

**MORAVIAN COLLEGE**  
**Department of Modern Languages and Literatures**  
**Spanish 125: Spanish for Heritage Speakers**  
**Fall 2015**

**Professor: Nilsa Lasso-von Lang**

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**Office hours: Monday 3:35-4:35 p.m. and Friday 11:45 a.m.-12:45 p.m. or by appointment**

**Class Time and Classroom: MW 8:55-10:05 a.m., COM 304**

**Textbook Required:**

Francés and Rubén. *Manual de gramática y ortografía para hispanos*. Pearson Education, 2004.

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

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>

Verb Conjugation (quick reference)

<http://www.spanishdict.com/conjugation>

FREE Spanish Verb drills

<http://www.studyspanish.com/verbs/>

**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

## **Time Commitment**

Students are expected to dedicate *at least* two hours of work outside of class per hour of class, for a *minimum* total of 7 hrs./wk. You may need to spend more time than that to adequately prepare for class and complete assignments.

## **Course requirements and evaluation**

### **1. Attendance**

Faithful attendance is expected, since continuous practice is needed in order to learn a language. The learning of a language is a cumulative process, and it is not easy to make up for several missed classes.

- You need to come to class and be on time. 0-3 absences will not be penalized, but may affect class performance. If you will miss class for a religious holiday, please let me know ahead of time so we can make arrangements for missed work.
- Every absence over three (3), for any reason, will result in a lowering of the final grade by one point for every additional absence. Exceptions may be granted only in extraordinary circumstances such as prolonged illness or family emergency; these situations may require additional documentation and are not automatically

guaranteed. Travel plans are not considered extraordinary circumstances. The student would need to make arrangements to complete missed work.

- "The Academic and Disability Support Office is authorized to send e-mails informing instructors that students have valid excuses for not attending two or more consecutive days of class. You may contact them by calling [610-861-1401](tel:610-861-1401) or sending an email to [disabilitysupport@moravian.edu](mailto:disabilitysupport@moravian.edu). Only if the Academic & Disability Support Office justifies extended absences, will they be excused."
- Arriving late (10 mins or more) to class more than three times will equal one absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take the exam.
- 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.
- Students have the responsibility of keeping track of their own absences. **No reminders will be given!**
- **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 result in an absence and a grade of 0 (zero) for that day.**

## 2. Compositions

Students will write a total of **four compositions**. Topics and guidelines will be provided by instructor in advance. 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. 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, vocabulary, grammar, mechanics, organization and completeness of task will be graded.

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

- Work in groups of 4-5 students
- Select a topic (all topics must be related to the Hispanic world)
- Seek advice from instructor when selecting their topic (guidelines and rubric will be provided by instructor in advance)
- Turn in an outline of the presentation and a list of sources used

**NOTE:** Each group must prepare at **least 5 analytical questions** for in-class discussion. Duration of presentation: 10-12 minutes, including session of questions/answers and

discussion at the end of each presentation. **Please save your presentation on a flash drive or in google doc.**

**4. Homework.** All students **must prepare** exercises from the textbook *Entre Mundos*, the *Manual de gramática*, topics for discussions, readings, questionnaires, and any additional homework assigned by instructor (see “**calendario del curso**” for due dates). All homework assignments must be dated (you can complete the assignments directly on the textbook and *Manual de gramática*). Your homework will be checked at random at the end of the semester (see course calendar for exact due date). 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. You must follow the MLA style and format:

<https://owl.english.purdue.edu/owl/resource/747/01/>. 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 **5 analytical questions** for in-class discussion.

NOTE: Be aware that content/information, grammar, mechanics, pronunciation/fluency, organization and completeness of task will be considered when grading this assignment. Specific guidelines and grading criteria will be provided by instructor in advance. Power Point or any other software presentation programs are highly recommended. If your group decides to use a software presentation program or any other presentation graphics package, **please** save your presentation on a flash drive – it will save us a lot of time. **Please do not e-mail** power point presentations, outlines and list of works cited.

## **6. 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.

### **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).

**EXTRA CREDIT** (to be added to total participation grade at the end of the semester): Students will have the opportunity to earn up to 5 points by participating in events approved by instructor. These extra credit events or activities will be announced in class. In order to receive credit, students must **actively participate** in some of the following events/activities:

### **The Spanish Club**

I highly recommend that you attend the activities organized by the Spanish Club such as weekly meetings, movie screenings, restaurant visits and cultural trips. They are an excellent way to get involved in the language and the culture of the Spanish-speaking world.

### ***Babel***

Interested in poetry? I encourage you to write a poem, a story or an essay in Spanish for *Babel*, the literary journal of the Department of Foreign Languages. For more information feel free to talk to me or send an email to Dr. Claudia Mesa at: [mesac@moravian.edu](mailto:mesac@moravian.edu)

**Hispanic Heritage Month Events (HHM)** – please see program on the last page of this syllabus.

### **POLICY ON LATE ASSIGNMENTS**

As a general rule for this class late assignments will be penalized and make-up exams or other work will be given only in extremely unusual circumstances. If accepted, **late work will lose 5 points per day**, starting at the time of class.

### Final Course Grade

Compositions (4)	40%
Participation & Discussions	15%
Mid-Term (Group presentation)	15%
Homework	10%
Final (Individual presentation)	20%

### 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 progress report will be available on Blackboard.  
Grades are not curved!

### Academic Integrity

Academic dishonesty is a serious offense and will not be tolerated. Cases of academic dishonesty will be handled according to the **Moravian policy on Academic Honesty**. If you cheat you will be given a grade of zero for that assignment or a failing grade in the course. You will also be reported to the Dean of Students and “a copy of the record [will remain] in the Division of Student Affairs until the student completes the degree or certification program.” Also, please note that, “When writing creative or research papers in a foreign language, students *may not use electronic translation services*. Utilizing such tools without express permission of the instructor constitutes plagiarism (using another person’s words and passing them off as your own). The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is permissible at the discretion of professors in the Department of Modern Languages and Literatures.”

For detailed information please see the Student Handbook:

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

### Disability Statement:

“Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401. 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!

*All class activities and presentations must be done in Spanish*

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

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## COURSE CALENDAR

*Manual de gramática* = MG

*Entre mundos* = EM

### **Agosto:**

31 Introducción al curso.

**Tarea para la próxima clase:** Actividades 8, 9 p. 6, encuesta p. 7-8, actividad 11 p. 8. El Alfabeto p. 11. El poder de las palabras p. 13 EM.

### **Septiembre:**

2 **En clase:** Actividades de la tarea. Actividad 10 p.6.  
¿Qué significa ser hispano? Actividades: 1, 2, 3, 4 pp. 17-19 EM

**Tarea para la próxima clase (9 de sept.):** Escriba el borrador de la composición 1: “**Mi personalidad.**” Use actividad 22 p. 15 EM to guide you. NOTE: you can use the list of adjectives on actividades 5 y 7 pp. 4 y 5 EM.

- Gramática: Vocabulario útil, vocales, diptongos, sílaba pp. 1-7 MG
- Ortografía: reglas de acentuación pp. 8-9 MG  
Ejercicios: 1.2.a., 1.2.c., 1.3.a., 1.4.a., 1.5.a.

7 Reeves Library Session (we will meet at the library). Please be on time!

9 **En clase:** Selección de ejercicios de la tarea. Diptongos handouts y prácticas  
Handouts y práctica “word type according to stress position and accent use  
**Borrador de composición 1: “Mi personalidad.”** See actividad 22 p. 15 EM

**Tarea para la próxima clase:**

- Gramática: Sujeto y predicado, frase nominal, sustantivo pp. 20-28 MG
- Ortografía: Algunas reglas sobre el uso de la **c**. Homófonos, **c** versus **s** pp. 29-31 MG  
Ejercicios 2.1.a., 2.1.b., 2.2.a., 2.2.b., 2.3.a., 2.3.c., 2.5.a. – 2.6.

OJO! Leer algunas notas sobre género femenino y masculino pp. 33-35 EM

14 **En clase:** Selección de ejercicios y prácticas de la tarea.

**Tarea para la próxima clase:**

- Gramática: Vocabulario útil, el artículo p. 36 MG
- Ortografía: Uso de la **z**, casos especiales, más sobre acentos pp. 40-43 MG
- Lengua y cultura: Lectura – “El gaucho miseria” pp. 43-47.  
Ejercicios 3.1., 3.2.a., 3.3., 3.4.

16 **En clase:** Selección de ejercicios de la tarea  
Comprensión de la lectura – “El gaucho miseria” p. 46 MG

**Tarea para la próxima clase:**

- Gramática: Vocabulario útil, adjetivos, adverbios, comparativos y superlativos pp. 48-61 MG
- Ortografía: más sobre acentos pp. 62-66 MG  
Ejercicios 4.1.b., 4.1.c., 4.4.a., 4.5.a., 4.6.a., 4.7.b., 4.8.b., 4.9.a.

21 Entregar **composición 1 versión final**

**En clase:** Selección de ejercicios de la tarea.

**Tarea para la próxima clase:**

- Gramática: Vocabulario útil, la frase verbal, verbos, **presente**, complemento directo pp. 73-86 MG.
- Ortografía: Uso de la **h**, homófonos con **h**
- Vocabulario pp. 86-87, lectura “Una carta a Dios” de Gregorio López Fuente (México) pp. 88-90 MG  
Ejercicios 5.2.a., 5.3.a. – 5.4., 5.5.a., 5.5.b., 5.5.d., 5.6.a., 5.7.a., 5.8.

23 **En clase:** Selección de ejercicios de la tarea.  
Comprensión de la lectura “Una carta a Dios” p. 91

OJO! El poder de las palabras, cognados y calcos p. 26 EM, cognados pp. 206-208 MG

**Tarea para la próxima clase:**

Continuación... presente, complemento directo pp. 74-83 MG.  
Estudiar verbos con cambio de raíz pp. 49-50 EM

**Borrador de composición 2:** “La discriminación”: ¿Qué es para Ud.? ¿Cómo se manifiesta? ¿Cuáles son los grupos más discriminados en los Estados Unidos? (use **present tense, comparatives, superlatives**, and “palabras de transición” in box p. 55 EM)

OJO! Estudiar los signos de puntuación pp. 223-224.



- 28 **En clase:** verbos irregulares y con cambio de raíz en presente, complemento directo  
**Borrador de composición 2**

**Tarea para la próxima clase:**

- Gramática: Vocabulario útil, pretérito e imperfect pp. 93-102 MG
- Ortografía: Uso de la **b** y de la **v** pp. 108-110 MG  
Ejercicios 6.1.a., 6.2.a., 6.2.c., 6.3.a., 6.3.c., 6.4.a. – 6.4.c., 6.7.a., 6.7.b.

- 30 **En clase:** Selección de ejercicios de la tarea.

La familia. Actividad 1 p. 57 EM. Tema para discusión “importancia de la familia y nuestras tradiciones y valores”

**Tarea para la próxima clase:**

- Gramática: Complemento indirecto, verbo “gustar” y otros verbos similares pp. 102-108 MG. Ejercicios 6.5.a, 6.5.c., 6.6.a.

**Octubre**

- 5 Entregar **composición 2 versión final**

**En clase:** Selección de ejercicios de la tarea.

- 7 Mid-Term (Presentaciones en grupos)

**Tarea para la próxima clase:**

**Composición 3 borrador: Narre y describa los eventos importantes de su niñez** (use actividades 9 y 10 como referencia p. 82 EM – use “palabras de transición” in box of p. 88 EM)

**Fall Recess: Saturday, noon, October 10 to Wednesday, 7:30a.m.,  
October 14**

- 14 **En clase:**  
Repaso, narraciones y descripciones (use preterite and imperfecto)  
Actividades 7 – 13 pp. 82-85 EM

**Borrador de composición 3**

**Tarea para la próxima clase:**

- Gramática: Vocabulario útil, la estructura reflexiva, las preposiciones pp. 115-122 MG
- Ortografía: Uso de la **ll** y de la **y** pp. 128-132 MG  
Ejercicios 7.1.a., 7.2.a., 7.5.c.

19 **En clase:** Selección de ejercicios de la tarea

**Tarea para la próxima clase:**

- Gramática: El infinitivo, gerundio, participio presente pp. 122-128 MG
- Lengua y cultura – cuento “Espuma y nada más” de Hernando Téllez (Colombia) pp. 132-136 MG. Ejercicios 7.3.a., 7.3.c.

21 **En clase:** Selección de ejercicios de la tarea

Comprensión de la lectura: análisis del cuento “Espuma y nada más” p. 137 MG

**Tarea para la próxima clase:**

- Gramática: Vocabulario útil, pronombres relativos pp. 139-147 MG  
Ejercicios 8.2.b., 8.4.a., 8.4.b.

26 **En clase:** Selección de ejercicios de la tarea

**Tarea para la próxima clase:**

- Gramática: conjunciones pp. 147-149 MG
- Ortografía: mayúsculas y minúsculas pp. 149-151 MG  
Ejercicios 8.6.b., 8.7.a., 8.7.b.

28 Entregar **composición 3 versión final**

**En clase:** Selección de ejercicios de la tarea

**Tarea para la próxima clase:**

- Gramática: Futuro y condicional pp. 158-167 MG  
Ejercicios 9.2.a., 9.3.a., 9.3.b., 9.4.c., 9.4.d., 9.5.a., 9.5.d., 9.5.e. MG  
Actividades 13 y 14 pp. 170-172 EM

## Noviembre

2 **En clase:** Selección de ejercicios de la tarea

Actividad escrita: ¿Cómo será nuestra sociedad en el futuro? y ¿Qué haría si tuviera el poder de cambiar el futuro de nuestra sociedad? (ver actividades 13 y 14 pp. 170-172 EM)

**Tarea para la próxima clase:**

- Ortografía: Uso de la **r** y la **rr** pp. 167-169 MG
- Vocabulario p. 169; “Mi raza” de José Martí (Cuba), p. 170 MG  
Ejercicio 9.6.b.

- 4     **En clase:** Selección de ejercicios de tarea  
Análisis de “Mi raza” p. 171
- Tarea para la próxima clase:**
- Gramática: Participio, tiempos compuestos del indicative y voz pasiva pp. 173-182 MG
  - Ortografía: Uso de la **g** y la **j** pp. 184-186 MG  
Ejercicios 10.2.a., 10.2.b., 10.3.a., 10.3.b., 10.3.d., 10.4.a., 10.5.b.
- 9     **En clase:** Selección de ejercicios de la tarea
- Tarea para la próxima clase:**
- Gramática: Presente de subjuntivo pp. 192-196 MG  
Ejercicios 11.2.a. – 11.2.c.
- 11    **En clase:** Selección de ejercicios de la tarea
- Tarea para la próxima clase:**
- Gramática: usos del subjuntivo pp. 196-202 MG  
Ejercicios 11.3.b., 11.3.c., 11.4., 11.5.a.,
- 16    **En clase:** Selección de ejercicios de la tarea
- Tarea para la próxima clase:**
- Gramática: Mandatos - tú, nosotros, usted, ustedes pp. 202-205 MG
  - Vocabulario p. 209, cuento “A la deriva” de Horacio Quiroga (Uruguay) pp. 210-212 MG  
Ejercicios 11.6.a. - 11.6.g.
- Borrador composición 4 “Consejos, sugerencias y recomendaciones para resolver el problema de la inmigración en los Estados Unidos”** (usar subjuntivo). **Nota:** deben investigar sobre reformas migratorias actuales o planes de reformas.
- 18    **En clase:** Selección de ejercicios de la tarea  
Análisis del cuento “A la deriva” p. 213  
**Borrador composición 4**
- Tarea para la próxima clase:**
- Gramática: imperfecto de subjuntivo pp. 215-218 MG.  
Ejercicios 12.2.a. - 12.2.c.

23 **En clase:** Selección de ejercicios de la tarea

**Tarea para la próxima clase:**

- Gramática: tiempos compuestos del subjuntivo y otros usos del subjuntivo pp. 218-222 MG. Ejercicios 12.3, 12.4.a., 12.4.b.

**Thanksgiving Recess: Tuesday, November 24, 10:00 p.m. to Monday, November 30, 7:30 a.m.**

30 Entregar **composición 4 versión final**

**En clase:** Selección de ejercicios de la tarea

**Homework will be checked at random on this day**

**Diciembre**

2 Presentaciones individuales

7 Presentaciones individuales

9 Presentaciones individuales

**NOTE: Your final exam is your individual presentation. No traditional written final will be given during finals week.**

## Hispanic Heritage Month Program 2015

**Mexican Independence Day Festival in Philadelphia on Sunday, September 13<sup>th</sup> at 11am:** *Take a road trip to the Mexican Independence Day Festival in Philadelphia to celebrate Mexican independence with music, food, dancing, and more. Discover traditional arts and crafts, dance with Mexican rock bands and enjoy face painting and giveaways during the popular event at Penn's Landing. Advanced sign-up at HUB desk is required.*

**The Latino Student Union presents "Code Switching: English + Spanish = Spanglish" on Thursday, September 17<sup>th</sup> at 4pm in the Laros Room.** *What is it like to live in two cultural worlds and when would one know it is time to switch? Join us for a thought-provoking discussion about the cultural and linguistic phenomenon known as "code-switching."*

**Hispanic Heritage Month Community Dinner on Sunday, September 20<sup>th</sup> at 5pm:** *Celebrate the month with food, music, and fellowship in the Saal Bahnson Center. Registration for the dinner is required; a registration link will be sent by email on September 7<sup>th</sup>.*

**Sonia Nazario, HHM Keynote Speaker on Monday, September 28<sup>th</sup> at 7pm in Prosser Auditorium:** *Sonia Nazario, author of "Enrique's Journey," will be our keynote speaker. Ms. Nazario's national bestselling book recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States.*

**The Spanish Club presents "Hungry for Heritage" on Monday, October 5<sup>th</sup> at 3pm** at Dean Hunt's house (1132 Main Street - directly across from the Hall of Science). *Sign-up in advance at any Spanish Club meeting on Mondays at 3pm in the HUB. Bring a dish to "Hungry for Heritage" and share and discuss the cultural heritage of the cuisine.*

**"Moving Beyond Borders" by Sarah White '11 on Thursday, October 8<sup>th</sup> at 7pm in the UBC Room** - *Sarah will join us for an intimate dinner in which she will analyze and combat stereotypes on immigration based on her research and time spent on the border between the United States and Mexico. Registration for the dinner is required; a registration link will be sent by email on September 21<sup>st</sup>.*

*Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact Intercultural Advancement at [hunt@moravian.edu](mailto:hunt@moravian.edu) prior to the event.*

