**THE UNIVERSITY OF TEXAS AT AUSTIN**

**DEPARTMENT OF SPANISH AND PORTUGUESE**

**SPN 604 - ACCELERATED INTRODUCTORY SPANISH**

**FOR HERITAGE LEARNERS – SPRING 2016**

[](http://creativecommons.org/licenses/by-nc-sa/4.0/)

* *This document contains important information and represents an agreement between the Department of Spanish and Portuguese and its students.*
* *You are responsible for knowing all of the information contained in this document.*
* *You indicate acceptance of these policies by registering for this course.*

1. OBJECTIVES OF THE LANGUAGE PROGRAM

The objective of the Spanish language program addresses the basic tenet of a liberal arts education: the development of a critical thinking approach towards the analysis of language in society. This objective is framed in an overall worldwide trend towards political and economic internationalization and an increasingly diverse and multicultural work environment.

The heritage Spanish language program focuses on the development of bilingual and bicultural literacies through the analysis and use of the heritage language. The program focuses on the development of four major types of competencies (all equally ranked in terms of importance):

1. **linguistic competence:** phonetics/phonology, morphosyntax, lexicon, discourse
2. **communicative / interactional competence:** pragmatics, situational context
3. **cultural competence:** cultural practices and perspectives, sociocultural uses of language, dialectal variation
4. **metalinguistic competence:** language as a conceptual, symbolic system

2. COURSE DESCRIPTION AND GOALS

**Spanish 604** is the first of a two-course sequence intended for bilingual and heritage Spanish speakers.

This learner-based course is designed to provide you with the opportunity to

* develop critical and integrative thinking skills,
* revitalize and expand the Spanish skills you have acquired,
* enhance your understanding and appreciation of Hispanic culture and sociopolitical realities,
* examine and recognize dialectal, social, and contextual variations,
* improve strategic speaking, reading, and writing skills, and
* inductively master grammar points of particular concern to bilingual and heritage Spanish speakers.

By the end of this course you should be able to do the following:

1. understand historical and cultural influences on language and literary works
2. select and express ideas and opinions on various topics;
3. effectively interact using fluency strategies and appropriate register;
4. derive meaning through context, intonation, and situations from written and oral sources;
5. understand and use formal and informal language appropriately,

(e) use specialized vocabulary and more advanced grammatical structures;

(f) produce accurate conventional writing;

(g) appreciate and recognize cultural and regional/dialectical variances.

3. COURSE FLAG

This course carries a Cultural Diversity Flag. Courses with this flag focus on the histories,

traditions, practices, or aesthetics of one or more underrepresented U.S. communities as a way of

understanding their culture. SPN 604 will explore the varied experiences of Hispanics in the

United States, a diverse group which includes a wide range of nationalities, ethnicities and

includes first- through fourth-generation speakers of Spanish. At least one third of the course

grade is based on content related to Cultural Diversity in the United States.

4. PLACEMENT / PREREQUISITES

**THIS COURSE IS INTENDED FOR HERITAGE LANGUAGE LEARNERS.**

**WHO IS A HERITAGE LANGUAGE LEARNER?** A heritage language learner, also called a heritage speaker, is a student who is exposed to a language other than English at home. Heritage language learners can be categorized based on the prominence and development of the heritage language in their daily life. Some students may have full oral fluency and literacy in the heritage language; others may have full oral fluency, but their written literacy has not been developed because they were usually schooled in English. Another group of students, typically third or fourth generation, can speak to a limited degree but have difficulty expressing themselves on a wide range of topics. Heritage language learners usually present a wide knowledge about their cultural heritage and a less experienced knowledge about other Spanish speaking countries.

5. CONTACT INFORMATION

I will be glad to assist you with any problems, questions, or suggestions you have relating to the class. If you have a concern about the class that you wish to discuss with someone else other than me, you may contact the program director.

|  |  |
| --- | --- |
| **Course Instructor** | **Program Director** |
| Name: | Name: |
| Office: | Office: |

6. COURSE TEXTBOOK AND RESOURCES

**Textbook:** *Conectando con mi herencia: Lengua y* cultura. Kendall Hunt, 2015.

ISBN 978-1-4652-9360-2 [*at the Co-op or at* [*www.kendallhunt.com/montesinos*](http://www.kendallhunt.com/montesinos)]

Please do not purchase the electronic version of the textbook. This is also a workbook, so you should have the print version.

**Canvas**: This course uses Canvas as its course management system. You are responsible for checking

the Canvas course site regularly for important documents, assignments, grades, etc.

**Help Center**: A Help Center is available free of charge to students who need help with grammar,

speaking practice, etc. It is located in the hallway connecting the 4th floors of BEN and

MEZ and begins on the second week of the semester. I will inform you of the schedule.

7. ATTENDANCE POLICY

Attendance is required at all classes and is checked daily. You must attend class the first two meetings. Because of high demand to add Spanish & Portuguese classes, the Department will drop from these courses any students who are absent the first two class meetings of the semester.

**All absences count.** I will take attendance at the beginning of each 50-minute session *(i.e.* twice per day). Up to **six 50-minute** session absences are permitted with no absence penalty. However, each missed session beyond six, regardless of the reason for the absence, will result in a 1 percentage point deduction from your final grade. For example, if a student has a 90% average, but has missed seven 50-minute sessions, his or her average will be lowered to an 89% and he or she will receive a B+. The only “excused” absences are for religious holidays, documented jury duty, documented military duty, and university-sponsored activities.

***Note****: Missing 25 minutes or more of class counts as an absence.* *Also*, *3 tardies equal one absence.*

8. POLICY ON MISSED WORK

Please familiarize yourself with the following procedures:

|  |  |
| --- | --- |
| ***Reason for absence*** | ***Procedures*** |
| **Religious holiday**  **Jury duty**  **Military duty**  **University-sponsored activity** | * Notify your instructor via email as soon as you are aware of the conflict (first week of class for religious holidays). * For written in-class assessments (exams, essays, etc.), you will receive a make-up upon return. Make arrangements with your instructor at least 2 weeks in advance. * For oral in-class assessments, you will receive “grade averaging”. * At-home assignments (e.g. HW, reading, etc.) should be turned in upon return. |
| **Documented illness or emergency** | * Notify your instructor immediately via email. * No make-ups are permitted. * Fill out and submit to your instructor a “Request for Grade Averaging Form” (posted on Canvas), along with the appropriate documentation within one week of the absence. A Supervisory Committee will determine whether or not you may receive grade averaging for your missed assessment(s). |

*Grade averaging = The average from your other scores in the same category will be used as your score on the missed assessment. Note: No grade averaging is available for labs or quizzes, since the lowest score is already dropped in these categories.*

9. FINAL EXAM

The final exam will be given during the final examination period. Please note that the final exam will NOT follow the date and time listed in the Course Schedule. The Registrar’s office will publish the official Final Exam Schedule approximately three weeks prior to the end of the semester. You will be able to access your individual exam schedule at <https://utdirect.utexas.edu/registrar/exam_schedule.WBX>

**THERE ARE NOT MAKEUP EXAMS. PLEASE DO NOT MAKE PLANS TO LEAVE TOWN UNTIL AFTER THE LAST DAY OF THE FINAL EXAM PERIOD**.

10. GRADING SCALE

**There is no curve or extra credit available in this course**. If your final average is 89.9, your course grade will be a B+. Do not expect to receive a passing grade simply because you complete all requirements. To receive an “A”, all or most of your work must be excellent. A “B” indicates that your work is very good. A “C” means that your work is adequate and you may continue with the next course. **Please keep in mind that a grade of C or higher in this course is required in order to continue to the next level of Spanish.** A grade of C- or Pass is not sufficient to go to the next level. Final letter grades are assigned according to the following scale:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 93-100 | A | 83-86.9 | B | 73-76.9 | C | 63-66.9 | D |
| 90-92.9 | A- | 80-82.9 | B- | 70-72.9 | C- | 60-62.9 | D- |
| 87-89.9 | B+ | 77-79.9 | C+ | 67-69.9 | D+ | 0-59.9 | F |

11. GRADE DISTRIBUTION AND COURSE ASSESSMENTS

The grade distribution in SPN 604 is as follows:

|  |  |
| --- | --- |
| Exams (3) | 30% |
| Quizzes | 15% |
| Writing tasks (3) | 15% |
| Oral activities | 15% |
| Assignments (homework and in-class assignments) | 10% |
| Final exam | 15% |
| TOTAL | 100% |

EXAMS: There will be three comprehensive exams throughout the semester. The focus of each exam will be the material from the most recent chapter; however, you should also expect to encounter previous material on exams. Exam dates are listed on your course calendar.

QUIZZES: There will be quizzes throughout the semester, which will help you determine your strengths and weaknesses in order to better prepare for the exams. Your lowest quiz score will be dropped.

WRITING TASKS: There will be three writing tasks during the semester. They are designed to assess your knowledge of chapter content (vocabulary, grammar, etc.) as well as your overall writing skills (cohesion, organization, etc.) I will provide instructions and a grading rubric via Canvas.

ORAL ACTIVITIES: The oral activities will provide you varied opportunities and degrees of interaction to build your speaking proficiency, including using proper pronunciation, developing good conversational skills, determining your purpose for speaking, and responding appropriately to different situations. There are no make-ups for oral activities, and failure to submit a recording by the deadline (even as a result of technical problems) will result in a zero for that part of the assignment. Keeping in mind the potential for technical issues, your lowest oral activity score will be dropped.

ASSIGNMENTS: This category includes *in-class assignments* as well as *homework assignments*. I will assign homework on a daily basis. The homework will be posted each day on the Canvas announcements, so please check Canvas regularly and also look at your calendar to know what the upcoming assignments are. Some homework assignments will be submitted via Canvas and others will be brought to class. I will periodically collect these assignments and/or give a pop-quiz over their content. Your lowest assignment score will be dropped. Homework is due at the beginning of class and **late homework will not be accepted.** See important notes about the use of translation devices in section 14 on Academic Integrity in this syllabus.

FINAL EXAM: The final exam is comprehensive and will assess your knowledge of vocabulary, grammar and pragmatic / sociolinguistic material covered throughout the semester. It will also assess the fundamental skills developed in the course (*e.g*. listening comprehension, reading, writing, and data analysis). Please remember that the Registrar will publish the date/time of the final exam online approximately three weeks before the final exam period.

12. GENERAL INFORMATION ABOUT ASSESSMENTS

Throughout the semester, you will be acquiring knowledge (e.g. vocabulary, grammar) and you will be developing skills (e.g. reading strategies, data analysis). Therefore, course assessments are designed to reflect your progress in both of these areas. Assessments can include material not explicitly studied, but that is closely related to the course content and tests a student’s ability to apply acquired information and abilities to unfamiliar situations and contexts.

**KNOWLEDGE**

*Vocabulary:* You are responsible for all words and phrases in the chapters. You should know the meaning, gender and spelling of these items. Furthermore, you will be expected to use these words within a context. Therefore, make sure you and understand how they would be used in Spanish discourse.

*Grammar:* You are expected to know all grammar structures included in the textbook. Make sure you fully understand all rules. For verb conjugations, you will be expected to know how to conjugate all types of verbs and distinguish/apply the different tenses and moods.

*Terminology:* In order to talk effectively about language, you will be expected to know the appropriate terminology. You should be prepared to answer questions involving technical linguistic terminology and/or identify these elements both in class and on exams or other assessments.

*Sociocultural:* Your instructor will expose you to different interactional contexts and a variety of dialects and their principal characteristics throughout the semester. You must familiarize yourself with this material and will be expected to recognize these features on exams and other graded assignments.

**SKILLS**

*Reading:* Of the four skills (reading, writing, listening, speaking), the ability to read is typically retained for the longest period of time. With this natural tendency in mind, one of the main goals of our program is to develop strong reading skills that will stay with you for years to come. In this course, you will be given many opportunities to develop these skills, both in groups and individually, both at home and in class. You will develop skills such as skimming, recognizing cognates, making inferences, etc. It is in your best interest to work pro-actively on developing these reading skills at home since you will be tested on your ability to read and comprehend unfamiliar texts containing unfamiliar vocabulary and to do so with relative speed.

*Data analysis:* Our department implements a guided inductive approach to language learning. This means that you will be exposed to language data (written or oral) and will be encouraged to formulate your own rules and test your own hypotheses regarding language forms and structures. Since a substantial part of the course will involve this type of data analysis, you should expect to be tested on this skill via graded assignments and exams. In other words, you will not only be expected to reproduce language practiced in the classroom, but will also be given new data about which you will be asked to draw conclusions.

13. STUDENT RESPONSIBILITIES

In order to be successful in this course, students must fulfill several responsibilities both in class and at home and must also be able to demonstrate their progress in course assessments.

***Homework:*** I will assign homework regularly. Many of these assignments are given in order to prepare you for the following class day. Therefore it is imperative that you complete this work to participate in class. Homework is also given to provide you with ample opportunities to practice the course material and identify potential areas of weakness. As a result you will experience an increase in self-awareness, which will enable you to take a pro-active stance in your progress, thus becoming a more effective learner overall.

***Studying:*** You should not limit your work at home only to homework assignments collected by me for a grade. Instead, you should also study the course material on a regular basis, since attempts to memorize large amounts of material quickly before an exam are not normally successful. You should frequently review grammar rules, orthography, etc. and take note of any items you may not understand. This will enable you to ask me important questions and resolve issues before a quiz or exam.

***Practice:*** Students often rely exclusively on more passive activities such as re-reading or staring at tables and rules. This type of traditional studying is not sufficient in a language course. Students who don’t actively use the target language at home often don’t develop the automaticity necessary to successfully complete exams and compositions within a limited time frame. Therefore, on a regular basis, you should also set aside time to:

* practice conjugating verbs
* practice writing sentences, letters, essays, etc.
* practice reading newspaper articles, ads, etc.
* practice speaking with friends, family and/or classmates
* practice listening via news broadcasts, television or online videos

***Interaction:*** Language courses are not lecture courses. Instead, classes are student centered and rely heavily on interaction and collaboration between you and your peers. Much of your work will be pair work and group work, where students are the main participants and the instructor is the facilitator. All students are expected to participate equally in these activities.

***Focus:*** The focus of your attention should be on classroom activities while you are in class. Use of smart phones, tablets, laptops and outside reading materials is NOT allowed in class except when they are part of a lesson, as they limit your participation and are also generally disruptive and disrespectful.

***Spanish:*** In order to improve your oral communication skills, you must practice both listening to and speaking Spanish! Therefore, I will speak exclusively in Spanish, which will not only help you learn new vocabulary and grammar structures, but will also increase your comfort level over the course of the semester. In turn, you are expected to speak in Spanish during all activities and for basic functional language (e.g. saying hello, asking to go to the bathroom, asking the instructor to repeat something, etc.). Don’t be shy! You won’t be graded on the accuracy of your speech in these situations. You are, however, expected to make the effort.

14. STUDENTS WITH DISABILITIES

The University provides, upon request, appropriate academic adjustments for qualified students with disabilities. Any students with a documented disability (physical or cognitive) who require academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students, 471-6259, as soon as possible to request an official letter outlining authorized accommodations. Before course accommodations can be made, the letter from SSD must be presented to the instructor. Approved accommodations will not change the basic elements of the course.

15. ACADEMIC INTEGRITY

The University’s honor Code states: “the core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.” Please note that all graded work (*e.g.* essays, homework) done inside or outside of class must be your own work. Writing that appears to be the work of someone else (*e.g.* a friend more proficient in Spanish, a Web or print source) or that appears to have been written in English and then translated by an online translation program will not be accepted, and may entail severe penalties beyond just a zero on the particular assignment. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since dishonesty harms the individual, all students, and the integrity of the university, policies on academic dishonesty will be strictly enforced. For more information, visit the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/>

16. STUDENT CONDUCT

Any student who, acting singly or in concert with others, obstructs, disrupts, or interferes with any teaching, educational, research, administrative, disciplinary, public service, or other activity or public performance authorized to be held or conducted on campus or on property or in a building or facility owned or controlled by the U.T. System or institution is subject to discipline. For more information, visit <http://www.utsystem.edu/bor/rules/50000Series/50101.pdf>.

17. EMERGENCY EVACUATION

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

**SPN 604D – CALENDARIO**

**PRIMAVERA 2016**

**NOTE: This course calendar is a general outline. Any change in assignments or dates will be announced accordingly. Please make note of pertinent information in order to be prepared for class.**

|  |  |
| --- | --- |
| miércoles 20 de enero | Introducción al curso.  “La lengua y la identidad”, “La lengua y la cultura”, pp. 1-8. |
| viernes 22 de enero | “El alfabeto y los números”, “Las clases de palabra”, “Las formas de los verbos”, pp. 9-17. |
| lunes 25 de enero | “Recapitular”, “Una lengua global”, “La lengua y sus variaciones”, “La puntuación” pp. 18-28. |
| miércoles 27 de enero | “Las oraciones según la actitud”, “La concordancia”, “Recapitular”, pp. 29-39. |
| viernes 29 de enero | “La lengua como comunicación”, “Registro formal e informal”, “Los acentos”, pp. 40-50. |
| lunes 1 de febrero | “Las oraciones según su construcción”, “Combinar oraciones”, “El tiempo y los modos verbales” pp. 51-61. |
| miércoles 3 de febrero | “El modo”, “Recapitular”, “Entre dos lenguas” pp. 62-71. |
| viernes 5 de febrero | Comentar “En la comunidad” (p. 79) y formar grupos.  “La lengua y la literatura”, “Escritura expositiva”, “Escribir un resumen”, “En la comunidad”, pp. 72-81. |
| lunes 8 de febrero | Administrar la encuesta, recopilar y preparar los datos para escribir el borrador.  Repasar para el Examen 1. |
| miércoles 10 de febrero | **Escribir el borrador de la encuesta, pp. 82-84.**  Repasar para el Examen 1. |
| viernes 12 de febrero | **EXAMEN 1** |
| lunes 15 de febrero | **Entregar la versión final del reporte de la encuesta y presentarla oralmente.**  Empezar “La lengua y los medios de comunicación”, pp. 86-91. |
| miércoles 17 de febrero | “La lengua y los medios de comunicación”, pp. 86-91, “Cognados”, “La ortografía, c, s, z”, pp. 94-101. |
| viernes 19 de febrero | “Las perífrasis verbales”, pp. 102-105, “El presente de indicativo”, pp. 104-113. |
| lunes 22 de febrero | **Presentar el trabajo de la publicidad.**  “El presente de indicativo”(continuación), pp. 104-113. “Repaso” y “Recapitular”, pp. 114-119. |
| miércoles 24 de febrero | “Los hispanos en los medios de comunicación”, “La lengua y sus variaciones: Préstamos”. |
| viernes 26 de febrero | “La tilde diacrítica”, “*Ser, estar, haber*”, pp. 125-136. |
| lunes 29 de febrero | “Verbos reflexivos y de cambio ortográfico”, “Recapitular”, pp. 137-147. |
| miércoles 2 de marzo | “Pegatina”, “Los calcos”, “Mayúsculas y minúsculas”, pp. 148-154. |
| viernes 4 de marzo | “Voseo”, “El presente de subjuntivo”, “El subjuntivo con deseos…”, pp. 155-164. |
| lunes 7 de marzo | “El presente de subjuntivo: irregulares**,** con acciones que no han ocurrido”, pp. 165-172. |
| miércoles 9 de marzo | “El subjuntivo: verbos reflexivos, cambio ortográfico, y para referirse a lo no conocido…”, pp. 173-178.  “Actividades de repaso”, “Recapitular”, “Entre dos lenguas”, pp. 179-185. |
| viernes 11 de marzo | “La lengua y la literatura”, “Escritura”, pp. 186-190.  “La reseña”, pp. 191-193. |
| 14-18 de marzo | **SPRING BREAK -** Ver el programa de televisión; tomar apuntes. |
| lunes 21 de marzo | **Escribir el borrador de la reseña**. “En la comunidad”, pp. 194-196.  Repasar para el Examen 2. |
| miércoles 23 de marzo | **EXAMEN 2** |
| viernes 25 de marzo | “Tres civilizaciones precolombinas”, “La influencia amerindia en el español”, pp. 197-204.  **Entregar la versión final de la reseña, y discutirla en grupos.** |
| lunes 28 de marzo | “La ortografía: GJHX”, “Los artículos”, pp. 205-214.  Introducir “El pretérito”, pp. 215-218. |
| miércoles 30 de marzo | “El pretérito”, “Recapitular”, pp. 219-229. |
| viernes 1 de abril | “Lo español y árabe en nuestra herencia”, “Los arcaísmos”, pp. 230-233.  Repaso del pretérito. |
| lunes 4 de abril | “La tilde por hiato”, “Los pronombres”, pp. 234-241. |
| miércoles 6 de abril | Continuación de “Los pronombres”, “Los pronombres juntos” y “Los pronombres con verbos valorativos”, pp. 240-246. |
| viernes 8 de abril | “El imperfecto”, “El aspecto verbal”, pp. 247-254. |
| lunes 11 de abril | Continuación de “El aspecto verbal”, “Diferencia de significado”, pp. 247-256. |
| miércoles 13 de abril | “Los tiempos perfectos”, “Recapitular”, pp. 255-263. “El legado asiático y africano”, “*Por* y *para*”, pp. 257-267. |
| viernes 15 de abril | “La ortografía”, “La a personal”, “El imperfecto de subjuntivo”, pp. 268-278. |
| lunes 18 de abril | “El imperfecto de subjuntivo” (continuación), pp. 279-287. |
| miércoles 20 de abril | “El condicional”, “Relación el condicional y el futuro”, “Recapitular”, pp. 288-295. |
| viernes 22 de abril | “Entre dos lenguas”, “La lengua y la literatura”, “Organización del párrafo narrativo”, pp. 298-304.  “En la comunidad: La historia oral”, pp. 308-309. Decidir a quién entrevistar y escribir preguntas. |
| lunes 25 de abril | “La historia oral y la narración”, pp. 305-307.  Repasar para el Examen 3. |
| miércoles 27 de abril | **EXAMEN 3** |
| viernes 29 de abril | **Escribir el borrador de “La historia oral”.**  Repasar para el Examen Final, Cap. 1. |
| lunes 2 de mayo | **Editar el borrador de la historia oral en clase.**  Repasar para el Examen Final, Cap. 2 |
| miércoles 4 de mayo | **Entregar el trabajo de escritura 3 - la versión final de la historia oral.**  Repasar para el examen final, Cap. 3  Repasar para el examen final auditivo. |
| viernes 6 de mayo | **Presentaciones de la historia oral.** |
| TBA | **EXAMEN FINAL – PARTE AUDITIVA Y ESCRITA** |