

## SPAN 2313

CLASS MEETING: MW's 5:30 - 6:45PM

Instructor: Dr. Marcus Palmer

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[Class Zoom](#)

Office: ZOOM

Office Hours: MW 4:30-5:30pm

### A. COURSE DESCRIPTION

Spanish for Heritage Learners III is a third semester course designed for students who have been raised in a Spanish-speaking environment and speak, or understand, some Spanish as a result of hearing it in the home, and in the community by family, friends, and neighbors. Students in this course will continue to develop their ability to narrate events in the past and will be able to describe hypothetical situations. Students will also develop their ability to express wishes, desires, and necessities. This course focuses on the cultural capital and linguistic knowledge brought to the class by the heritage language students. By examining social justice topics, culture, and multimedia production from and about the Spanish-speaking world, students will use the Spanish language to reflect on and produce multimedia content that links and contextualizes learners' home, families, and communities' stories within the US and global society. In this way, students will enhance not only their linguistic skills but their media literacy and critical thinking as well. This course will help the student build confidence in their Spanish abilities and expand the language use in the areas of writing, reading, oral production and listening comprehension. The course will also explore the diverse identities and experiences of Spanish-Speaking groups in the United States and student's home and community culture, while raising students' critical language awareness of speech and Spanish language variations in different contexts.

#### Student Learning Outcomes (on syllabi and for assessment)

1. Interpersonal Communication: Students can exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives and narrate events in the past with some degree of ease and confidence. Students will record a podcast.
2. Written expression: Students can write an essay/news articles/opinion pieces in the target language, and that effectively conveys a series of past events to the reader that may include recent and distant past.
3. Interpretive listening: Students can identify the main idea and key information in short straightforward conversations, different media outlets, and podcasts.
4. Interpretive reading: Students can understand the main idea and key information in short straightforward informational and fictional texts.
5. Critical cultural and language awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance with the instructor's expertise and articulation with previous and subsequent courses.

#### Communicative Functions to cover

- expressing concern for other people's welfare
- expressing joy at another's success (or disappointment at another's misfortune)

- extending and accepting invitations / refusing invitations politely or making alternative arrangements
- indicating agreement or disagreement
- sharing and asking about others' wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- discouraging someone from pursuing a course of action

## B. COURSE MATERIALS

- All course materials, course notes, and readings will be presented to students in Blackboard.
- Hernández Yanina. and José Esteban Hernández. 2020. *Reflexiones sobre nuestra lengua: Manual de discusión y reflexión*. <https://reflexionessobrenuestralengua.pressbooks.com/>. Open Education Resource\*.
- Other resources
  - o Microphone and camera access
  - o <https://spark.adobe.com>
  - o <https://www.wordreference.com>
  - o <https://www.linguee.com>

\*An open education resource as defined by SB810, is "Open educational resource means a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use and repurposing of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

## C. COURSE POLICIES

### 1. COURSE PREREQUISITE

Spanish 2313 is an intermediate level course designed for students who are bilingual and/or have taken SPAN 1313 and SPAN 1315 at A&M-San Antonio. The course is inclusive of bilingual and second language learners of Spanish. The course focuses on developing grammatical, conversational, and listening skills in a positive and culturally relevant setting. Prerequisite: Placement by exam or departmental approval, or successful completion of SPAN 1315.

### 2. MORE ON PLACEMENT TESTING AND THE

Students wishing to enroll in Spanish must take the A&M-SA Spanish Placement Exam (SASPE) for appropriate placement.

### 3. ATTENDANCE

Attendance and participation are mandatory. You must come to class **every week** and you must be ready to participate actively in class discussion as well as small group activities. Attendance factors into your participation grade.

- You are allowed **two** "grace" absences, which cannot be taken on a day when you are scheduled to make a presentation or a report. For each subsequent absence 2% will be deducted from your final grade.
- Missed work can only be made up if you have valid documentation. Legitimate excused absences include the following: verifiable confining illness, serious verifiable family emergencies,

subpoenas, jury duty, and military service. It is your responsibility to notify the instructor of any excused absences as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation).

- Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

**NOTE ON ZOOM:** This is an online synchronous class, and you are expected to have your **camera ON** during the class, and to actively participate.

#### 4. Class participation

This course is conducted in Spanish. Students are expected to participate (group discussions and assignments) in Spanish. This is a class for YOU to feel confident producing the Spanish you may have heard before as you were growing up. Taking risks in Spanish is crucial for you to build up your oral skills. The use of Spanish is expected in every activity in the class with the instructor and classmates. You are expected to attend all classes, read the material before class, and participate actively in classroom activities. You will be expected to participate in class activities and discussions, to continue to improve your speaking fluency. A grading rubric for oral participation will be provided. Keep in mind that if you are absent, you will receive no participation points for that day.

#### 5. TECHNOLOGY USE

You will use your desktop, laptop computer, or tablet to attend class. Your device must have a camera and you are required to keep it on during class time.

#### 6. ASSIGNMENT DUE DATES

Due dates are firm. Work is due at the *beginning* of each class period (unless specified otherwise) and late work will not be accepted. **Coursework turned in late will receive zero points for the assignment.** We will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification. *All assignments need to be uploaded onto BLACKBOARD.*

#### 7. MAKE-UP EXAMS AND PRESENTATIONS

**If you are not in class on the scheduled day to take an exam or to participate in the group presentation you will receive a score of zero.** Make-up exams and presentations will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness, and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform us of these types of situations at least 24 hours in advance, whenever possible.

#### 8. BLACKBOARD/E-MAIL

There is a BLACKBOARD site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check BLACKBOARD regularly for announcements and updates. You are also responsible for all information that is sent to your TEXAS A&M email account regarding the course, and you should check this information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

## 9. ACADEMIC MISCONDUCT

It is the responsibility of the Committee/Office on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct. For additional information, see the Code of Student Conduct <https://www.tamusa.edu/student-rights-and-responsibilities/student-conduct.html>

In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate, or automatic translator on SpanishDict.com, among others, or receiving help in composition or exams from others. We encourage students to visit the Writing, Language, and Digital Literacy Center for writing and language support and to use resources such as <https://www.wordreference.com/> for sentence level and grammatical checks on essays and projects. However, these resources must not be used on exams or quizzes unless it is explicitly permitted by the instructor. If you are unsure about using a resource, please ask your instructor. You will receive a zero on the assignment turned in using any of the resources listed above (or similar ones) the first time. On the second offense will receive a zero and you will be reported to the office of academic misconduct.

The sanctions for the misconduct can include a failing grade in this course and suspension or expulsion from the university.

### \*. Student Life Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with The Office of Disability Support Services (DSS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. DSS contact information:

<https://www.tamusa.edu/disability-support-services/>

## GRADING PROCEDURES

### 1. GRADING SCALE

### 2. COMPONENTS AND WEIGHTING

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

GRADE COMPONENTS	WEIGHTING
PARTICIPACIÓN	20 %
REFLEXIONES	20%
MIDTERM EXAMS (2 TOTAL)	20% [10% PER EXAM]
AUTOBIOGRAFÍA DIGITAL O PSA	15%
MANUAL DE PRÁCTICA, TAREAS	15%
PRUEBAS	10%
<b>TOTAL</b>	<b>100%</b>

**Participación (20%):** Participation is a fundamental part of this course. Please read ahead, practice the vocabulary for the week so you are able to actively contribute in the class. No hay la posibilidad de *make-ups* en el caso de las actividades de clase. (*Please note: This is not merely an attendance grade, but rather a global assessment of the quality of your participation in class activities. You are expected to contribute to all group activities and class discussions.*)

**Manual de práctica, Tareas (15%) y Pruebas (Quizzes) (10%):** There will be various assignments about the studied grammar vocabulary, and spelling topics presented on each unit. Gramática, ortografía y vocabulario are topics found under each unit module. There will also be several other homework assignments some of these include discussion film assignments, creative writing assignments, and Blackboard assignments. At the discretion of the instructor, there may be quizzes to measure comprehension of the materials being discussed in the course such as vocabulary, spelling, and grammar. The specific dates for these quizzes are not stipulated in syllabus, but instructor may opt to advice on the tentative dates and material covered.

**Exámenes (20%):** There will be two major tests that will include the material covered in each unit: Manual de discusión y reflexión and Manual de práctica. Exam dates as specified in the calendar.

**Reflexiones (20%):** *Reflexiones* entries will be submitted as specified in the calendar, they are found at the end of each *unidad*. It is important to do these written assignments on your own. The help of a dictionary is essential. Once your instructor grades the first *Reflexiones* entry, look over any comments or suggestions (content, spelling, punctuation, or grammar) that will improve your writing. These corrections should reflect in future entries, since failing to do so may result in a lower grade, compared to initial entries. Each *Reflexiones* entry will be graded as follows: content and originality (40%), sentence structure (20%), spelling and punctuation (20%), grammar (20%). Instructor may opt to give further instructions. The entries should be in Spanish mainly, but a limited use of English is acceptable (translanguaging). All entries should include a title and your personal information, and every paragraph will contain a main sentence, and supporting evidence. *Reflexiones* entries should be one paragraph long (**200-250 words**), computer-written assignments, using double space, Times new Roman and size 12 font, and include one-inch margins.

**Autobiografía Digital ó PSA (15%):** The final project component of the course will be a digital autobiography with 3 main parts: preparing the script (20%), presenting a preliminary version (20%), and final version (60%). Plan ahead and keep on track! The instructor will provide additional guidelines-over the course of the semester. Autobiografía digital should be turned in as a link to instructor. If you chose to do a PSA (Public Service Announcement), you will still need to prepare a script (or a pitch), present your preliminary version, and final version, but you have two choices: create a **PSA info graphic** (which you present to the class) or a **PSA video**. The topic for the PSA has to be related to topics discussed in the classroom, and you want to inform and persuade your audience using facts and convincing reasons to back up your claims.

Be aware that some documents take time to be uploaded and sent electronically, therefore, plan ahead and send the project with plenty of time.

CALENDAR OF ACTIVITIES:

DATES	MATERIAL COVERED	ASSIGNMENTS DUE:
<b>SEMANA 1</b> 26 ago - 01 sept	<ul style="list-style-type: none"> <li>● Introducción al curso</li> </ul>	Discusión: A conocernos Presentación Tarea de Orientación
<b>SEMANA 2</b> 02-08 sept	<b>Unidad 1: Para empezar</b> <ul style="list-style-type: none"> <li>● Manual de discusión y reflexión                             <ul style="list-style-type: none"> <li>○ Preparación</li> <li>○ ¿Yo estudiante de herencia?</li> <li>○ Para ver el video: La familia</li> </ul> </li> </ul>	Manual de práctica <ul style="list-style-type: none"> <li>● I. La ortografía</li> <li>● II. El vocabulario</li> </ul>
<b>SEMANA 3</b> 09-15 sept	<ul style="list-style-type: none"> <li>● Manual de discusión y reflexión                             <ul style="list-style-type: none"> <li>○ Preparación para la lectura: Mareo escolar</li> <li>○ Lectura: Mareo escolar</li> </ul> </li> </ul>	Manual de práctica <ul style="list-style-type: none"> <li>● III. Acentuación ortográfica (La sílaba)</li> </ul>
<b>SEMANA 4</b> 16-22 sept	<ul style="list-style-type: none"> <li>● Manual de discusión y reflexión                             <ul style="list-style-type: none"> <li>○ Lectura: Yo me llamo Antonio</li> </ul> </li> </ul>	Manual de práctica <ul style="list-style-type: none"> <li>● IV. La gramática.</li> </ul>
		Reflexión 1
<b>SEMANA 5</b> 23-29 sept	<b>Unidad 2: Así hablamos los bilingües</b> <ul style="list-style-type: none"> <li>● Manual de discusión y reflexión                             <ul style="list-style-type: none"> <li>○ Preparación</li> <li>○ Así hablamos los bilingües</li> <li>○ Para ver el video: opinión sobre “Spanglish”</li> </ul> </li> </ul>	Manual de práctica 2 <ul style="list-style-type: none"> <li>● I. La ortografía</li> <li>● II. El vocabulario y ortografía</li> </ul>
<b>SEMANA 6</b> 30 sept - 06 oct	<ul style="list-style-type: none"> <li>● Hablantes del español en los Estados Unidos, <b>Actividad I (EN BLACKBOARD)</b></li> </ul>	Manual de práctica 2 <ul style="list-style-type: none"> <li>● C. ¡A escribir!</li> <li>● III. La acentuación escrita</li> </ul>
<b>SEMANA 7</b> 07-13 oct	<ul style="list-style-type: none"> <li>● Manual de discusión y reflexión                             <ul style="list-style-type: none"> <li>○ Preparación de las lecturas de Sagel y Laviera</li> <li>○ Lectura: El osito, Ya mero y La vecina</li> </ul> </li> </ul>	Manual de práctica 2 <ul style="list-style-type: none"> <li>● IV. La gramática</li> <li>● V. Lectura</li> </ul>
<b>SEMANA 8</b> 14-20 oct	<ul style="list-style-type: none"> <li>● Manual de discusión y reflexión                             <ul style="list-style-type: none"> <li>○ Lectura: Poemas de Tato Laviera</li> </ul> </li> </ul> EXAMEN 1 (UNIDAD 1-2)	Reflexión 2
<b>SEMANA 9</b> 21-27 oct	<b>Unidad 3: Seguimos andando</b> <ul style="list-style-type: none"> <li>● Manual de discusión y reflexión                             <ul style="list-style-type: none"> <li>○ Preparación</li> <li>○ Las lenguas y los préstamos</li> </ul> </li> </ul>	Manual de práctica 3 <ul style="list-style-type: none"> <li>● I. La ortografía</li> <li>● II. La acentuación escrita</li> </ul>

DATES	MATERIAL COVERED	ASSIGNMENTS DUE:
<b>SEMANA 10</b> <b>28 oct - 03 nov</b>	<ul style="list-style-type: none"> <li>● Manual de discusión y reflexión               <ul style="list-style-type: none"> <li>○ Para ver el video: Decidiendo una especialidad</li> </ul> </li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">           Spanglish en el salon de clases: translenguando,  <b>Actividad 3, (EN BLACKBOARD)</b> </div>	Manual de práctica 3 <ul style="list-style-type: none"> <li>● III. El vocabulario</li> <li>● IV. La gramática</li> </ul>
<b>SEMANA 11</b> <b>04 -10 nov</b>	<ul style="list-style-type: none"> <li>● Manual de discusión y reflexión               <ul style="list-style-type: none"> <li>○ Preparación para la lectura: Memorias de mi viaje</li> <li>○ Lectura: Memorias de mi viaje</li> </ul> </li> </ul>	Reflexión 3 Autobiografía o PSA: Guion
<b>SEMANA 12</b> <b>11-17 nov</b>	<b>Unidad 4: Poco a poco vamos llegando</b> <ul style="list-style-type: none"> <li>● Manual de discusión y reflexión               <ul style="list-style-type: none"> <li>○ Preparación</li> <li>○ Los Estados Unidos y sus migraciones</li> </ul> </li> </ul>	Manual de práctica 4 <ul style="list-style-type: none"> <li>● La ortografía.</li> <li>● II. Gramática y ortografía</li> </ul> Autobiografía o PSA: Versión preliminar
<b>SEMANA 13</b> <b>18-24 nov</b>	<ul style="list-style-type: none"> <li>● Manual de discusión y reflexión               <ul style="list-style-type: none"> <li>○ Preparación de la lectura de Naranjas</li> <li>○ Lectura: Naranjas</li> </ul> </li> </ul>	Manual de práctica 4 <ul style="list-style-type: none"> <li>● III. La acentuación escrita</li> <li>● IV. El vocabulario.</li> </ul>
<b>SEMANA 14</b> <b>25 nov - 01 dic</b>	<ul style="list-style-type: none"> <li>● Manual de discusión y reflexión               <ul style="list-style-type: none"> <li>○ Preparación de la lectura de En busca de Bernabé</li> <li>○ Lectura: En busca de Bernabé</li> </ul> </li> </ul>	Reflexión 4
<b>SEMANA 15</b> <b>02-08 dic</b>	Identities interseccionales, <b>Actividad 1, Paso 2 y 3 // Actividad 2, Paso 5 (EN BLACKBOARD)</b>	
<b>SEMANA 16</b> <b>09-15 dic</b>	EXAMEN 2 (UNIDAD 3-4)	Autobiografía o PSA: Versión final
	<i>Presentación final</i>	