|  |  |
| --- | --- |
| Library 141,  TR 12:30-1:45 | Spanish for Heritage Learners |

**[](https://creativecommons.org/licenses/by-nc/4.0/)**

**Course Description**

This is a course designed to help heritage learners improve their command of the Spanish language by focusing on aspects of grammar and spelling that are particularly challenging for bilingual speakers. This semester, we have received a special opportunity to work with Travis High School as mentors on an oral history project. We will develop interview and research skills in Spanish and then conduct interviews with older Spanish speakers in the community. The interviews will help develop research, writing, speaking, and listening skills in Spanish so that we can use the language in professional contexts and participate in maintaining the history of our local community.

**Instructor Information**

Dr. Emily Bernate

ebernate@stedwards.edu   
Office: 320 Holy Cross Hall  
Office Hours: TR 10:50-12:10, T 5:00-6:00

**Course materials**

Roca: Nuevos mundos, tercera edición; Nuevos mundos: Cuadernos para bilingües

<https://www.amazon.com/Nuevos-Mundos-Workbook-Ana-Roca/dp/1118151429>

**Student Learning Outcomes**

**Assessment**Participation 9%  
Exams (2 x 10%) 20%  
Daily homework 25%  
Practice interview 4%  
Interview 1 14 %

Interview 2 14 %

Final presentation 14%

1. Students will articulate ways in which Spanish has been used by various communities in the United States.
2. Students will gain precision in orthographic conventions that differ from English including the use of double consonants, consonant blends, and written accent marks.
3. Students will accurately apply accentuation and conjugation patterns to accurately produce verb forms in the preterite, imperfect, future, and conditional forms.
4. Through an oral history project, students will demonstrate conversation skills as well as presentational writing and speaking skills.

**Community Responsibilities**

This course was designed to give everyone the opportunity to improve their speaking, writing, and presentational skills in Spanish, regardless of their current proficiency level. Because no two students have had the exact same linguistic experiences, it is everyone’s responsibility to be respectful, encouraging, and mindful of differences regarding exposure to Spanish. We will never make anyone feel inadequate or less intelligent simply because their Spanish sounds different from our own.

Furthermore, this course requires the maturity to serve as mentors for high school students as we continue our own learning process in Spanish. Each student is expected to keep up with project deadlines so that our high school guests can collaborate with us remotely. When high school students attend our class meetings, we are all expected to welcome them and serve as a model of successful college behaviors.

Finally, most of the course assignments are based on the oral history project. We have received grant funding to collect and present our findings. With this financial generosity comes great responsibility. Not completing any of these assignments will not only limit your ability to pass the course, but will also devalue the research we are conducting. You must be available to present at on December 5, 7pm. If you are not willing to attend this event (which is 14% of your grade), you should notify the instructor immediately so that we can find a different course for you.

**Course Components**

**Grading Scale**

A+ 97-100

A 93-96

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 70-76

D 60-69

F <59

**Participation 9%** Excellent participation is characterized as coming to class on time, having prepared the assigned readings and project components, and sharing in whole-group and small-group discussions. You are allowed two absences in the course. Any subsequent absence will result in a 10-point deduction of your participation grade. Absences due to illness or unexpected situations count as absences. The only absences that do not count beyond the three allowed are those resulting from required participation in university events, hospitalization, or family emergencies of which the instructor has been notified by university officials. Two tardies or leaving class early two times will count as one absence.

**Exams 20%** We will have two exams this semester, and each will count for 10% of your final average. The exams will be based on the readings, grammar, and vocabulary assigned in class. There will be a study guide and review session in class.

**Daily homework 25%** Homework is due 30 minutes before each class period and is intended to help you come to class with the ability to participate in our discussions. The homework is assigned in Canvas. For each assignment, you will be asked to complete a series of activities that relate to our classwork and upload a Word document with your responses. The Canvas Assignments system is configured so that late work is not accepted. I will drop your two lowest assignment grades at the end of the semester.

**Practice interview 4%** Before we conduct our oral history interviews with community members, it is important that we are confident in our ability to direct a successful interview. We will conduct one practice interview in class to ensure that our interview questions and techniques allow us to create a professional and inviting environment that encourages our interviewees to share their stories with us. For this assignment, half of your grade will be based on the quality of interview questions you bring to class, and the other half of your grade comes from your reflection and response to the interview.

**Interviews 28%** The oral interview assignments are the core of this class because they allow us to develop research, speaking, listening, writing, and presentational skills in Spanish while creating knowledge about our community. Each student will be responsible for conducting two interviews with older community members. Although this seems like a daunting assignment, it is broken up into manageable steps with deadlines spaced throughout the semester. For each interview, the point distribution is as follows:

30 points: interview (appropriate length and content)

30 points: analysis (written response targeting themes discussed in class)

40 points: production (video edited for format and content)

**Final presentation 14%** At the end of the semester, we will present our work in an evening event off campus. The event will be open to the St. Edward’s and Travis High School communities. One-third of this grade will be based on your practice presentation in class, and two-thirds of your grade will be based on your presentation at the event.

**Technology**For most reading and grammar activities, laptop use is not permitted. However, you will be asked to use a computer when we work on elements of the oral interview project. You will be notified before class if a laptop is needed. Any laptop or cell phone use outside of designated computer activities will result in a deduction of points from your participation grade.

**Statements from the University and the Department of Languages and Literatures**

**Civility Statement**Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of that obligation implies the responsibility of each member of the St. Edward's community to maintain a positive learning environment in which the behavior of any individual does not disrupt teachers or learners.Students will be warned if their behavior is deemed by the faculty member as disruptive.

**Examples of disruptive behavior**

* Receiving or placing phone calls during class
* Leaving class early or coming to class habitually late
* Talking out of turn, doing assignments or reading for other classes
* Sleeping
* Engaging in other activities that detract from the classroom
* Using phones, laptops or tablets for activities unrelated to class
* Not having the appropriate materials

Sanctions may include a range of responses from ***immediate removal from class*** (resulting in an absence; please see absence and participation policies), to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result in administrative withdrawal from the class.

**Academic Integrity**  
St. Edward's University expects academic honesty from all members of the community, and it is our policy that academic integrity be fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of your own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of our code of academic integrity. Whenever it is established that academic dishonesty has occurred, the course instructor shall impose a penalty upon the offending individual(s). It is recognized that some offenses are more egregious than others and that, therefore, a range of penalties should be available. Whenever possible, it would also be important to try to determine the intent of the offender, since the error could be a result of careless work rather than an intent to deceive. **The maximum penalty for a first offense is failure in the course, and if that penalty is imposed, the student does not have the option of withdrawing from the course.** In cases of mitigating circumstance, the instructor has the option of assigning a lesser penalty.

**Disability Services**Student Disability Services coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels s/he may need an accommodation based on the impact of a disability should follow the university’s accommodation procedure by contacting Student Disability Services (512-448-8561 or Moody Hall 155).

**504 Letters**Instructors in the Department of Languages, Literatures and Cultures are happy to meet with you regarding specific accommodations that have been authorized by Student Disability Services to facilitate your success in the course. The policies of our department, adapted to individual needs, are meant to enable your success while also maintaining the integrity of the learning outcomes and policies of the course. **Please be aware that 504 accommodations do not mean that you have unlimited absences or tardies.** Students are expected to maintain close and timely contact with the instructor regarding the accommodations, and to establish and abide by a clear protocol for communicating 504 invocations and requests, agreed upon by instructor and student at the beginning of the semester.

**Title IX: A Commitment to Non-Discrimination**It is the policy of St. Edward’s University to comply with Title IX of the Education Amendments of 1972, which prohibits sex- and gender identity- based discrimination (including sexual harassment and sexual violence) in the university’s educational programs and activities, including employment and admission. Title IX also prohibits retaliation for asserting claims of sex and gender identity discrimination. The university is committed to a discrimination-free environment and provides resources and services to help students, faculty and staff address issues involving sex and gender identity discrimination.For more information, contact the St. Edward’s University Title IX Coordinator, Lisa Kirkpatrick, the Vice President for Student Affairs, at lisak@stedwards.edu or 512-448-8777 or visit [this website.](https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination)