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## Spanish for Heritage Speakers

**UNH Course Code:** SPN304

**Subject Area:** Spanish Language & Culture

**Level:** 300

**Prerequisites:** Must be Spanish native and/or heritage Spanish speaker

**Language of Instruction:** Spanish

**Contact Hours:** 45

**Credits:** 3

### **Description:**

Designed for the heritage speakers of Spanish who learned Spanish in an informal non-academic setting, this course is directed to speakers who want to extend their communicative capacity, to improve communicative resources and to gain the academic, formal knowledge, experience and proficiency in normative Spanish.

During the course, you will enhance your knowledge of academic Spanish through reading, writing, grammar practice and oral activities. The focus will be on grammatical accuracy and vocabulary expansion, mainly through identifying possible English language interference, archaisms and other dialectal or nonstandard forms.

A particular emphasis will be placed on oral and written production: various kinds of text and genres (reports, movies, historical and literary texts, plots, expositions and data analyses) will be analyzed, with a particular attention to the textual type that they represent (narrative, descriptive, argumentative). You will be asked to write plot summaries or reports, short essays and reaction papers to these different types of texts.

In-class activities will focus on developing Spanish-language skills with emphasis on understanding written authentic texts, expanding vocabulary, improving linguistic skills and developing the writing process. Topics, materials and activities include readings, videos, grammar, orthography and comparisons and contrasts between different linguistic experiences.

Your motivation, cultural curiosity, constant attention and dynamic participation are indispensable ingredients for making real and observable improvements in your cross-cultural competency. As an active student you will be expected not only to come prepared to class, but also to discuss the new cultural facts or discoveries you have encountered inside and outside of class.

### **Learning Objectives:**

- to interact fluently in Spanish in diverse social and cultural contexts using the most suitable register
- to employ specific grammatical structures in the oral and written expression, in formal and informal records according to the corresponding communicative situation
- to recognize, to analyze and to interpret different types of texts (literary, journalistic, advertising)
- to produce accurate texts based on the contextual requirements

- to compare and to contrast American culture with Hispanic culture, and to interpret certain customs and social uses across your experiences in the context
- to recognize and to value Spanish as cultural legacy and to reinforce the appreciation for the value of belonging to the Spanish linguistic community
- to be familiar with the linguistic diversity of Spanish

**Instructional Format:**

The class will include individual and group work as well as preparatory work outside of class. You can expect to encounter authentic documentation from varied sources such as excerpts from TV/film, advertisements and literature. Your participation will include various activities such as role play, debates, oral presentations, written composition and essays.

Course work is comprised of in-class lectures and discussions, group exercises, extensive outside readings, independent group and individual onsite study and research project. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning.

The methodology is, primarily, communicative, as students bring in their own knowledge and experience with the language. Participation and interaction are crucial in the dynamics of this course not only for practice, but also for linguistic reflection.

The class will meet two times a week for 90 minutes each.

**Form of Assessment:**

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Class Participation	10%
Homework	10%
Essays	15%
Research Project	20%
Midterm exam	15%
Oral presentation	15%
Final Exam	15%

Class Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	<b>A+</b> 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	<b>A-/A</b> 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	<b>B/B+</b> 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	<b>C+/B-</b> 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C</b> 7.40-7.69
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	<b>D+/C-</b> 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	<b>D-/D</b> 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	<b>F</b> Below 6.00

The instructor will also be evaluating you in a number of behavioural areas across the course:

**Preparation:**

- Bring regularly to class the required materials (textbook, workbook, pen, paper, etc.)
- Complete homework and other assigned materials before class
- Be ready to start when class begins

**Language:**

- Make a consistent effort to speak Spanish during class, regardless of accuracy

**Group Work:**

- Participate collaboratively in groups and in pairs

**Attitude:**

- Demonstrate a positive and supportive attitude to instructor and classmates

**Focus:**

- Give full attention to class activities (cell-phones, blackberries, and laptops are not be permitted in this class)

Homework (10%): In order to guarantee a productive participation in class, homework is assigned to allow you the opportunity to review material covered in the previous class as well as to anticipate material to be covered in the next class. It is therefore essential to complete your homework in a thoughtful and insightful manner. To encourage consistent preparation, your homework will be evaluated on a regular basis. No late homework will be accepted.

As part of your homework, you will submit two original Spanish-language compositions over the course of the semester. Each composition will be 150-250 words, typed (12pt Times New Roman double-spaced with 1-inch margins). Your name and date will suffice as a header. Any deviation from these standards will result in a lower grade. All compositions must be completed independently.

Essays on readings (15%): During the semester you will submit three original Spanish-language essays (400-500 words) on the readings of the course. The topics for these essays will be discussed at the beginning of semester. Comprehensive guidelines and suggestions will be distributed at the beginning of the course.

Research Project (20%): The instructor will explain in detail the specific approach and suggested content that will be integrated into your research, methodology and paper on an angle to be decided in conjunction with the instructor. You will submit to the instructor an update on the progress of your research and this will count towards the overall assessment of your work.

You are required to complete two research projects throughout the semester. To develop these projects you will interact with Spanish natives, look for information on the Internet, write an essay, and do an oral presentation on your findings.

**\*\*NOTE**: Plagiarism is unacceptable: never copy your essay from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading the compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned a 0 for the assignment and their home institution will be notified. No late essays will be accepted.

Oral presentation (15%): At the end of the semester, you will prepare an individual oral presentation. Students are free to choose their own topic but it should be linked to the experience in Barcelona. Comprehensive guidelines and suggestions will be distributed at the beginning of the course. If your presentation is dependent upon images you are strongly encouraged to use software such as PowerPoint and other visual aids for your discussion. Bring your presentation on a USB and load it onto the classroom PC a few minutes before the class starts.

Mid-term/Final Examination (15%/15%): Two tests will be administered over the course of the semester to evaluate your mastery on the assigned material. Each examination will test your competency in the following areas: grammar, listening and reading comprehension, as well as written production.

### **CEA Attendance Policy:**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

### **Required Readings:**

The required course textbooks listed below are available for purchase at various bookstores around Barcelona. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy.

*Cuaderno de ortografía*, Francisca Ezquerra, Editorial Barcanova, 2005

Periodical literature, articles, documents, and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive.

Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

**Online Reference & Research Tools:**

- <http://www.spaleon.com/index.php>
- <http://www.indiana.edu/~call/ejerci.html>
- <http://www.colby.edu/~bknelson/exercises/index.html>
- <http://www.trinity.edu/mstroud/grammar/index.html>
- <http://cvc.cervantes.es/aula/lecturas/>
- <http://www.wordreference.com>
- [http://www.educared.net/aprende/f\\_diccionariorae.htm](http://www.educared.net/aprende/f_diccionariorae.htm)
- <http://www.fuentetajaliteraria.com/recursos/diccionarios.htm>
- <http://www.elmundo.es/diccionarios/>
- <http://www.lavanguardia.es>
- <http://www.elpais.es>
- <http://www.elmundo.es>
- <http://www.elperiodico.es>
- <http://www.expansion.com>
- <http://www.20minutos.es/>
- <http://www.quediarario.com/barcelona/index.html>
- <http://barcelona.metrodirecto.com/>
- <http://www.rtve.es/>
- <http://www.cuatro.com/>
- <http://www.antena3.com/>
- <http://www.telecinco.es/>
- <http://www.guiadelocio.com/barcelona/>
- <http://barcelona.lanetro.com/>
- <http://www.clubcultura.com/>

# Spanish for Heritage Speakers

## Course Content

Session	Topic	Activity	Student Assignments
1	<b>Vamos a conocernos</b> Expectativas del curso	Presentación del silabus y objetivos del curso	¿Qué es saber una lengua?
2	<b>Gente y culturas</b> Iguales pero diferentes	¿Cómo te relacionas con otras culturas?	Mi relación con el español
3	<b>Ortografía de la B/V</b> Revisión de los usos del pasado	Explicar experiencias pasadas	Ezquerria, <i>Cuaderno de ortografía</i> , pp.8-12
4	<b>La actualidad en la clase de español</b> Noticias de aquí y de allí	Defender los derechos y obligaciones de los ciudadanos	Creación de un programa electoral
5	<b>Ortografía de la B/V: homófonos</b>	Presentación oral del programa electoral	Ezquerria, <i>Cuaderno de ortografía</i> , pp.13-15
6	<b>Gente diferente: premios naranja y limón</b>	Elegir a los mejores y peores personajes del año	Escribir un noticia sobre un personaje de actualidad
7	<b>Ortografía : C/QU/K, C/Z/S</b> Dictado	Research project 1: ¿Qué preocupa a los españoles?	Ezquerria, <i>Cuaderno de ortografía</i> , pp.42-47
8	<b>Verbos de cambio: quedarse, ponerse, volverse, hacerse</b>	Escribir una fábula con una moraleja	Lectura: Augusto Monterroso, <i>La oveja negra y otras fábulas</i>
9	<b>Cultura y comida:</b> Textos descriptivos Expresiones relacionadas con la comida	Describir sensaciones	Lectura : Jorge Bucay, <i>Cuentos para pensar</i>
10	<b>Ortografía: la sílaba</b>	Presentación oral Proyecto 1 Entrega ensayo 1	Ezquerria, <i>Cuaderno de ortografía</i> , pp.48-49 Lectura: García Marquez <i>Gabriel, Maria Dos Prazeres</i>
11	<b>Un poema de Mario Benedetti</b>	Analizar un poema: vocabulario, significado	Crear un poema basado en el poema de Mario Benedetti
12	<b>Un poema de Mario Benedetti</b>	Analizar un poema: vocabulario, significado	Tu poema favorito
13	<b>Ortografía: Acentuación</b> Dictado	Lectura: Allende <i>Isabel, El hombre de plata</i>	Ezquerria, <i>Cuaderno de ortografía</i> , pp 50-54
14	<b>El lenguaje de la publicidad y los medios de comunicación</b> Textos argumentativos	Artículos sobre los medios de comunicación	Lectura: Galiano Eduardo, <i>El libro de los abrazos</i> Escribir un texto similar
15	<b>Examen 1</b>	Revisión del curso	Revisión del curso

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Session	Topic	Activity	Student Assignments
16	<b>Un lugar escondido de Barcelona</b>	Research project 2 <i>Els Encants</i>	Buscar información sobre Els Encants
17	<b>Ortografía: Diptongos e hiatos</b> Repaso usos del subjuntivo: presente y pasado	Expresar hipótesis, duda, certeza: ¿Qué harías si ... ?	Ezquerria, <i>Cuaderno de ortografía</i> , pp 55-59
18	<b>Ortografía : G/J</b> Repaso usos del subjuntivo: presente y pasado	Presentación oral proyecto 2	<i>Ezquerria, Cuaderno de ortografía</i> , pp.23-26
19	<b>Una crítica de cine: vocabulario</b>	<b>Película:</b> El Laberinto del Fauno (2007)	Escribir una crítica sobre la película
20	<b>Ortografía : G/J</b> Textos narrativos	Lectura: Cortazar Julio, <i>Continuidad en los parques</i>	Ezquerria, <i>Cuaderno de ortografía</i> , pp.27-29
21	<b>Emigrantes en EEUU</b>	Donde fueres haz lo que vieres	Costumbres específicas de cada país: lenguaje no verbal
22	<b>Spanglish idioma, lengua, moda</b>	Lectura y debate	Presentar ensayo 2 <i>Lectura: Zafón, Carlos : Gaudi en Manhattan</i>
23	<b>El uso del spanglish entre los jóvenes</b>	En Nueva York, el coche ya no se aparca, se «parkea»	Lectura: Vega Ana Lydia, <i>Pollito Chicken</i>
24	<b>Ortografía : H</b> Formación de palabras : prefijos y sufijos	Utilizar el vocabulario adecuado en cada momento	Ezquerria, <i>Cuaderno de ortografía</i> , pp.16-22
25	<b>Los signos de puntuación</b> Frasas hechas y su correspondencia en hispanoamérica	Usar las expresiones coloquiales en contexto	<i>Ezquerria, Cuaderno de ortografía</i> , pp 62-66
26	<b>Los signos de puntuación</b> Dictado Verbos con preposición	Organizar el texto de un discurso	Ezquerria, <i>Cuaderno de ortografía</i> , pp 67-72
27	<b>Estructura global de un texto</b> Conectores, palabras comodín	Made in Spain	Presentar ensayo 3 <i>Un microrelato</i>
28	<b>Presentaciones finales</b>	Repaso para el examen final	Repaso para el examen final
29	<b>Presentaciones finales</b>	Repaso para el examen final	Repaso para el examen final
30	<b>Examen final</b>		