

Spring 2019

SPA 2201HS Spanish for Heritage Speakers (Syllabus_Fall 2019)

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New York City College Of Technology
Humanities Department
Course Title: Spanish for Heritage Speakers
SPA 2201HS; Section D330
Room: Namm N-1107
Class schedule: T-Th 11:30AM-12:45PM

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Office Hours: T-Th 10:30AM-11:30AM

Syllabus

3 Credit Hours; Course Prerequisites: Placement test and department approval (student must be a heritage speaker and demonstrate proficiency to place in SPA 2201HS).

Flexible core: WORLD CULTURES AND GLOBAL STUDIES

Course Description

An intermediate course intended for students who were immersed in or exposed to the language while growing up, but who have received little or no formal instruction in Spanish. Strengthens students' competence in the oral and written standard varieties of Spanish by building on their previous knowledge to expand their vocabulary, strengthen their command of grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic cultures. The skills acquired in this course will help reinforce students' bilingual abilities and cultural competence.

Standard Textbook: There is an Open Educational Resources site for SPA 2201HS. Students would not need to purchase any textbook for this course. Material will be available on Blackboard as the course progresses (for more details, see Humanities Department Attendance Policy below).

Suggested Text:

Purchase an adequate Spanish monolingual dictionary. The following are some suggested dictionaries:

- RAE. Diccionario práctico del estudiante. Taurus. 2015.
- Concepción Maldonado. CLAVE. Diccionario de uso del español actual. SM. 2003.
- Editors of Larousse. Gran diccionario usual de la lengua española. Larousse. 2015.

Recommended resources:

This syllabus includes a series of cultural and Spanish language tutorial websites for you to practice Spanish outside of the classroom. It is especially recommended for those seeking opportunities to grow and develop their knowledge on Hispanic cultures using the Spanish language. Utilizing these internet educational resources will help match your individual learning style and complement your in-class instruction.

<http://www.cal.org/sns/resources/index.html>

<http://www.spanishheritagespeaker.com/heritage-speakers-vs.-foreign-language-students.html>

<http://www.colby.edu/%7Ebknelson/exercises/>

<http://www.elmundo.es/diccionarios/>

<http://potowski.org/resources>

www.boomonline.com

<http://www.eluniversal.com/>

<http://www.cnnenespanol.com/>

Course Specific Learning Objectives

- Develop students' awareness of sociocultural issues associated with Latino communities in the United States;
- Integrate a diversity of cultural information based on the student's heritage;
- Introduce activities that allow students to value and appreciate their identities;
- Provide a variety of language models through video, audio, blogs, newspapers, journals, magazines, etc. used as springboard for discussion;
- Promote class discussions and debates regarding sociocultural issues from multi perspective point of view;
- Enhance students' reading comprehension of a variety of texts ranging in complexity level;
- Expand students' vocabulary associated with a range of topics;
- Improve analytical skills through commentary and discussion;
- Enhance students' writing different types of texts, for example, descriptive, narrative, and argumentative;
- Enhance students' oral skills based on different speech situations whether in a formal or informal setting;
- Develop students' orthography, lexical and grammatical understanding of the Spanish language;
- Develop students' awareness of sentence formation, coordination, and subordination.

Assessment Overview

1. Quizzes: These are used to evaluate vocabulary, grammar, reading comprehension and acquisition of new expressions every week at the beginning of the class. Quizzes facilitate students assess their own learning and guide them through a daily study habit. **The schedule of the quiz is unannounced.** It is the student's responsibility to always come to class prepared - having previously studied the topic from the day before and having reviewed the new lesson by completing the class homework. **There are no make-up quizzes for any reason, including tardiness or absences.**

2. Compositions: Students submit two (2) written assignment (ensayos) in the second half of the course. Grades are based on the quality, cohesion and organization of ideas and on the adequate use of the grammar and vocabulary covered in the course. The composition is mainly focused on the cultural topics discussed in class; should contain 350-400 words, and should pass through two (2) steps: one draft and the final version. The composition counts for 10% of your final grade.

STEP 1: On the dates assigned on the calendar, you will receive specific instructions about the structure, topic and goal of the composition. You have to complete this first draft at home (20% of the assignment). Your teacher will read the first draft of your composition and will return it to you with comments and feedback. He will mark your errors without correcting them.

STEP 2: You will need to revise your composition, correct the errors, and include your instructor's comments, before submitting the final typed version. With this final version you will also submit the error analysis form. The error analysis form counts as 20% of the assignment. Submit the final draft. It counts 60% of the assignment.

VERY IMPORTANT: All compositions must be type written and double spaced, in 12-point font and with 1-inch margins. Accent marks and special Spanish characters need to be typed too.

IMPERATIVE: Papers must be submitted in class on the day it is due. **Papers submitted after the due date will not be accepted.** Extensions will be granted only in case of family or documented medical emergencies, or illness accompanied by a note from the student's doctor or dean.

A word of caution. While there are many resources available for peer help, compositions must be solely and completely the effort of the individual student. Students should not seek out other students or tutors for them to "fix" grammar problems. **No one other than the student him/herself should revise it before it is submitted to the instructor.** Students will have a chance to re-write the first draft after the professor has identified grammar or spelling errors for correction. The professor will keep copies of all first drafts, to measure the improvement of the student's writing during the semester.

Do not use electronic devices to translate an English composition into Spanish. It is easy to detect literal translations. **Any composition that seems to have been corrected by somebody else or translated using an online translation tool prior to the due date will not be graded** (for more details, see below Plagiarism and NYCCT Academic Integrity Policy).

3. Cultural experiences in NYC: In pairs or small groups of three, students will explore the city to interact with Latino professionals or entrepreneurs who are established in the city. Through this sociocultural activity, students will actively participate and use the language in a real communicative situation, and hear successful stories of immigration in the Latino community. The topic and the list of questions to be used for the interviews have to be approved by the instructor. The interview has to be recorded in video and presented to the class. Time of presentation: 15-20 minutes. There will be a brief forum after the presentation.

4. Moderated discussion: In groups of 4, students will prepare the discussion in connection to the literary readings recommended by the instructor. Each group will prepare a series of relevant questions and activities on one reading. This group moderates a discussion that encourages group conversations in the class. The class will be divided into 4 groups consisting of 4-5 people and each of the 4 students presenting will work with one of these groups. He will moderate the discussion, propose activities and solve any question generated during the conversations. After 20 minutes of discussion, the moderator will present a summary with the main conclusions proposed by each group, at the end of which the instructor will intervene with some questions and comments. This activity represents 5% of the final grade.

5. My diary: Write a weekly entry of one-paragraph biography of your life so far. This can include a variety of past tenses to describe habitual and one-time actions, as well as tenses to describe events that happened before or after another event. Students can also practice using sequencing and transition words such as *primero, después,* and *entonces*.

6. Midterm and final examination: Exams cover all aspects of the readings, the lecture and the class discussion, and serve to evaluate students' understanding of the linguistic and cultural topics discussed in the course. Midterm exam covers materials including Chapters 1-4, while the final exam covers materials including Chapters 5-8. Both are closed-book/closed-notes examinations.

Make-up policy: Examinations must be taken at the time established in the syllabus. When absent on the day of the examination, a student is allowed to take the examination before or on the next class meeting **only in case of documented medical emergencies (Please see below the *Disability/Medical Accommodations Statement*)**. **Students who contact the instructor after they have missed the class will not be allowed to make-up the exam.** If the exam is not taken before or on the next class meeting, the student will receive 0 points for the exam.

7. Class participation: Active participation is an essential part of the learning process and it is expected from all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities. There will be a significant deduction of points for students who regularly fail to answer the instructor's questions or participate in the class activities. **Simply attending class does not constitute participation.** Other aspects considered under class participation include the regular use of Spanish in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in-class activities.

Working outside the class: Students are also responsible for working each day outside of class to learn as much as possible through readings, assignments and research that you will share in class. Students are expected to invest at least three (3) hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of nine (9) hours of work per week (180 hrs./semester). Plan on spending at least six (6) hours per week outside of class. You will need this time to read the textbook and articles, memorize and practice the vocabulary, complete homework, elaborate essays, and prepare the oral activities assigned. Students should always look for ways (learning strategies) to grow and develop linguistic proficiency in and outside the classroom.

8. Homework: Homework is assigned on a regular basis for knowledge reinforcement and further practice class activities. The student is responsible for completing homework every day before class as well as for those activities assigned by the instructor in the textbook and other sources.

Grading Distribution

4 Quizzes	10%
2 Compositions	15%
1 Moderated discussion	8%
1 Cultural Experience in NYC	15%
1 My diary	7%
Midterm	15%
Final exam	20%
Class participation	10%

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Absence is failure to attend any part of the class, from roll call to dismissal. Please note that sleeping or putting your head down on your desk means that you are not present in the class; the same is applied to unauthorized use of electronic devices, leaving the classroom during class, or leaving early.

Students are required to bring the textbook/reading materials to every single class. Extra material will be available in Blackboard as the course progresses. **Those who come to class without the book will be asked to leave and marked absent.**

Plagiarism and NYCCT Academic Integrity Policy:

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- **Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
- Speech assignments must be paraphrased into your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

NOTE: In the event that the instructor finds that the results of students’ homework, scripts, and other at home activities do not correspond to their level of proficiency, students may be called to take an extra exam to prove their capacity to solve tasks similar to those normally assigned in class.

Policy on In-class use of technology

Students are required to **log into their City Tech emails and Blackboard regularly** (every two to three days) in order to get updated information on course content, download handouts, watch videos, and follow class assignments. Failure to do so is every students' responsibility and the consequences may affect their final grades. CUNY guidelines state that all communication between students and the instructor must be through your City Tech email address. The professor will use **ONLY** City Tech email addresses as primary means of communication. The instructor will make every effort to answer email messages promptly (**Monday to Friday until 5:00 p.m.**).

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and remain off when the class is in session, unless otherwise indicated by your instructor. **Any evidence of cell phone use (ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for the day's session. Using a cell phone during a test will result in a test score of zero.**

Technological issues are not a valid excuse for lack of participation or lack of course work. Students should foresee potential technical problems and should always have a Plan B in place (e.g., use of computers in the campus).

Disability/Medical Accommodations Statement:

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143, or <http://www.citytech.cuny.edu/accessibility/> N.B., Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Course Schedule
Tuesday/Thursday
(Schedule will vary by Instructor and School Calendar)

DATE	CLASS	DISCUSSION TOPIC
1	8/27	Introducción al curso Lectura del programa del curso
2	8/29	<i>Lectura, análisis y comentario:</i> Espuma y nada más Variedades léxicas del español Vídeo: Vocabulario de las comidas en Latinoamérica
3	9/03	<i>Lectura, cultura e identidad:</i> No Speak English El uso de diccionarios para buscar expresiones Uso formal e informal en español
	9/05	No classes
4	9/10	<i>Lectura, análisis y comentario:</i> California es el futuro Vídeo: La huella Latina en los Estados Unidos
5	9/12	<i>Lectura, análisis y comentario:</i> Cómplices de los indocumentados Tiempos verbales: la conjugación del presente de indicativo
6	9/17	Tipos de sílaba y de palabra. Reglas generales de acentuación (Acentuación I) Tiempos verbales: conjugación y uso de los pasados (pretérito) Acentuación de homónimos y de verbos 3ª persona pretérito. El revisor de ortografía
7	9/19	<i>Lectura, análisis y comentario:</i> Qué aportan los inmigrantes a Estados Unidos Reglas de acentuación de hiatos, diptongos y monosílabos (Acentuación II)
8	9/24	Tiempos verbales: conjugación y uso de los pasados (pretérito e imperfecto) Nuevos casos de palabras homónimas con el imperfecto de indicativo Maneras de citar correctamente en un ensayo argumentativo
9	9/26	Las buenas tesis: cómo son y dónde van en el ensayo. <i>Lectura, análisis y comentario:</i> Encuentros y desencuentros: de Guillermo a William La asimilación vs. Aculturación
	10/01	No classes
10	10/03	Modelos para citar textos referidos y contrastar la opinión Los nexos adversativos <i>Lectura, análisis y comentario:</i> Cómo Miami se convirtió en la capital de la clase media en EEUU
	10/08	No classes
11	10/10	Trabajo de investigación: pautas y estructura Visionado del documental: My Brooklyn La “a” personal. El uso de “a” en las perífrasis verbales Conjugación y usos del pasado (el presente perfecto) Acentuación: más homónimos: “ha” vs “a”.
12	10/15	Los términos “latino”, “hispano”, etc. Las etnicidades mixtas Visionado de vídeos para definir los términos latino e hispano <i>Lectura, análisis y comentario:</i> ¿Latinos o hispanos? Un debate sobre identidad (ver Content Protected) <i>Lectura, análisis y comentario:</i> Ser hispano en los Estados Unidos/ ¿Cuál es la diferencia entre hispano y latino?
13	10/17	<i>Lectura, análisis y comentario:</i> Latinos en los Estados Unidos: qué países y en qué ciudades

		<p><i>Lectura, análisis y comentario:</i> Las verdaderas cifras de los hispanos en EEUU y cuánto poder tienen</p> <p><i>Lectura, análisis y comentario:</i> ¿Cómo será la población de EEUU dentro de 50 años?</p> <p>Visionado de videos: Habla ya</p>
14	10/22	Midterm Exam
15	10/24	<p>La educación bilingüe y el español en Estados Unidos</p> <p><i>Lectura, análisis y comentario:</i> Hambre de memoria: la educación de Richard Rodríguez</p> <p><i>Lengua, cultura e identidad:</i> Ser latina en los Estados Unidos</p> <p>Visionado del vídeo: tipos de bilingüismo</p>
16	10/29	<p><i>Lectura, análisis y comentario:</i> La Educación bilingüe en los Estados Unidos</p> <p><i>Lectura, análisis y comentario:</i> Programas de educación bilingüe en los Estados Unidos</p> <p><i>Lectura, análisis y comentario:</i> Ser bilingüe en español y en inglés ¿por qué es importante?</p>
17	10/31	<p>Crear buenos títulos e introducciones</p> <p>Ejemplos de técnicas y estrategias efectivas para escribir introducciones</p>
18	11/05	<p>La educación bilingüe. El “Spanglish” y el funcionamiento del cambio de código</p> <p><i>Lectura, análisis y comentario:</i> ¿Traje de baño o traje con corbata?: respetar el Spanglish en las clases de español</p> <p>Fenómenos y estructuras del cambio de código</p>
19	11/07	<p>Identificación de cambios de código, préstamos, extensiones y calcos</p> <p>Análisis de estructuras con cambio de código</p>
20	11/12	Reconocimiento y transformación de usos formales e informales
21	11/14	Aproximación al género de la biografía
22	11/19	Presente de subjuntivo. Oraciones subordinadas sustantivas
23	11/21	<p>Reflexión sobre las lecturas ¿Es el Spanglish un idioma? y Pardon my Spanglish</p> <p>Visionado de Debate sobre el Spanglish (Otheguy y Zentella)</p> <p>Análisis sociolingüístico del uso del Spanglish en la conversación en los Estados Unidos</p>
24	11/26	<p>El énfasis en la conversación</p> <p>Estructuras gramaticales para construir expresiones enfáticas en español</p>
	11/28	No clases
25	12/03	<p>Presentación del trabajo: Ensayo II</p> <p>Presentación de proyectos</p>
26	12/05	Presentación de proyectos
27	12/10	Presentación de proyectos
28	12/12	Presentación de proyectos
29	12/17	Repaso
30	12/19	Examen final

