FLL 513-23610

Teaching Heritage Languages

COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Flavia Belpoliti, PhD. Spanish Program Director
Office Location: David Talbot Hall 318 (Commerce)
Office Hours: By appointment
Office Phone: 903-886-5271
University Email Address: flavia.belpoliti@tamuc.edu
Communication Response Time: I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.

COURSE INFORMATION

Textbooks and Materials

- Selected articles (see the 'Lecturas' folder in D2L-MyLeoOnline)
- Access to the UCLA Startalk Workshop 'Teaching Heritage Languages' (free access but it requires to create an account: ['Teaching Heritage Languages'](#))

Other required materials

- Access to a computer with good video interface; also recommended a good headset to complete speaking and listening activities. See the *Technology Requirements* section for details.

COURSE DESCRIPTION

The purpose of this graduate course is to present a broad introduction to the field of heritage language education, with an emphasis on the teaching of Spanish to bilingual learners of Hispanic heritage. Diverse aspects of heritage language acquisition, development and maintenance will be explored, including topics related to US demographics, Hispanic communities, the Spanish standard varieties and the acquisition of formal register. The course will also focus on relevant pedagogical issues and approaches for the teaching of Spanish to these learners. The course will be conducted in Spanish and will consist mainly of guided readings, short research-based activities, and a bibliographic essay exploring current issues in heritage language pedagogy. Readings will be in English and Spanish.
Student Learning Outcomes

Students who successfully complete the course will be able to:

a. Explain and correlate key concepts on the field of Heritage Language Research and Pedagogy.
b. Describe and analyze main pedagogical issues on the teaching of Spanish as a Heritage Language in the US.
c. Revise and compare different instructional approaches to teach Spanish to students of Hispanic heritage.
d. Advance critical skills by writing a bibliographic essay on a relevant research topic related to pedagogical approaches and methodologies for the teaching of Spanish as a Heritage Language.

Collection of Data for Measuring Institutional Effectiveness:
In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see also http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

COURSE REQUIREMENTS

MINIMAL TECHNICAL SKILLS

Students in this course are expected to be able to: a) manage TAMUC Library resources for advance academic research; b) competently use MSFT Office tools (Word, Excel, PPoint); c) access, navigate and use the diverse tools included in the course platform D2L-MyLeoOnline.

INSTRUCTIONAL METHODS

This online course follows a self-paced learning mode, which requires critical analysis and reflection from students. Main activities include critical readings; data analysis (both quantitative and qualitative), and design and evaluation of activities for teaching Spanish as a heritage language. The course is divided in five modules (three weeks each):
- *Module I: Key concepts in Heritage Language Education.* General introduction to the field of Heritage Languages Education and its relevance in multicultural communities; main definitions.
- *Module II: Spanish Heritage Language Learners.* Introduction to the demography of Spanish Heritage Learners; analysis of sociolinguistic, cultural and pedagogical features.
- *Module III: Language ideologies and the teaching of Spanish(es) in the US.* Presentation of main issues on perception, attitudes and ideologies in the SHL classrooms. Spanish dialects, norms and prestige.
- *Module IV: Current approaches to teaching Spanish as a Heritage Language*: Main trends in Heritage Language Pedagogy, including critical language awareness, sociolinguistics, multiliteracies, and macro-approaches.

- *Module V*: Spanish as a Heritage Language: classroom practices. Analysis of Spanish as a Heritage Language programs; implementations to teach grammar, culture, reading and writing; principles to design a SHL syllabus.

The modules will be open on the Monday of their corresponding weeks, and they will remain open until the end of the semester (May 8th, 2020). This setup provides students with ample time to complete the activities and submit their work through the semester. It is advisable, however, that they follow the general schedule provided in this syllabus.

GRADING

Assessments

Reading quizzes (25% of final grade)

Each module incorporates a short (10 questions) quiz based on the module assigned readings and materials. The quiz assesses understanding of key topics, critical connections, and analysis of main issues presented in the module. Quizzes are available on the modules and each quiz should be completed after careful reading and revision of the module content; quizzes can only be taken once.

Participation and interaction (25% of final grade)

Students will complete a short activity and interact with each other in the weekly discussion board; posts will be made in writing and in video. Each post will elaborate personal perspectives on the course's readings and activities, and personal experiences working with bilingual learners. The most relevant aspect of this activity is to create a shared space to discuss ideas and experiences, integrate knowledge, and generate questions for further development.

Research project – options 1 & 2 (50% of final grade)

The final project of this course can be completed by two means: a bibliographic essay or a data analysis report. Each student will select one of these options, and consistently work on the research through the semester (see relevant dates in the *Course Schedule*).

a) a *critical bibliographic essay* (12-15 pages + references) on one topic of interest regarding SHL pedagogy, methods and implementations (possible topics include but are not limited to: grammar, vocabulary, culture, writing, reading, oral production, assessment). The essay will be based in a critical revision of a minimum of 12 sources, and it will include a personal reflection based on the readings. See details in the 'Recursos' folder.

b) a *data analysis report* (12-15 pages + references) consisting in the description and analysis of specific features of Heritage Spanish (at the phonetic, morphological, syntactical, lexical o discourses level) based on written or oral corpora. See details in the 'Recursos' folder.
Please inform your instructor about your option no later than March 1st, 2020.

GRADE DISTRIBUTION

Quizzes =	25%	(5 x 5%)
Discussion board =	25%	
Bibliographic essay=	50% (draft = 15% + final version =25%)	
Total =	100%	

Final grades in this course will be based on the following scale:
A = 90%-100%   B = 80%-89%   C = 70%-79%   D = 60%-69%   F = 59% or Below

COURSE AND UNIVERSITY PROCEDURES/POLICIES

COURSE SPECIFIC PROCEDURES

1. **Course communication.**
   Good communication in an online setting is a fundamental component of success. Please consider the different types of media available for communication with your instructor and classmates, in individual and group formats. Please follow Netiquette rules to keep our conversation professional, engaging and polite. During the course, we will use three main means of communication:

   - *Announcements*: General tool for course communication; I will post short messages or reminders related to due dates or changes in the assignments.
   - *Email*: Please only use the internal e-College email system, or the official TAMUC Leo Email to communicate with me and your classmates. I will send general emails with information related to the course, date changes, assignments modifications, etc. or with information that relate to our content. I will send individual emails during the semester as needed. I will respond to emails in 24 hs. during the work week and by the next business day on weekends and holidays. (To setup the TAMUC email contact **HelpDesk** helpdesk@tamuc.edu or 903-468-6000; you may also access information at https://leo.tamuc.edu.).
   - *General Discussion Board*: Located in the "Introductory module", this board is open to all participants; anyone can post a comment, question or suggestion related or unrelated to the course. All are encouraged to participate and post responses; I will visit this board regularly.

2. Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

3. Withdraws & Incomplete grade.
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.
I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct.
Incomplete grades (grade of "X") are granted only under rare and extraordinary circumstances which are fully documented; students requesting an incomplete grade should contact the instructor as soon as possible, provide all pertinent documentation, and sign the 'X' grade contract which details the coursework they need to complete to pass the class.

4. Grievance procedures.
Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by

email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti (flavia.belpoliti@tamuc.edu).   If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a Student Grievance Form (available in the Main Office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

UNIVERSITY SPECIFIC PROCEDURES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf
Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:
Graduate Student Academic Dishonesty 13.99.99.R0.10
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu
Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE COURSE SCHEDULE

This course schedule is subject to revisions and changes as the instructor deems necessary. Any changes to the course schedule will be announced in class and on the course website in advance.

Week	Topics & Activities	Assignments
1 (January 30th)	Course presentation Reading list & activities	Watch Intro video Read syllabus Complete Student Survey Create account in *Startalk Workshop* 'Teaching Heritage nguages' Participate in 'Meet and greet' (synch.)
1/20	*Martin Luther King, Jr. Day*	
2 2/3-2/9	**Module I**: *Key concepts in Heritage Language Education*. General introduction to the field of Heritage Languages Education; main definitions.	Watch/ Read week intro Read assigned articles Participate in the discussion forum
3 2/10-2/16	**Module I**: *Key concepts in Heritage Language Education*. General introduction to the field of Heritage Languages Education; main definitions.	Watch/ Read week intro Read assigned articles Participate in the discussion forum ***Complete Quiz I***
4 2/17-2/23	**Module II**: *Spanish Heritage Language Learners.* Introduction to the demography of Spanish Heritage Learners; analysis of sociolinguistic, cultural and pedagogical features.	Watch/ Read week intro Read assigned articles Participate in the discussion forum
5 2/24-3/1	**Module II**: *Spanish Heritage Language Learners.* Introduction to the demography of Spanish Heritage Learners; analysis of sociolinguistic, cultural and pedagogical features.	Watch/ Read week intro Read assigned articles Participate in the discussion forum ***Inform your instructor of your research project option.***
6 3/2-3/8	**Module II**: *Spanish Heritage Language Learners.* Introduction to the demography of Spanish Heritage Learners; analysis of sociolinguistic, cultural and pedagogical features.	Watch/ Read week intro Read assigned articles Participate in the discussion forum ***Complete Quiz II***
3/9-3/15	*Spring Break*	
7 3/16-3/22	**Module III**: *Language ideologies and the teaching of Spanish(es) in the US.* Presentation of main issues on perception, attitudes and ideologies in the SHL classrooms. Spanish dialects, norms and prestige.	Watch/ Read week intro Read assigned articles Participate in the discussion forum
8 3/23-3/29	**Module III**: *Language ideologies and the teaching of Spanish(es) in the US.* Presentation	Watch/ Read week intro Read assigned articles

	of main issues on perception, attitudes and ideologies in the SHL classrooms. Spanish dialects, norms and prestige.	Participate in the discussion forum ***Complete Quiz III***
9 3/30-4/5	**Module IV**: *Current approaches to teaching Spanish as a Heritage Language*: Main trends in Heritage Language Pedagogy, including critical language awareness, multi-literacies, sociolinguistics, and macro-approaches.	Watch/ Read week intro Read assigned articles Participate in the discussion forum
10 4/6-4/12	**Module IV**: *Current approaches to teaching Spanish as a Heritage Language*: Main trends in Heritage Language Pedagogy, including critical language awareness, multi-literacies, sociolinguistics, and macro-approaches.	Watch/ Read week intro Read assigned articles Participate in the discussion forum ***Draft research project is due on Sunday, April 12th by 11:50 pm***
11 4/13-4/19	**Module IV**: *Current approaches to teaching Spanish as a Heritage Language*: Main trends in Heritage Language Pedagogy, including critical language awareness, multi-literacies, sociolinguistics, and macro-approaches.	Watch/ Read week intro Read assigned articles Participate in the discussion forum ***Complete Quiz IV***
12 4/20-4/26	**Module V**: *Spanish as a Heritage Language: classroom practices*. Analysis of SHL programs; implementations to teach grammar, culture, reading and writing; principles for SHL syllabus design.	Watch/ Read week intro Read assigned articles Participate in the discussion forum
13 4-27-5/2	**Module V**: *Spanish as a Heritage Language: classroom practices*. Analysis of SHL programs; implementations to teach grammar, culture, reading and writing; principles for SHL syllabus design.	Watch/ Read week intro Read assigned articles Participate in the discussion forum
14 5/4-5/8	**Research project is due on Wednesday, May 6th by 11:50 pm.**	*Complete Quiz V* Post your last reflection in the discussion board

D2L-MYLEOONLINE TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best

course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Ensure that your browser has JavaScript and Cookies enabled.For desktop systems, you must have Adobe Flash Player 10.1 or greater.The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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.

*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site

- Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your internet browser is supported.
- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

Adobe Reader https://get.adobe.com/reader/
Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
Adobe Shockwave Player   https://get.adobe.com/shockwave/
Apple Quick Time   http://www.apple.com/quicktime/download/

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.

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

Communication and Support

NOTE: If you have any questions or are having difficulties with the course material, please contact your Instructor.
Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Academic Dishonesty Appendix

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