

Spanish 3005: Advanced Communication in Spanish for Heritage Speakers

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REQUIRED TEXTS AND MATERIALS

- Potowski, Kim. *Conversaciones escritas. Lectura y redacción en contexto*. Second edition. Wiley, 2017.
- Additional assignments and materials posted in D2L
- *Spanish Oxford Language Dictionary Online* and *Diccionario de la lengua española (RAE)*. Access these dictionaries at the following Raynor Library link:
<http://libguides.marquette.edu/c.php?g=36667&p=232944>

COURSE DESCRIPTION: This course is designed for students who were raised in homes or communities where Spanish was spoken and want to increase their proficiency. The course builds on the language skills students already possess and helps them learn to communicate in Spanish using formal varieties of the language. Special emphasis will be placed on reading and lexical development, grammar review, spelling, and composition. The four language skills (reading, writing, speaking, and listening) will be emphasized via cultural activities focused on the cultural diversity of the Hispanic world and on social, political, and educational issues affecting US Latinx communities. The course texts will also provide students with models for writing argumentative essays in Spanish and for developing their own informed opinions. Written assignments will involve multiple drafts and feedback from the instructor and from peers. **Pre-requisite:** placement exam, a 4 or 5 in the AP Spanish Language and Culture exam, or instructor's consent.

*If you are not a heritage speaker of Spanish or you feel the level of this course is not appropriate for you, please talk to me as soon as possible in person or by email to discuss your options.

LEARNING OBJECTIVES:

- Expand the bilingual range
- Develop language learning strategies and problem-solving skills to become a more proficient user of written and verbal academic Spanish.
- Increase knowledge of Spanish grammar and spelling.
- Improve reading skills in Spanish and expand vocabulary through reading and writing activities
- Understand basic textual features of academic writing in Spanish and practice writing as a five-step process (planning, organizing, drafting, revising, proofreading).
- Learn about sociolinguistic registers and about the different varieties of Spanish spoken in the world and in the United States.
- Develop critical perspectives on social issues affecting US Latinx communities and explore the experience of growing up bilingual in the USA.

GRADE BREAKDOWN

Grammar and spelling quizzes: 15%

Grammar and spelling exam: 15%

Short reflections: 10%

Two essays: 40%

 Proposal (5%)

 First draft (40%)

 Second draft/peer editing (10%)

 Third draft (45%)

Written homework: 10%

Participation: 10%

DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES GRADE SCALE:

A 100-93

A- 90-92

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

F 62-0

COURSE COMPONENTS AND REQUIREMENTS

Quizzes: Quizzes will cover specific spelling, grammar, and vocabulary words studied in class. Quizzes will take approximately 15 minutes and for the last part of the quiz you will work in groups. The exercises in the quizzes will be similar to the ones we practice in class.

Spelling and grammar exam: this exam will take place toward the end of the semester (see calendar) and it will cover all grammar and spelling points studied in class. The exercises will be similar to the ones in the quizzes. The study guide will be available in D2L a week in advance.

Short reflections: These are focused assignments that will give you the opportunity to reflect on the more complex ideas and concepts we will discuss in class and to bring into the discussion your own experiences. In order to receive full credit for these assignments you will need to write in complete sentences, address the prompt, use a minimum of 5 new vocabulary words from the relevant section of the textbook, and be thoughtful and thorough. Spelling and grammar errors will not subtract points. Short reflections will be written on a discussion board on D2L. You are not required but you are encouraged to respond to your classmates' posts.

Essays: Writing essays is an integral part of learning to master academic Spanish. For this class, you will write two essays (between 700-900 words or one full page and a half). Essays will be graded for content and for Spanish language skills. Revision will be a major part of the writing process. For each essay you will write a proposal (5%), a first draft that I will comment and evaluate (40%), a second draft incorporating my feedback that will also be peer reviewed in class (10%), and a third final version (45%). If due to an emergency or a university-sponsored activity you must miss class on the date a peer-review session is scheduled, please talk to me so we can find a classmate who is willing to work with you outside the classroom. The guidelines and rubrics for the essays will be posted in D2L and discussed in class before the dates indicated in the course schedule. No essays will be accepted late or via email.

*Writing essays in Spanish is not different from writing essays in other languages. It is assumed that students will write their own work and cite appropriate sources or direct quotations as they would with any composition or research paper. Please be aware that you cannot get any outside help (including from tutors, other instructors/professors in the department, or friends) on your writing assignments. It

is not acceptable either to use translation programs to translate part or all of your compositions. You need to address all questions about your compositions to me. Getting outside help will be considered cheating and will result in an F (0) for the assignment.

Written homework: It is essential that you prepare for each class session by reading the required textbook pages, viewing or listening the required materials, and completing the required written assignments. Written homework assignments about the readings need to be typed and turned in on D2L by 11:59pm on the day before the class session in which they are discussed. The evaluation of homework assignments will take into account content and timeliness (see rubric on D2L).

Participation is essential in the form of contributions to class discussions. Because language is best acquired via meaningful interaction, your active participation is crucial for your own development and for the development of your classmates. You should, therefore, regard your participation as your responsibility to the entire class. You will often work in groups and pairs. Your participation in these activities is as important as your participation in general class discussion. You will receive two participation grades throughout the semester: one at mid-term and one at finals.

CALENDARIO TENTATIVO. Las fechas y requisitos de este sílabus y calendario pueden ser modificados por mí para mejor adaptarse a las necesidades del grupo. Los cambios serán anunciados en clase o vía D2L.

Semana 1	En clase	Ensayos y tareas
Día 1	Introducción al curso/Encuesta La inmigración Introducción Antes de leer y vocabulario, pp. 3-4 <i>Ortografía:</i> Interferencias con el inglés	
Día 2	<i>Lectura:</i> “Cómplices de los indocumentados”, pp. 4-5 <i>Ortografía:</i> Abecedario y acentuación de homónimos	Tarea escrita 1
Semana 2		
Día 1	<i>Lectura:</i> “Qué aportan los inmigrantes a Estados Unidos”, pp. 6-7 <i>Video:</i> “Desmontando mitos sobre la inmigración” <i>Escritura:</i> La tesis	Tarea escrita 2
Día 2	<i>Video:</i> “Yo también soy español” <i>Ortografía:</i> Acentuación pretérito vs presente <i>Escritura:</i> Cómo citar fuentes externas	Reflexión 1
Semana 3		
Día 1	Quiz 1 Carta al Sr. Gilchrist, pp. 27-28 Instrucciones para el ensayo 1	
Día 2	<i>Introducción:</i> ¿Qué importa el nombre? <i>Video:</i> Ramón Sanchez Antes de leer, pp. 40 <i>Ortografía:</i> Las letras minúsculas en español	Ensayo 1 / Propuesta
Semana 4		
Día 1	<i>Lectura:</i> “Encuentros y desencuentro...”, pp. 40-44 <i>Ortografía:</i> “He”, “Ha”, A”	Tarea escrita 3
Día 2	<i>Escritura:</i> “Se dice” <i>Video:</i> “¿Hispano o latino?” Antes de leer, pp. 53	Ensayo 1 / Primer borrador
Semana 5		
Día 1	<i>Lectura:</i> “¿Latinos o hispanos?: un debate sobre la identidad”, pp. 54-55 <i>Ortografía:</i> pronombres interrogativos y exclamativos	Tarea escrita 4
Día 2	Quiz 2 <i>Video:</i> “Latinx” <i>Escritura:</i> palabras de transición	
Semana 6 Octubre		
Día 1	<i>Lectura:</i> “La afrolatinidad”, p. 65 <i>Video:</i> “A Conversation with Latinos on Race”	Tarea escrita 5
Día 2	<i>Escritura:</i> crear buenos títulos e introducciones <i>Ortografía:</i> Acentuación de los tiempos pasados Ensayo 1: Revisión en parejas	Ensayo 1 / Segundo borrador
Semana 7		
Día 1	<i>Introducción:</i> Cuestiones de lengua Antes de leer, pp. 74-75	Reflexión 2
Día 2	<i>Lectura:</i> “Hambre de memoria: la educación de Richard Rodríguez”, pp. 75-76/Parte 1 <i>Gramática:</i> pretérito vs subjuntivo/ el subjuntivo presente	Tarea escrita 6 –
Semana 8		
Día 1	Antes de leer, pp. 85-86 <i>Gramática:</i> el subjuntivo Conclusiones fuertes	Ensayo 1 / Versión final
Día 2	<i>Lectura:</i> “Que ningún niño se quede monolingüe”, pp. 86-89 /	Tarea escrita 7 –

	<i>Gramática: el subjuntivo</i>	
	Vacaciones de primavera	
Semana 9		
Día 1	<i>Lectura: “En breve: La variación lingüística”, pp. 93-95</i> <i>Video: “Nuevas palabras aceptadas por la Real Academia”</i> Antes de leer, pp. 95-96	Reflexión 3
Día 2	<i>Lectura: “¿Traje de baño o traje con corbata?. . .”, pp. 96-100</i> La identificación de usos informales	Tarea escrita 8
Semana 10		
Día 1	Quiz 3 <i>Video: “Porque because”</i> Instrucciones el ensayo 2	
Día 2	<i>Lectura: “Pardon my spanglish...”, pp. 107-109 (en clase)</i> <i>Gramática: Los artículos indefinidos</i>	Ensayo 2 / Propuesta
Semana 11		
Día 1	<i>Introducción: El mundo laboral</i> Antes de leer, pp. 117 <i>Gramática: Infinitivo y gerundio</i>	
Día 2	<i>Lectura: “Immolake: tierra fértil para que la esclavitud florezca”, pp. 117-119 (en clase)</i> Antes de leer, pp. 124-25	Ensayo 2 / Primer borrador
Semana 12		
Día 1	<i>Lectura: “Asfixiados por el salario mínimo”, pp. 124-127</i> <i>Gramática: El verbo “haber”</i>	Tarea escrita 9
Día 2	<i>No hay clase: Semana Santa</i>	
Semana 13		
Día 1	<i>Video: “Bolivia: Legitimizing child Labor”</i> <i>Gramática: pero, sino, sino que</i>	
Día 2	<i>No hay clase</i>	
Semana 14		
Día 1	Repaso gramática y ortografía	
Día 2	Examen de gramática y ortografía	
Semana 15		
Día 1	Ensayo 2: Revisión en parejas	Ensayo 2 / Segunda versión
Día 2	Escritura: “Palabras precisas” <i>Gramática: el subjuntivo pasado</i>	Ensayo 2 / Versión final