

SPANISH 203
WRITTEN AND ORAL SKILLS FOR HERITAGE LEARNERS

Department of Spanish and Portuguese
The University of Arizona
Fall 2011

Instructor:	
Email:	
Class hours:	
Office hours:	
Classroom:	
Class listserv:	
Webpage:	www.d2l.arizona.edu

Required textbook

García, H. A., Carney, C. & Sandoval, T. (2011). *Nuestro idioma, nuestra herencia: Español para hispanohablantes*. (Book and workbook).

Textbook website: <http://www.mhhe.com/nuestroidioma>

Course description

Spanish 203 is the second course in the series of courses for heritage learners: SPAN 103, 203, 253, 323, 333, 343. It is designed for students who were exposed to Spanish-speaking environments at an early age. This course builds on the linguistic competence students already have in order to expand their proficiency for language use in a wide variety of situations. Although the main focus of the class is written and oral development, all skills, including reading and listening, are practiced in a positive and supportive environment.

Through course reading and listening activities, videos, class discussions, group-work, written and web assignments, and oral presentations, students will achieve greater flexibility in their abilities in the language. Grammar and spelling issues that are problematic to students are also covered. Learners will also deepen their knowledge of their cultural heritage and develop an appreciation for the cultural and linguistic variation present in the Spanish-speaking world. There is a special emphasis on learning about cultural topics relevant to Hispanic communities in the US.

By the end of the semester, students will:

1. Develop their communicative competence in all language modes
2. Develop fluency especially in speaking and writing
3. Be able to write a well-structured paragraph in Spanish
4. Improve presentational communicative abilities in Spanish
5. Improve command of spelling and use of written accents in Spanish
6. Strengthen and expand their use of grammatical structures
7. Expand their lexical repertoire in Spanish
8. Understand the nature and extent of language and culture variation in the Spanish-speaking world
9. Gain knowledge about their cultural heritage
10. Appreciate the cultural differences among Spanish speakers in Latin America and in the United States

Spanish 203 is the academic equivalent but not the same as Spanish 202. They both fulfill the fourth-semester language requirement and you will not receive credit for both.

Course policies

Emphasis will be on learning Spanish for real world purposes. You and your instructor will speak Spanish 100% of the time. There will be pair-work, group activities and whole-class discussions in which you are expected to actively participate and to use only Spanish. You are expected to use the grammatical concepts and vocabulary focused on in this class and in previous classes. You are also expected to learn the cultural information covered in the course. You should be prepared for each class and have completed your homework assignments before you come to class.

Attendance and absence policies

Students should arrive on time. Three late arrivals or early departures by more than 5 minutes will equal one unexcused absence. Attendance is mandatory. With the exception of days scheduled for tests, quizzes, and compositions, you may miss **five (5) classes** for any reason, personal, medical, etc. The **sixth (6th) absence** and every subsequent absence after that will occasion the loss of two percentage points off the **FINAL OVERALL COURSE GRADE**. After a total of TEN absences, your instructor will refuse your admittance to the class and choose to administratively drop you. If you fail to attend the first two days of class without notice, you will automatically receive a 'withdraw'. If you stop attending class, it is your responsibility to drop the class and inform your instructor. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. In addition, absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Grading Scale*

A= 92-100 B= 80-91 C=70-79 D= 60-69 F= 59 or less

*You will receive periodic updates of your grade in the class through the D2L website. Please meet with your instructor frequently to discuss your progress in the course.

Grading Components:

Classroom Participation	10%
Classroom Presentations (2)	10%
-Group presentation	5%
-Individual presentation	5%
Homework & quizzes	15%
Online Chats (5)	10%
Portfolio	25%
-Compositions (3)	5% each (15% total)
-Reflections and final projects (6)	1% each (6% total)
-Vocabulary and spelling entries (8)	.5% each (4% total)
Mid-Term Exams (I and II)	15%
Final Exam	15%

Classroom Participation

Students must complete all assignments and be prepared for class. Daily participation grades are awarded for individual oral participation in class discussions and in group work. Lack of preparation and/or participation or for any absence results in a grade of zero (0). Classroom participation will reflect individual preparation, classroom cooperation during group activities, and respect for the class and the instructor. Visiting the instructor during office hours will contribute to your participation grade. You can consult your doubts, questions, problems, grades, or simply go to talk and practice your Spanish. Any student who arrives late or leaves early will lose valuable participation points.

In order to take full advantage of your language learning experience, you are expected to use Spanish outside the classroom as frequently as possible. Please find out about local events, club meetings (Club Latino de Arizona), volunteering opportunities, CESL programs, online opportunities, SHL program events, etc.

Computer lab use

The class will be held in the computer lab, ML510 or ML412 once a week (please check the class schedule or check the D2L site for announcements). Class conduct should be followed in the lab. Visiting websites or engaging in activities not related to class is not allowed. Any student not adhering to computer lab use rules will be asked to leave and lose participation points for the day.

The portfolio is a collection of different pieces of work done in this class with the purpose of documenting your progress in Spanish. It should be started the first day of class and will continue to grow as the semester progresses. Your teacher will ask you to bring the portfolio to class often so have it ready at all times. It will have 3 sections: 1) reflections and final projects, 2) vocabulary and spelling entries, 3) 3 compositions.

Reflections and final projects: When announced in the syllabus, you will have to write a reflection or prepare a final project from the chapter assigned by your instructor. The topics are the following:

1. Hispanic music
2. Products or services related to a Hispanic celebration
3. Local traditions, legends, and/or oral histories of elderly members of the HL community:
interviews or surveys
4. Promotional video
5. Volunteer Service
6. My progress in this class

Vocabulary/spelling entries: This gives you an opportunity to record all new words and new spellings that you discover. Each entry should contain a minimum of 5 words and 5 new spellings. Each word should appear with a definition and an example of your own.

Compositions: Students will write three essays, typed and double-spaced using 12-point Times Roman justified font. The topics will cover different aspects of the Hispanic cultures and traditions. All essays will require parts to be written at home and parts to be done in class and in groups so as to engage in a collaborative construction of the texts. Up to 10 points will be added to revised papers submitted within one week after the graded writing is returned to the student. The length varies depending on the composition so make sure to ask your instructor.

Remember!: During the semester, the instructor will frequently ask you for the portfolio with or without notice so have it ready.

Classroom Presentations

Students will prepare and participate in **two presentations** about different aspects of the class, each evaluated for comprehensibility, vocabulary, content, accuracy, and creativity. The first group presentations consist of 6-8 minute interactive presentations in groups of 2-3 about contributions made by Hispanics in the United States. Individual 6-minute presentations will take place at the end of the semester about the topic of a composition or reflection.

Online discussions

Out of class, students will participate in five chat exchanges in Spanish. You will have the opportunity to get to know other students and discuss interesting and controversial topics with them. More specific instructions will be provided in class.

Spanish/English language use log

Three times during the semester students will have to record how much Spanish and English they use during one entire day. They will write down the topic, the context, the language, the time, and the interlocutors. Students will hand in the log together with a reflection on the use of these two languages and how to achieve a good balance of use between the two. This will count as part of your daily homework.

Exams

There will be 2 exams during the semester. Exam 1 will cover the material covered between weeks 1 and 6, exam 2 will cover weeks 7 through 10. Make-up exams cannot be administered without a documented excuse of an emergency. Students should contact the instructor before the date of the exam in case of a time conflict. The exam, however, takes top priority so you will need to cancel any appointment scheduled for the days of the exams. If an emergency happens the day of the exam, you need to contact the instructor or, if unavailable, the department immediately to make the necessary arrangements before the next class period. Make-up exams cannot be administered after two days of their initial scheduled date.

Final Exam

The final exam is comprehensive. Students who do not take the final exam on the scheduled date and time will receive a grade of zero. The Program Director must approve an alternate final exam in case of a medical emergency. No other excuses will be considered.

Homework

The instructor will assign a homework assignment for every class. This can consist of a reading or writing assignment, a grammar exercise, a web activity, and/or a language use activity such as participation in chats, club meetings, CESL programs, interviews, etc. No late homework will be accepted unless the student provides a documented excuse. Depending on the circumstances, you may occasionally be allowed to hand in your homework up to one day late but will lose 50% of the grade for the assignment. If you are absent when an assignment is due, you are still responsible for the assignment and can submit it online or through email. If you have restricted web access, please discuss your situation with your instructor and arrange for a friend to drop in the homework for you.

Quizzes

All (un)announced quizzes will be based on the topics taught the day before and the homework due that day. Come to class prepared and on time! **No quiz may be made up for any reason.**

Tutoring

The SHL program offers limited tutoring hours for the students in the program. A tutor can help you with all your doubts about different aspects of the Spanish language including grammar, vocabulary, and orthography. They can also help you practice your oral and written skills. Ask your instructor or program director at the beginning of the semester for available hours.

Disruptive behavior

Unless you discuss an emergency situation with your instructor in advance, NO CELL PHONES, pagers or other electronic communication devices such as laptops or agendas are to be on or used during class. They are entirely prohibited during exams. Other disrupting behavior such as reading the newspaper, conversing while somebody is talking, leaving the classroom during class, etc, will not be allowed.

Code of Academic Integrity

The instructor and the Program Director will initiate an academic integrity case against students suspected of cheating, plagiarizing, or aiding others in dishonest academic behavior. Students are responsible for reading and understanding the Code of Academic Integrity, please refer to: <http://studpubs.web.arizona.edu/policies/cacaint.htm>. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. If the instructor suspects that a Code of Academic Violation has occurred, she/he in accordance with the Program Director shall impose any one of the following or a combination of the following sanctions: (1) Loss of credit for work involved, (2) Reduction in grade for the entire course, (3) Failing grade, (4) Disciplinary probation. For policies against threatening behavior by students, please visit: <http://policy.web.arizona.edu/~policy/threaten.shtml>.

Disability

Those students who are registered with the Disability Resource Center must submit appropriate documentation to the instructor if they are requesting reasonable accommodations. Please refer to: <http://drc.arizona.edu/teach/syllabus-statement.html>

The information contained in this course syllabus, except for grades and course policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. The syllabus below is an approximate description of the course content; however, modifications to it depend largely on students' interests and their background knowledge. You are a valuable resource to the classroom and it is expected that you will greatly contribute to class activities through introduction of topics that are relevant for you as a heritage learner and as a member of a Spanish-speaking community.

Horario tentativo

Fechas	Capítulos	Temas	Gramática	Ortografía	Escritura	Actividades
Semana 1 (8/22/8-25)	- Capítulo: ¿Qué significa ser hispano? (Entre Mundos)	-Introducción a la clase y los estudiantes -Programa del curso -Cómo tener éxito en esta clase: Sugerencias -Nuestros valores -Nuestra cultura	Repaso: -El presente -Los verbos 'ser' y 'estar'			<u>Actividad:</u> -Escrito de diagnóstico en clase (notas de clase) -Entrevista de diagnóstico oral con el instructor en horas de oficina -Mi biografía lingüística y cultural
Semana 2 (8/29/9-1)	- Capítulo 1: La música del Caribe hispano "Cuba..." "El merengue..." "Puerto Rico..."	-Formas no estándares del español (MA p. 9-12)	Repaso: -El presente -El género -La oración (Manual de Actividades: "MA" p. 5-6)	-Diferencias del alfabeto y deletreo entre español e inglés	Vocabulario: MA pp. 1-2-7	-Entrevista diagnóstica con el instructor en horas de oficina <i>-1. Proyecto final: Póster publicitario, p. 30, 1</i>
Semana 3 (9-6/9-8) 9-5: Labor day <u>no classes</u>	- Capítulo 2: El cine mexicano "La Época..." "El cine..." "Cine y literatura..."	-Palabras cognadas (MA pp. 21-22-23)	Repaso: -El pretérito e imperfecto (MA pp. 17-19) -Objeto directo e indirecto	-La letra 'h' (MA p. 17)	-Diferencias entre registros (informal y formal; oral y escrito) Vocabulario: MA pp. 15-16	-Actividad de audio-comprensión 1: Estilos informales <u>Actividad:</u> -Spanish/English language use log
Semana 4 (9-12/9-15)	- Capítulo 2: El cine mexicano	-La importancia del español y el inglés	Repaso: -El pretérito e imperfecto (MA pp. 17-19)	-Usos de 'hay', 'ay' y 'ahí'	-El ensayo: organización, esquemas, borradores Vocabulario: MA pp. 15-16	<i>-2. Proyecto final: Presentación de negocios, p. 82, 2</i>
Semana 5 (9-19/9-22)	- Capítulo 3: Tradiciones y celebraciones "La Semana Santa..." "Las fiestas..." "Costumbres..."	-Nuestras tradiciones -Maneras de conservar las tradiciones -Uso de la jerga	-Repaso del género	-Las letras 'g' y 'j' (MA p. 27) -La división de palabras en sílabas (libro p. 14) -Introducción a la sílaba tónica	-El ensayo: organización, esquemas, borradores -Palabras académicas Vocabulario: MA pp. 25 y 26	- Composición 1 (Estilo formal) -Intercambio en el chat I
Semana 6 (9-26/9-29)	- Capítulo 3: Tradiciones y celebraciones	-Herencias culturales -Similitudes y diferencias entre culturas	-El voseo	-El participio pasado (MA pp. 28-29) -La sílaba tónica: Agudas, graves y esdrújulas	-El punto de vista (MA p. 30)	- <i>Repaso para el examen: Guía</i> -Actividad de audio-comprensión 2: La telenovela - Composición I: Entrega y trabajo de edición en clase

Semana 7 (10-3/10-6)	- Capítulo 4: El turismo y el medio ambiente El turismo en “...Colombia” “...Venezuela” “...Costa Rica”		-Los tiempos compuestos (MA pp. 38-39)	-La ‘c’, ‘s’, ‘z’ (MA p. 37)		- <i>Repaso para el examen: Guía Examen 1</i>
Semana 8 (10-10/10-13)	- Capítulo 4: El turismo y el medio ambiente		-Los tiempos compuestos (MA pp. 38-39)	-La sílaba tónica: las palabras agudas	Vocabulario: MA pp. 35 y 36	<u>Actividad:</u> -Spanish/English language use log
Semana 9 (10-17/10-20)	- Capítulo 5: Tradiciones literarias, mitos y leyendas “Tradiciones...” “...zona andina” “...Ecuador y Bolivia”	-Las tradiciones y la diversidad lingüística		-La ‘b’ y ‘v’ (MA p. 47) -La sílaba tónica: las palabras graves	Vocabulario: MA pp. 45 y 46	-Intercambio en el chat II -3. <i>Reflexión (Estilo informal)</i>
Semana 10 (10-24/10-27)	- Capítulo 6: Las artes Ideas generales “...Argentina” “...Chile” “Museos...”	-Las comunidades indígenas -Los derechos de las minorías	-El futuro (MA pp. 58)	-La ‘ll’ y ‘y’ (MA p. 57) -La sílaba tónica: las palabras esdrújulas	Vocabulario: MA pp. 55 y 56	-Actividad de audio-comprensión 3 -Composición 2: Preparación (p. 378-379) - <i>Repaso para el examen: Guía de repaso</i>
Semana 11 (10-31/11-3)	Presentaciones grupales orales: Contribuciones de los hispanos en los Estados Unidos, p. 215, 3		-El condicional (MA p. 59)	-Las reglas de acentuación (M.A. 3, libro pp. 15-16)		-Composición 2: Entrega y trabajo de edición en clase <u>Actividad:</u> -Spanish/English language use log -Encuesta sobre tu opinión sobre la clase -Intercambio en el chat III -Examen # 2
Semana 12 (11-7/11-10)	- Capítulo 7: 500 años después de la conquista de América “Madrid...” “Sevilla...” “Barcelona...”	-Recursos en la comunidad y la web	-El subjuntivo (MA pp. 68-70) -Vosotros	-Las reglas de la tilde: Repaso		Lab: Webquest -4. <i>Proyecto final: Video promocional, p. 189, 3</i>
Semana 13 (11-14/11-17)	- Capítulo 7: 500 años después de la conquista de América	-Recursos en la comunidad y la web -Variedades lingüísticas	-El subjuntivo (MA pp. 70-71)	-Reglas de acentuación, diptongos, triptongos e hiatos (MA pp. 3-5)	Vocabulario: MA pp. 65 y 66	-Intercambio en el chat IV
Semana 14 (11-21/11-23)	- Capítulo 8: Los hispanos en los Estados	-El poder económico y político de la	-El subjuntivo (MA pp. 80-82)	-Errores de uso común (MA p. 79)	Vocabulario: MA pp. 77 y 78	-Actividad de audio-comprensión 4: Crianza de niños

11-24: Thanks Giving <u>no classes</u>	Unidos "Historia..." "La identidad..." "Aportaciones..."	comunidad latina en los EE.UU. -Beneficios de ser bilingües -Validez del spanglish, y otras variedades regionales		-Consecuencias de lenguas en contacto (i.e. léxico, spanglish)		bilingües -Intercambio en el chat IV -5. <i>Reflexión:</i> <i>Servicio voluntario</i>
Semana 15 (11-28/ 12-1)	- Capítulo 8: Los hispanos en los Estados Unidos	-Lenguas en contacto -Las variedades regionales	-El subjuntivo (CA pp. 117-118)	Verbos 'hacer' y 'ser'		-Intercambio en el chat V -Composición 3: Entrega y trabajo de edición en clase
Semana 16 (12-5/12-7) 12-7: Last Day of classes	Presentaciones orales Final exam: The date of the exam is based on the day and time of class. http://registrar.arizona.edu/schedule114/exams/114exams.htm (No changes can be made to the official exam schedule)					-Encuesta sobre la clase y el programa de lengua heredada -Prueba de logros - <i>Repaso para el examen final: Guía de repaso</i> - <u>Actividad:</u> Spanish/English language use log - <i>Entrega del portafolio con la reflexión 6</i>

***Recuerda formar parte del Club de Heritage Learners: 'Club latino de Arizona'. Para más información, comuníquese con la Profesora Sara Beaudrie (beaudrie@email.arizona.edu) o visita nuestra página de web en http://w3.coh.arizona.edu/spanish/heritage/under_heritage.cfm.**
