. 205, 206 EM (see helpful vocab. “para escribir mejor” on p. 206)

6 La violencia y la delincuencia.

Actividades 1, 4 pp. 208-209 EM

Lectura y actividad 5 pp. 210-213 EM

Estudiar Imperfect Subjunctive p. 121 SS. Exercises P p.143 SS

In class: Actividades 6 p. 213-214. Note and actividades 8, 9, 10 pp. 216-217 EM. “El poder de las palabras” Actividad 12 pp. 217-218 EM.

Journal 16: Reflexionar sobre la violencia en nuestra sociedad y sobre cómo nos afecta. (use “actividad 15” p. 219 as a reference for this journal. To help you organize your ideas, please read “Para escribir mejor” on p. 220).

11 La violencia y la delincuencia (continuación)

Actividades 1, 3 pp. 259 EM

Lectura pp. 261-265 EM

Present perfect and past perfect (pluperfect/pluscuamperfect) subjunctive pp. 122-123 SS. Exercises Q p. 143-144 SS

In class: Actividades 8, 9, 10, 11 pp. 265-266 EM

Journal 17: Actitud y/o experiencia desagradable en su vida: ¿Cómo hubiera podido evitarse esta situación desagradable? ¿Qué habría hecho diferente? (use pluscuamperfect of subjunctive and conditional perfect)

13 Las clases sociales y género-sexo

Actividades 1, 2 p. 222 EM. “Manos a la obra” actividad 17, 18 pp. 242-243 EM

Repasar Pronouns (Direct, Indirect Object pronoun and Reflexives) pp. 23-27 and 31 SS. Subjunctive pp. 119-120 SS.

In class: Actividades 8, 9, 13, 14, 15 pp. 237-238, 240-241 EM

Journal 18: Select and write about **one** of the topics in section “En su diario” p. 224 EM

Composición 3 final version due

- 18 La libertad de expresión
Actividades 1, 2 (no audio available, go online and find complete poem) EM
Relative Pronouns pp. 34-37 SS. Exercise H p. 129 SS. Passive voice pp. 112-113 SS

In class: Actividades 7, 8, 9, 10, 11, 13 pp. 252-256 EM.

Journal 19: Investigar y reflexionar sobre eventos ocurridos en países hispanos (use as a reference actividad 14 p. 257 EM)

- 20 Culturas en contacto
Actividades 1, 2, 3 pp. 270-271 EM
Lectura pp. 273-279 EM

In class: Actividades 8, 9, 10 pp. 279-280

Journal 20: Select and write about **one** of the topics in section “En su diario” p. 273 EM

Thanksgiving Recess: Nov. 23-30

Diciembre:

- 2 Presentaciones individuales y entrega de portfolios
4 Presentaciones individuales y entrega de portfolios

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

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

1. El origen del español y su importancia en el mundo de hoy
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. La importancia del español en mi futura profesión/carrera
6. La inmigración hispana en los Estados Unidos
7. ¿?

