

SPA597 - Summer 2015

**Teaching Spanish to Heritage Learners**

Department of Literature & Languages

Texas A&M University – Commerce

**Instructor:** Dr. Flavia Belpoliti

**Office hours (CT):** Virtual@ e-College by appointment.

**Email:** [flavia.belpoliti@tamuc.edu](mailto:flavia.belpoliti@tamuc.edu) (Important note: I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.)

**Course description**

The purpose of this graduate course is to introduce students to the field of heritage language education, with an emphasis on the bilingual English-Spanish student of Hispanic heritage. Diverse aspects of heritage language acquisition, maintenance and development will be explored including such topics as demographics, diversity, the standard variety and bi-dialectalism, as well as relevant pedagogical issues. The course will be conducted in Spanish and will consist mainly of guided readings, student's presentations, and a final project based on curriculum design. Readings will be in English and Spanish.

**Student Learning Goals.** Students who successfully complete the course will

- a. Demonstrate comprehension of main issues on Heritage Language Research and Pedagogy in the context of Heritage Languages in the US.
- b. Understand main pedagogical issues and different instructional approaches to the teaching of Spanish to students of Hispanic heritage.
- c. Advance critical and analytical skills through a research project focused on curriculum design to teach of Spanish to students of Hispanic heritage.

**Textbook**

- Beaudrie, S. and Fairclough, M. (2012) *Spanish as a Heritage Language in the United States*. Washington DC: Georgetown University Press.
- Additional materials TBA.

**Course Evaluation:**

Annotated bibliography	30%	
Lesson plans	30%	(3x 10%)
Course design	40%	(draft= 10%, final= 30%)
Total	100%	

**Grade Scale:** A=100-90    B=89-80    C=79-70    D=69-60    F= 59>

### **Bibliography Summaries (30%)**

Students will write a one-page (single-spaced) summary in Spanish of 30 sources (articles, book chapters, thesis sections) that relate to the following areas of Heritage Language Pedagogy: vocabulary, grammar, writing production, oral production, socio-cultural instruction and technology. Each summary will include full APA style reference of the source, a three-paragraph summary and a paragraph of critical analysis of the content.

### **Lesson plans (30%)**

Students will create three lesson plans to teach a 50 minute session in a Spanish for Heritage Learners course. The lesson plans will be based on the current pedagogical perspectives for teaching Spanish Heritage Learners and will integrate theoretical frameworks from the bibliography. Each lesson plan will cover a topic on lexis, grammar structures, and culture. See model lesson plan for details.

### **Research Project (40%)**

The final project of this course is a direct implementation of principles, methods and tools of curriculum design in the elaboration of a Spanish for Heritage Learners course curriculum. The design will include the following components, and it will be supported with clear explanations of the decision-making process.

#### *Components:*

1) Teaching situation. (1-2 pages) Clearly describe the teaching context where your course will be taught; the situation, as you describe it, will influence all other decisions made in the curriculum design process. Make sure you include:

- type of course;
- level of instruction (elementary, secondary, adult, higher education);
- learners' age;
- language background of students;
- language proficiency (beginners, intermediate, advanced);
- students' motivations/needs;
- class size;
- resources available to language teachers;
- other pertinent information about the teaching context;

#### 2) Needs analysis instrument (2-3 pages)

Based on your student population and teaching, extrapolate your learners' needs. Once you have an initial list, create an instrument (test, survey, questionnaire) to collect information regarding those needs. The instrument should confirm your initial evaluation of needs or provide information for changes. Clearly describe your instrument considering purpose, type of information you will obtain, limitations and method of delivery.

#### 3) Language goals and objectives (2 pages)

Describe the overarching goals (aims) of your syllabus, which should address both needs and teaching situation. Clearly describe the learning objectives including content objectives, language objectives, and strategy-learning objectives.

#### 4) Syllabus framework (2-3 pages)

Identify the pedagogical frameworks (Critical Pedagogy, Task-Based, Project-Based, Community Learning, etc.) that will be used to design your course and define your choices. It is commonly found in SHL the use of a *hybrid*

*syllabus* that include components from different frameworks. Provide a well-developed rationale for your choices, making appropriate reference to course readings as needed. Based on the selected frameworks, clearly state your course content and sequence, and design the structure of your syllabus. Keep in mind this design should help you meet program's goals and objectives.

#### 5) Textbook and materials (1-2 pages)

Considering the previous work, select a textbook and complementary materials. Write a comprehensive review of the textbook that justify your selection; connect the book content and organization with your own design. List materials and complementary resources you will need to supplement the book. Please note in each reference what the intended use is and expected outcome for that material.

### **Recommended Readings**

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- Beaudrie, S. (2011) Spanish Heritage Language Programs: A Snapshot of Current Programs in the Southwestern United States. *Foreign Language Annals*, 44 (2), 321-337
- Bretch, R. D. & Ingold, C. W. (2002). "Tapping a national resource: Heritage languages in the United States." [On-line]. Available: <http://www.cal.org/resources/Digest/0202brecht.html>
- Carreira, M. & Kagan, o. (2011). The results of the National Heritage Language Survey. Implications for Teaching, Curriculum Design and Professional Development.
- Ducar, C. (2008). "Student Voices: The Missing Link in the Spanish Heritage Language Debate." *Foreign Language Annals* 41:3, 415-429.
- Fairclough, M. (2006). "La enseñanza del español como lengua de herencia: Un curso de preparación para docentes." *Revista Iberoamericana de Lingüística* 1, 31 – 50.
- Fairclough, M. Belpoliti, F, & Bermejo, E. (2010). "Developing an Electronic Placement Examination for Heritage Learners of Spanish: Challenges and Payoffs." *Hispania* 93:2, 270-289.
- Faltis, C. J. (1990). "Spanish for native speakers: Freirian and Vygotskian perspectives." *Foreign Language Annals*, 23 (2), 117-26.
- He, A. (2010). The heart of heritage: sociocultural dimensions of heritage language learning. *Annual Review of Applied Linguistics*, 30, 66-82.
- Leeman, J. (2005) Engaging Critical Pedagogy: Spanish for Native Speakers. *Foreign Language Annals*, 38(1), 34-45.
- Porrás, J. E. (1997). "Uso local y uso estándar: un enfoque bidialectal a la enseñanza del español para nativos." In Colombi, C. & Alarcón, F. *La enseñanza del español a hispanohablantes. Praxis y teoría*, pp.190-198. Boston: Houghton Mifflin Company.
- Potowski, K. (2005). *Fundamentos de la enseñanza del español para hispanohablantes en los Estados Unidos*. Madrid: ArcoLibros. ([http://potowski.org/sites/potowski.org/files/Potowski\\_Arco\\_scan.pdf](http://potowski.org/sites/potowski.org/files/Potowski_Arco_scan.pdf))
- Potowski, K. & Carreira, M. (2010). "Spanish in the United States." In Potowski, K. (Ed.). (2010). *Language diversity in the USA*, (pp. 66-80). Cambridge, UK: Cambridge University Press.

Samaniego, F. & Pino, C. (2000). Frequently asked questions about SNS programs. In *Spanish for native speakers: Professional Development Series, Volume 1*, pp. 29-64. New York: Harcourt College Publishers.

U.S. Census Bureau. [On-line]. Available: <http://2010.census.gov/2010census/data/>

Valdés, G. (1997). "The teaching of Spanish to bilingual Spanish-Speaking students: Outstanding issues and unanswered questions." In Colombi, M. Cecilia & Alarcón, Francisco X. (Eds.): *La enseñanza del español a hispanohablantes: Praxis y teoría*. Boston: Houghton Mifflin Company, 8-44.

Villa, D. (2002). "The sanitizing of U.S. Spanish in academia". *Foreign Language Annals* 35 (2): 222-230.

Wu&Chang (2010) Heritage Language Teaching and Learning through a Macro-Approach. *Working Papers in Educational Linguistics*, 25(2), 23-33

## Course Policies

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### 1. Late work

This is an intense summer course, therefore there is no time for extended deadlines. No late work will be accepted in this course, without exceptions. Work should be submitted by midnight (CT) on the due dates provided in the class schedule. Failure to submit an assignment on time will result in a zero (F) grade. In the case of an emergency or other reasonable situation which may affect your submissions, please contact me immediately.

### 2. Academic Dishonesty

*Plagiarism* is borrowing (stealing) the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write your work constitutes a violation of the TAMUC Academic Honesty Policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. 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]). For further information please see the *Academic Honesty* statement of the Department of Literature and Languages below.

### 3. Students with Disabilities:

The *Americans with Disabilities Act* (ADA) is a federal antidiscrimination 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:

*Office of Student Disability Resources and Services*

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

<http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx>

#### 4. Student Conduct and Discriminatory Behavior

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*). Students also should consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

#### Relevant information for Graduate Students

Please be sure to send an email to or make an appointment with your graduate director regarding your degree program to ensure you are on the right track. It is especially important to remember the 12-hour rule: students will lose anything over 12 hours if they have not been fully admitted into a degree program or if they change their program. Master's in Spanish students should contact Dr. Flavia Belpoliti at [Flavia.Belpoliti@tamuc.edu](mailto:Flavia.Belpoliti@tamuc.edu).

#### Technology Requirements

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To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- sound card, which is usually integrated into your desktop or laptop computer
- speakers or headphones.
- microphone
- Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor.

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>. Current anti-virus software must be installed and kept up to date.

You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software: [Adobe Reader](#) & [Adobe Flash Player](#)

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word

processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **Pearson LearningStudio (e-College) Access and Navigation**

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### *1) Pearson LearningStudio (eCollege) Log in Information*

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.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](mailto:helpdesk@tamuc.edu). It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

### *2) Pearson LearningStudio Student Technical Support*

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio. Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the [Pearson Learning Studio Help Desk](#), available 24 hours a day, seven days a week:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

### *3) Accessing Help from within Your Course:* Click on the 'Tech Support' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### *4) Policy for Reporting Problems with Pearson LearningStudio*

Should students encounter Pearson Learning Studio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

- a. Students must report the problem to the Help Desk. You may reach the helpdesk at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511.
- b. Students **MUST** file their problem with the helpdesk and obtain a [helpdesk ticket number](#).
- c. Once a helpdesk ticket number is provided, [students should email the instructor](#) to advise of the problem and to provide with the helpdesk ticket number.

d. At that time, the instructor will call the helpdesk to confirm the problem and follow up with you.

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson Learning Studio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**MyLeo Support:** Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

- 5) *Learner Support:* Go to [One Stop Shop](#) created to serve you by attempting to provide as many resources as possible in one location.  
Go to [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

### Academic Dishonesty Appendix

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Department of Literature and Languages  
Texas A&M University-Commerce  
Policy #12  
April 28, 2003  
ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”): Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another 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.
2. “Plagiarism” Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The Council of Writing Program Administrators’ Statement on Best Practices” undated, pages 1-2, 12,2003.

<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>)

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. “Collusion” Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive

Preparation and Marketing of Academic Product), an “academic product’ means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.” The Texas Penal Code also specifies that person commits a Class C misdemeanor offense “if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product.”

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the Dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, “Plagiarism”).

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a [2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

*Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. 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])*

6. This Policy supersedes Department of Literature and Languages Policy #12, “Plagiarism,” dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Dr. Hunter Hayes, Head, Department of Literature and Languages

April 28, 2003