

# SPA334 \_ 23613 “Spanish for Heritage Speakers I” COURSE SYLLABUS: Spring 2020

**Instructor:** Dr. Maia Lamarque

**Office Location:** Talbot Hall 313

**Office Hours:** Tuesdays 1:30- 4:30pm and Thursdays 12-2pm

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**University Email Address:** [maia.lamarque@tamuc.edu](mailto:maia.lamarque@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 INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

*La lengua que heredamos*, Sara Marquéz, 7ma edición. Other Reading material will be supplied by professor via D2L.

### 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 at TAMUC is to build upon the language knowledge that students bring to the classroom and advance their proficiency of Spanish for multiple contexts. Special attention is given to building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Cultural projects and readings reinforce learners understanding of the multiple issues related to the Hispanic cultures in the USA. 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.

### Student Learning Outcomes

Students will be able to demonstrate knowledge of global dynamics by showing their understanding of these issues related to the Hispanic community. Students will desig, complete

and present two multimodal projects on topics related to Hispanics in the US, immigration, identity, multiculturalism and trans-national experiences.

Completion of these projects will give students a wider perspective on the Hispanic cultures and the 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.

#### 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 "Department of Institutional Effectiveness," <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

### 1. Attendance & Participation

Participation and attendance are fundamental to succeed in this course. Attendance is mandatory. After six absences, you may be dropped from the course, depending on circumstances. Absences due to illness or unexpected situations count as absences. The only justified absences are those resulting from mandatory participation in university events, hospitalization, or family emergencies of which the instructor has been notified. Please note that there is no participation grade given in this course; however, after one unexcused absences, your final grade will be reduced by 2 points per absence. Late work is not accepted. Exams and quizzes cannot be made up.

You should arrive on time. Two late arrivals or early departures by more than 10 minutes equal one absence. If a student arrives late, she/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, she/he may be dropped from 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.

Student athletes, band members and members of other university sanctions should bring a letter from their supervisor or specific department during the first week 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 week of class.

## 2. CULTURAL PROJECTS (60 % of the final grade)

You will complete two individual projects integrating all course material.

Project I (30%) The first project you will complete is a “Family Scrapbook” that you will design, elaborate, and present to the class. The Scrapbook will combine pictures and text, using a digital format (as a blog, for example). Please refer to the “Project 1 - Instructions and Rubric” for more detailed information.

Project II (30%) The second project is an interview with two people of Hispanic origins (family members, neighbors, members of the community, etc.). You will be responsible for planning the interview, designing the questions and recording the interviews. Then you will write a detailed report about the interviews, and give a formal poster presentation about the content during the last week of classes. Please refer to the “Project 2 - Instructions and Rubric” for more detailed information.

### 2. FICHAS DE LECTURA (10% of the final grade).

You will complete ‘fichas de lectura’ for the different readings presented this semester; the ‘fichas’ will allow you to focus on linguistic concepts learned in class, acquire new vocabulary, and give your opinion about the content. You will complete one ‘ficha de lectura’ every other week (6 fichas in total) and turn it in on the due date class (see Schedule for details). The ‘fichas’ will be evaluated according to completeness (every section must be completed in order to receive full credit), language accuracy, and content. No late assignments will be accepted (they will receive a score of zero).

### 3. FICHAS DE ESTRATEGIAS (10% of the final grade).

During this course we will learn different strategies that will help you to become an autonomous and independent learner. You will complete a ‘ficha de estrategia’ every other week (7 fichas in total) focusing on a particular strategy and a task of your choice (the task can be based on personal readings, movies, videoclips, songs or other materials in Spanish). The strategy and related task will vary each week (no ‘fichas de estrategias’ focusing on the same strategy or task will be accepted). Each ‘ficha’ will be completed and turned it in on the due date class (see Schedule for details). The ‘ficha’ will be evaluated according to completeness (every section must be completed in order to receive full credit), language accuracy, and content. No late assignments will be accepted (they will receive a score of zero).

### 3. FICHAS DE HABILIDAD ORAL (10% of the final grade)

During this course we will learn different strategies for your oral communication in a formal-academic setting. You will chose a topic of your choice and present to the class your topic in 2 minutes following the guidelines in D2L. You will have to fill out the form for Ficha de Habilidad Oral and turn it in the day of your presentation.

### 4. Course assignments and HW.

You should complete all classroom assignments (‘ejercicios’) by the due date. Classroom assignments include any exercise of the *Workbook* assigned in class as well as peer review editions, and grammar

/ vocabulary practices. For each late or incomplete assignment, your final grade will be reduced by 1 point per assignment.

### 5. DIARY

Students will keep a diary for the class. Each class session students will write an assignment. Diaries will be collected at the end of the semester. See D2L for instructions.

### 6. QUIZZES (20%)

Research has shown that tests enhance the ability to encode and later retrieve information, which is crucial for knowledge acquisition and learning (Roediger & Karpicke, 2006). Each class session students will be tested on the assigned material for that class.

## GRADING

Proyecto I (20%)	
Borrador (texto e imágenes, justificación)	10%
Trabajo final y presentación	10%
Proyecto II (30%)	
Temas, preguntas, justificación y entrevista	5%
Reporte escrito	10%
Poster	5%
Presentación oral de poster	10%
Fichas de lectura	10%
Fichas de habilidad oral	10%
Fichas de estrategias	10%
Quizzes	20%

**Total** **100%**

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

## TECHNOLOGY REQUIREMENTS

- 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 connectionrequired 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.
- Depending on your course, you might also need a:
  - webcam
  - microphone
- 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 about system requirements, please see: <https://secure.college.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### Pearson LearningStudio (eCollege) Access and 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.

## 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 LearningStudio 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.

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.

## Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure MUST be followed?

1. 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
2. Students MUST file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your 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 LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser BEFORE the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. ONLY Pearson LearningStudio based problems are legitimate.

### Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### **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 903-4686000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

## COURSE AND UNIVERSITY PROCEDURES

### Course Specific Procedures

1. **Late work.** This is an intense course with no extended deadlines. No late work will be accepted in this course, without exceptions. Online homework should be submitted by midnight (CT) on the due date 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 the student's work constitutes a violation of the TAMUC Academic Honesty Policy. Likewise, the use of electronic media to translate work to Spanish is also unacceptable.

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. In addition, F-1 and J-1 international students must comply with the Student Exchange Visitor Program regulation related to their visa status. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion ((for further information please see Texas A&M University-Commerce [Regulation 13.99.99.R0.03, "Undergraduate Student Academic Dishonesty"](#))).

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.

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](mailto:flavia.belpoliti@tamuc.edu)).

If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, or Assistant Department Head, Dr. Susan Stewart, 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").

5. **Tutoring and Advising.**

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.

Tutors: Spanish tutoring is available in HL 119. This service is free of charge and is offered daily. Sign up is on the door. Please note that there is a maximum time limit you can sign up for per day, 20 minutes. The Trio Program is also a TAMUC source for tutoring.

**Advising:** Dr. Flavia Belpoliti is the Spanish Programs adviser. To declare a major, second major, or minor in Spanish, or to get further information on the Spanish program, please make an appointment with Dr. Belpoliti ([flavia.belpoliti@tamuc.edu](mailto:flavia.belpoliti@tamuc.edu)).

## 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:

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](mailto:StudentDisabilityServices@tamuc.edu)

### 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). Students should also 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>

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.

## TENTATIVE COURSE CALENDAR

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

\*NM = *Nuevos Mundos*

Date	Activity	HW
Jan. 19	Presentación del curso  <u>Lectura inicial: El español en el mundo.</u> Análisis de ejemplo para ficha de estrategias  <u>Estrategia de comprensión:</u> conocimiento previo. Análisis de ejemplo para ficha de estrategias  <u>Diario:</u> Entrada 1	Cap 1. LLH
Jan. 26	Intro Cap. 1  Presentación del proyecto I  <u>Taller de edición:</u> ortografía del español  <u>Estrategias de comprensión:</u> contexto  <u>Diario:</u> Entrada 2	Ejercicios de edición  Ficha de estrategia 1 (contexto)  Cap. 2 LLH  Lectura: TBA

Feb. 2	<p><u>Taller de edición</u> corrección ejercicios de edición</p> <p><u>Taller de lengua</u>: Vocabulario trilingüe: español monolingüe/español de los US/inglés monolingüe</p> <p>Diario: Entrada 3</p>	<p>Ficha de lectura 1, NM (TBA).</p> <p>Ejercicios de lengua y de edición</p> <p>Cap. 3 LLH</p> <p>Lectura: TBA</p>
Feb. 9	<p>Debate Ficha de lectura 1</p> <p><u>Taller de lengua</u>: cognados y falsos cognados</p> <p><u>Estrategias de comprensión</u>: predicciones</p> <p>Vídeo:</p> <p>Diario: Entrada 4</p>	<p>Ficha de estrategia2 (predicciones)</p> <p>Ejercicios de lengua</p> <p>Cap. 4 LLH</p> <p>Lectura: TBA</p>
Feb. 16	<p><u>Taller de lengua</u>: La frase nominal (componentes, concordancia)</p> <p>Sinonimia y antonimia</p> <p><u>Taller de edición</u>: ortografía del español vs. inglés; homofonía</p> <p>Diario: Entrada 5</p>	<p>Ficha de lectura 2, NM (TBA).</p> <p>Ejercicios de lengua y edición</p> <p>Cap 5: LLH</p> <p>Lectura: TBA</p>

Feb. 23	<p>Debate Ficha de lectura 2. Intro Cap. 2</p> <p>Estrategia de producción: planificación y metas</p> <p>Taller de edición: los acentos</p> <p>Diario: Entrada 6</p>	<p>Ficha de estrategia 3 (planificación y metas)</p> <p>Ejercicios de edición</p> <p><b>Entrega Proyecto 1</b> (en E-College DropBox "Proyecto 1", fecha límite 29 de febrero)</p> <p>Cap 6: LLH</p> <p>Lectura: TBA</p>
March 1	<p><u>Taller de edición</u>: los acentos</p> <p>Taller de lengua: el presente y el futuro; valores y formas irregulares</p> <p>Diario: Entrada 7</p>	<p>Ficha de habilidad oral 1, NM (TBA).</p> <p>Ejercicios de edición y de lengua</p> <p>Cap 7: LLH</p> <p>Lectura: TBA</p>
March 8	<p>Debate Ficha de lectura 3</p> <p><u>Estrategia de producción</u>: audiencia y perspectiva</p>	<p>Ficha de habilidad oral 2 (audiencia y perspectiva)</p> <p>Cap 8: LLH</p> <p>Lectura: TBA</p>

	Presentación Proyecto 1 en clase	
March 14-19		Spring Break
March 22	<p><u>Taller de edición</u>: los acentos</p> <p>Taller de lengua: los tiempos del pasado.</p> <p>Vídeo en clase: Proyecto II (preguntas, ideas, etc.) Diario: Entrada 6</p>	<p>Ficha de lectura 4, NM (TBA).</p> <p>Ejercicios de edición y de lengua Cap 9: LLH Lectura: TBA</p>
March 29	<p>Debate Ficha de lectura 4</p> <p><u>Estrategia de comprensión</u>: inferencias</p> <p>Taller de lengua: los tiempos del pasado y la derivación y formación de palabras.</p> <p>Diario: Entrada 7</p>	<p>Ficha de estrategia 4 (inferencias)</p> <p>Ejercicios de lengua Cap 10: LLH Lectura: TBA</p>
Ap. 5	<p><u>Taller de edición</u>: puntuación</p> <p><u>Taller de lengua</u>: los tiempos del pasado y la derivación y formación de palabras</p> <p><u>Vídeo</u>: Sonia Sotomayor</p> <p>Diario: Entrada 8</p>	<p>Ficha de habilidad oral 3, NM (TBA).</p> <p>Cap 11: LLH Lectura: TBA</p>
Ap. 12	<p>Debate Ficha de lectura 5</p> <p><u>Estrategia de producción</u>: los géneros discursivos</p> <p><u>Taller de edición</u>: puntuación</p> <p><u>Taller de lengua</u>: secuencia temporal y el discurso referido</p> <p>Diario: Entrada 9</p>	<p>Ficha de habilidad oral 4 (géneros discursivos)</p> <p>Ejercicios de edición y de lengua Cap 12: LLH Lectura: TBA</p>

Ap. 26	<p>Debate Ficha de lectura 6</p> <p>El diseño del poster</p> <p><u>Estrategia de producción</u>: Estrategias expositivas para la presentación oral</p> <p>Diario: Entrada 11</p>	<p>Ficha de estrategias 5 (la revision)</p> <p><b>Entrega diseño final del Poster</b> (en E-College DropBox "Proyecto 2 - Poster", fecha límite 1 de mayo).</p> <p>Lectura: TBA</p>
May 3	<p>Presentación del poster (date TBA)</p>	