SPA 334 (SPANISH FOR HERITAGE SPEAKERS II)
Summer II 2015
(MTWR 9:00am-10:50am - Location: TBA – CHEC)

Instructor: Dr. Elisa Gironzetti
Office Hours: MTWR 11am-12pm HL126 – (or appointment by e-mail)
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks*:
1. Roca, Ana. 2013. *Nuevos Mundos* 3rd. ed. Wiley&Sons (ISBN:978-0-470-58898-7)
2. Francés, M. E. and Benítez, R. 2013. *Manual de gramática y ortografía para hispanos*. Pearson (ISBN: 0-205-69652-X)

Additional materials will be available in class and through the eCollege course site and in class.
*Important note: These textbooks will be course materials for SPA333 and SPA334.

Course Description:
Heritage language learners are those individuals who are proficient in English and who grew up speaking another language at home; they are able to communicate, at some extend, in more than one language. The main purpose of the Spanish for Heritage Speakers courses is to build upon the language knowledge that students bring to the classroom and develop their proficiency of academic Spanish. Special attention is given to building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Taught exclusively in Spanish, this course is designed for heritage or native speakers only. For students majoring or minoring in Spanish or bilingual education, this course replaces the SPA 331 requirement.

Learning Objectives:
At the end of this course students will:
  • Advance skills in reading and writing complex texts in Spanish.
  • Advance knowledge of Spanish grammar and vocabulary.
  • Improve orthography and editing strategies.
  • Improve accuracy in managing the verbal system for discourse production.
  • Develop greater familiarity with the U.S. Hispanic culture.
  • Develop greater knowledge and effective use of different learning strategies.
  • Develop skills to articulate multiple cultural perspectives in local, national, and global communities.
  • Develop skills to identify and analyze social and ethical challenges, including possible resolutions.
  • Develop skills to articulate an understanding of cultural differences from diverse perspectives in specific
     disciplines.

Student Learning Outcomes:
Students will be responsible for designing, discussing and presenting two multimodal projects on topics that related to Hispanics in the US, immigration, identity, trans-national experiences and multiculturalism. Through these projects, students will articulate multiple cultural perspectives in local, national, and global communities;

identify and analyze social and ethical challenges, including possible resolutions; and articulate an understanding of cultural differences from diverse perspectives in specific disciplines. Completion of these projects will give students a wider perspective on the Hispanic cultures and its contact with other communities, and will increase their understanding of global communities in an interconnected and diverse world. Moreover, these projects will allow students to put into practice the skills, contents, and strategies acquired and practiced during the semester. These outcomes will be assessed by the evaluation of the two projects.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
This course consists of a series of activities and assessments to assist you in achieving the outcomes / objectives of this course and instructional units/modules.

Proyecto I		
	- Justificación y tema	5%
	- Recursos	10%
	- Versión final	20%
Proyecto II		
	- Justificación y tema	5%
	- Reporte escrito	10%
	- Presentación oral	20%
Fichas de lectura (4)		10%
Fichas de estrategias (4)		10%
Asistencia y participación		10%
Encuesta final		*5% extra points*

Grading

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

Course Workload

1. **Fichas de lectura 10%.** For each text that we read during the semester, you will complete a "reading form" that will allow you to focus on and apply grammatical concepts learned in class, give your opinion about the readings, and learn new vocabulary. The *fichas de lectura* are 4. Each one is worth 2.5%, for a total of 10% of the final grade. Each *ficha* must be completed and uploaded via e-College DropBox by the due date. No late assignments will be accepted (they will receive a score of zero)
2. **Fichas de estrategias 10%.** During this course we will learn many different strategies that will help you to become an autonomous and independent learner. You will complete one *ficha de estrategias* each week focusing on a strategy and task of your choice. The strategy and task will have to vary each week, no *fichas de estrategias* focusing on the same strategy or task will be accepted. The *fichas de estrategias* are 4. Each one is worth 2.5%, for a total of 10% of the final grade. Each *ficha* must be completed and uploaded via e-College DropBox by the due date. No late assignments will be accepted (they will receive a score of zero)
3. **Proyecto I 35%**. The first project you will complete is due at the end of the third week of class, and consists in a "Digital Storytelling" that you will design, record, and present to the class. The DS will allow you to explore in detail relevant issues connected with the Hispanic community in the US. These may include any of the topics explored in class and through the readings. Please refer to *Proyecto 1 Instructions and Rubric* for more detailed information.
4. **Proyecto II 35%**. The second project you will complete is a formal presentation in which you will discuss some issues connected with the Hispanic community in the US. These may include any of the topics explored in class and through the readings. You will be responsible for designing the presentation

based on the topics and data collected for the first project, write a written report of your presentation, and then deliver the formal presentation in Spanish during the last day of class. Please, refer to the *Proyecto 2 Instructions and Rubric* for more detailed information.

5. ==**Due to technology limitations, students who are taking the course at a remote location should make arrangements in order to be at the Commerce campus for the final presentation.**==

   – **Attendance and participation 10%**. **Participation and attendance are fundamental to succeed in this course**. **Attendance is mandatory**. Students may miss one (1) class sessions for any reason (personal, medical, work, etc.). The second (2nd) absence and every subsequent absence will cause the loss of two points off the FINAL COURSE GRADE. Even if you are an active participant in the sessions, **missing classes will lead to a low-to-zero participation grade**. Medical or other type of emergencies may be considered as excused absences after review of justification. **Daily homework is a requirement for this class** and your instructor can request it anytime; points from your Participation grade will be deducted if your homework is not completed **(one point for each assignment not submitted)**. Many homework assignments and readings are necessary preparation for activities in subsequent classes; therefore, if you have not prepared the homework you will miss the opportunity to participate and take full advantage of the class. **You should arrive on time**. **Two late arrivals or early departures by more than 10 minutes equal one absence.** If a student arrives late, s/he needs to talk to the professor at the end of class to make sure that a tardy mark was registered in the class book instead of an absence. If a student misses 3 consecutive sessions and does not contact the instructor, s/he may be dropped from class. If you are enrolled in this class, but do not attend the course **you are responsible** for following the withdrawing procedures or an "F" will be entered as your final grade for this class. **You should not make travel/family /employment plans** that interfere with classes or exams since make up exams cannot be made in order to accommodate such plans. You are responsible for contacting classmates to obtain any information discussed in the event of class missed. Student athletes, band members and members of other university sanctions should bring a letter from their supervisor or specific department **during the first days of class** indicating the dates they will miss class. Students who require special accommodations for religious holidays should make arrangements with their instructor **during the first days of class**.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

eCollege Access and Log in Information
This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Every communication with the instructor should occur via e-mail: egironzetti@leomail.tamuc.edu
The instructor will also use eCollege Announcements and Discussions to communicate with students.

eCollege Student Technical Support
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc.)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of **academic dishonesty**. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. 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]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

More details regarding academic honesty: Any student who commits plagiarism or violates any other tenet of academic honesty **will receive a grade of zero for the first offense**; **a second violation will result in automatic failure of the course**. Upon any infraction of academic honesty, I will provide the student with written notice of the infraction, will require a face-to-face meeting in my office to discuss the matter, and I will also notify the dean of the student's college.

Attendance Policy

Because your active participation in discussions is expected, attendance is vital for success in this course. Attendance requires more than simply logging on to the course site, and you should begin engaging in discussions each week.

Assignment Policy

I will provide specific details during class meetings and possibly by email. Students must stay current with all readings, including the course lectures and discussions. Students must complete and submit all assignments by their respective due dates.

Late Work

I will not accept any assignment after its due date. Assignments submitted after the due date may receive a score of zero (0).

Drop a Course
> A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the Web page.

Incompletes
> Incompletes (grade of "X") are granted only under rare and extraordinary circumstances.

Administrative Withdrawal
> I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

Advising and tutoring
> **Your Instructor:** I am your first resource and want to make your experience as positive as possible. Please talk to me if you are having any problems in the course and I will do my best to assist you.
> **Advising:** To declare a major, second major, or minor in Spanish, or for more information on our program, please contact Dr. Flavia Belpoliti at flavia.belpoliti@tamuc.edu or Dr. Inma Lyons at Inma.Lyons@tamuc.edu

Some rules of the class
- Cellular phones and other electronic devices are to be turned off and stored away.
- No food is allowed in class.
- If you have special learning needs, please contact your instructor.

University Specific Procedures:

ADA Statement
Students with Disabilities:
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 have a disability requiring an accommodation, please contact:

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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
StudentDisabilityServices@tamuc.edu

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Student Conduct
> All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See *Code of Student Conduct from Student Guide Handbook).*
> Class-Specific Notes on Student Conduct: I expect all students to treat all members of the class community with respect, including respect to differences of opinion, cultural background, and other matters. Although I encourage students to debate issues, it is important to note that there are effective and logical ways of conducting such debates.

COURSE OUTLINE / CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course. Any changes to the course schedule will be announced in class and on the course website in advance of the week in which the change will occur.

	DÍA	CONTENIDOS	GÉNEROS TEXTUALES	PROYECTO
Semana 1	Lu 1	**Presentación** del curso: objetivos, contenidos, tareas (proyecto I y II), evaluación, syllabus. **Revisión contenidos lengua/edición SPA 333**	Textos expositivos	Digital Storytelling
	Ma 1	**Vídeo en clase** **Estrategias** 1 **EN CASA:** **- FICHA DE ESTRATEGIAS 1 (entregar en DropBox – Ficha de estrategias 1)**		
	Mi 1	**Taller de lengua 1** **Proyecto I** - Cómo, quién, qué (borrador en clase, trabajo en grupo) **EN CASA:** **- Ejercicios de lengua asignados en clase (entregar en DropBox – Taller de lengua 1)**		
	Ju 1	**Taller de lengua** - corrección prácticas de lengua en grupo **Textos expositivos** **Vocabulario 1** **EN CASA:** **- LECTURA Cap. 5 y FICHA DE LECTURA 1 (entregar en DropBox – Ficha de Lectura 1)** **- Tema y justificación proyecto I (entregar en DropBox Tema Proyecto I)**		

Semana 2	Lu 2	**Lectura y vocabulario** - Cap. 5 **Estrategias 2** EN CASA: - FICHA DE ESTRATEGIAS 2 (entregar en DropBox – Ficha de estrategias 2)		
	Ma 2	**Taller de edición 1** **Vocabulario 2** EN CASA: - Ejercicios de edición asignados en clase (entregar en DropBox – Taller de edición 1)		
	Mi 2	**Taller de edición** - corrección prácticas de edición en grupo **Taller de lengua 2** EN CASA: - Ejercicios de lengua asignados en clase (entregar en DropBox – Taller de lengua 2) - Recursos y justificación Proyecto I (entregar en DropBox Recursos Proyecto I)		
	Ju 2	**Taller de lengua** - corrección prácticas de lengua en grupo **Vídeo en clase** **Vocabulario 3** EN CASA: - LECTURA cap. 6 y FICHA DE LECTURA 2		
Semana 3	Lu 3	**Lectura y vocabulario** - Cap. 6 **Estrategias 3** EN CASA: - FICHA DE ESTRATEGIAS 3 (entregar en DropBox – Ficha de estrategias 3)		

	Ma 3	**Taller de edición 2** **Video en clase** **EN CASA:** **- EJERCICIOS DE PRÁCTICA DE EDICIÓN (entregar en DropBox – Taller de edición 2)**		
	Mi 3	**Taller de edición** - corrección prácticas de edición en grupo **Taller de lengua 3** **EN CASA:** **- Entrega proyecto I final en DropBox Proyecto I Final**		
	Ju 3	**Presentaciones de los proyectos 1 en clase** **EN CASA:** **- LECTURA cap. 7 y FICHA DE LECTURA 4** **- Ejercicios de lengua asignados en clase (entregar en DropBox – Taller de lengua 3)**		
Semana 4	Lu 4	**Lectura y vocabulario** **-** Cap. 7 **Taller de lengua** - corrección prácticas de lengua en grupo **Proyecto II** - Cómo, quién, qué (borrador en clase, trabajo en grupo)	**Textos argumentativos**	**Reporte escrito y presentación formal**
	Ma 4	**Taller de edición 3** **Textos argumentativos** **EN CASA:** **- Ejercicios de edición asignados en clase (entregar en DropBox – Taller de edición 3)** **- Entregar justificación para Proyecto 2 (DropBox Tema Proyecto II)**		
	Mi 4	**Taller de edición** - corrección prácticas de edición en grupo **Taller de lengua 4** **EN CASA:** **- Ejercicios de lengua asignados en clase (entregar en DropBox – Taller de lengua 4)**		

	Ju 4	**Taller de lengua** - corrección prácticas de lengua en grupo **Vídeo en clase** **Vocabulario 4** EN CASA: - LECTURA cap. 8 y FICHA DE LECTURA 4 - Entregar Reporte proyecto II en DropBox
Semana 5	Lu 5	**Lectura y vocabulario Cap. 8** **Estrategias 4** EN CASA: - FICHA DE ESTRATEGIAS 4 (entregar en DropBox – Ficha de estrategias 4)
	Ma 5	**Taller de lengua 5** - revisión **Vocabulario 5**
	Mi 5	**Vídeo en clase** **Taller de edición 4** - revisión
	Ju 5	**Presentaciones de los proyectos II en el campus de Commerce**