

St. Edward's University- Fall 2021

Professor: Dr. Emily Bernate

Spanish 2354 – Spanish for Heritage Learners

Email: ebernate@stedwards.edu

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Course Materials:

- [Whiteboard and dry erase marker](#)
You can purchase a different set if you prefer as long as the whiteboard is small and you have at least two different markers. You will use this set during class.
- [Nuevos mundos textbook \(3rd edition\)](#); [Nuevos mundos cuaderno \(3rd edition\)](#)
Both portions of the textbook be offered in PDF format in the Files section of Canvas. However, my scanner is of poor quality, so it may be easier for you to read if you purchase a hard copy. If you can only purchase one of the two, I recommend buying the cuaderno because it will save you time on your grammar assignments.

Course description: This is a course designed to help students improve their command of the Spanish language by focusing on key aspects of grammar and spelling that are particularly challenging for bilingual speakers. The course also gives students experience with reading a variety of text types and covers linguistic and social aspects related to life as a Spanish speaker in the United States. The course meets the Diverse American Perspectives General Education Requirement.

Course learning outcomes:

- Students will articulate ways in which Spanish has been used by various communities in the United States to express identity and belonging.
- Students will examine historical, political, and social contexts that lead to migration and assimilation patterns of Spanish-speaking communities.
- Students will analyze ways in which Spanish-speaking communities have confronted discrimination on the basis of language and ethnic identity.
- Students will gain precision in orthographic conventions that differ from English including the use of double consonants, consonant blends, and accent marks.
- Students will accurately apply accentuation and conjugation patterns to accurately produce verb forms in the preterite, imperfect, future, and conditional forms.

Overview of course format: Since this course offers an overview of literacy and grammar skills, we will use a textbook and workbook. Every Tuesday, we will meet in person in the classroom. You should bring your whiteboard and dry erase marker to class. Every Thursday, you will have online assignments that involve video lessons and reading or grammar activities.

Civility statement for Spanish courses: 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. It is the responsibility of the individual faculty member to determine, maintain and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by the faculty member as disruptive. Examples of disruptive behavior are:

- not wearing a mask
- eating or drinking during class
- leaving class early or coming to class habitually late
- 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, including the textbook and its online components

Sanctions may include a range of responses such as *immediate removal from class* or referral to the appropriate academic unit and/or the Dean of Students.

Attendance and participation in class:

Attendance in this course is essential. Language classes are process-oriented and student-centered, with a significant amount of class time dedicated to the development of speaking and listening skills. Owing to COVID-19, no points will be deducted for absences this semester, However, your success in this course depends largely on your consistent engagement with the material and active participation in the language acquisition process.

GRADE	POINT SCALE	GPA
A	93-100	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	70-76	2.0
D	60-69	1.0
F	59 and below	0.0

Grade Distribution:

- Tuesday homework assignments: 25%
- Thursday homework assignments: 27%
- Tests: 2 x 15 = 30%
- Compositions: 3 x 4 = 12%
- Final Project: 6%

Tuesday homework assignments (25% of total grade): Every Tuesday you will have homework assignments due at 12:00pm CST (30 minutes before class). These assignments will prepare you to participate in class. Your assignments will be listed on the main Canvas page and

can be submitted through the Assignments section. For each assignment, you will prepare and submit your answers in a Word document. Late submissions will be graded at a 30% penalty per each 24-hour late period.

Thursday homework assignments (27% of total grade): Every Thursday you will have homework assignments due by the end of the day, 11:59pm CST. Your assignments will be listed on the main Canvas page and can be submitted through the Assignments section. For each assignment, you will listen to a video prepared by your instructor, read the assigned pages and submit your answers to the homework in a Word document. Late submissions will be graded at a 30% penalty per each 24-hour late period.

Tests (30% of total grade): You will have two tests during the semester. Although the tests are not cumulative, the content builds on previous topics, and you will be expected to apply information from one chapter to the next. If you are having trouble with the content, make sure to ask for help before the day of the test. You will be given a study guide before each test. Tests are given during class time, and you will not be permitted to leave the room during the testing period.

Compositions (12% of total grade): During the semester, you will complete three compositions related to the course content. These assignments will reflect what we practice in the classroom but will be completed online. You will learn how to use an online dictionary but will not be permitted to use a translator. Using a translator is considered a violation of academic integrity and will result in a zero for your assignment.

Final project (6% of grade): In order to demonstrate your understanding of the grammar, spelling, vocabulary, and reading assignments, you will select one of the articles we read during the semester to analyze. This assignment is intended to serve as an overview of the kinds of skills we will develop during the semester. Instructions will be posted before Thanksgiving, and the final project will be submitted online via Canvas.

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.

Statement from 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)."

A note on sex/gender harassment, discrimination & misconduct: St. Edward's University is committed to fostering a safe, inclusive and productive learning environment. Title IX, state laws, and SEU policy prohibit discrimination on the basis of sex and gender identity. Consequently, sexual misconduct — including harassment, relationship violence, sexual assault, and stalking — is also prohibited at SEU. If you or someone you know has been harassed or assaulted, you can find the appropriate resources, both on and off campus at <https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination>.

As a faculty member, I am a mandatory reporter and required by our university, federal and state laws to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details including the names of those involved in the incident. Please know that you can seek confidential resources and advocates at the Health & Counseling Center in Johnson Hall, 512-448-8538. To make a formal report, you can contact the Dean of Students Office in Main Building, G 16, 512-448-8408, or go to <https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination/title-ix-students>. You can also make a police report to the St. Edward's University Police by calling 512-448-8444.

A note on naming, gendering, and pronoun use: Here at St. Edward's, we strive to make all students comfortable to express themselves and their identity authentically. If you prefer to be called by a different name than what is listed on the course roster, please let me know. Additionally, if you prefer that I use different gender pronouns when addressing you inside or outside of class, be sure and notify me of this. This classroom is a safe space to learn, share ideas, and communicate as a community.

Calendario para SPAN 2354

Date	Topic	Activities
Capítulo 1: La presencia hispana en los EEUU		
Tuesday 8-24	Course introduction Prácticas lingüísticas	<ul style="list-style-type: none"> • Read syllabus
Thursday 8-26	Libro: Hispanos en los EEUU (3-9) Cuaderno: El alfabeto 1-6	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 8-31	Cuaderno: La división de sílabas (6-7) Libro: Lecturas de Sandra Cisneros (21-25)	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 9-2	Lectura adicional: El futuro del español en los EEUU	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 9-7	Discusión: La discriminación lingüística Cuaderno: Las mayúsculas y minúsculas (11-12) Cuaderno: Los idiomas y sus variantes (15-17)	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 9-9	Escritura 1: Una autobiografía lingüística	<ul style="list-style-type: none"> • Submit writing assignment
Capítulo 2: Los mexicanoamericanos		
Tuesday 9-14	Cuaderno: La acentuación (21-24) Libro: Interpretar en inglés y español (88)	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 9-16	Libro: Las raíces de los mexicanoamericanos (55-58)	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 9-21	Cuaderno: El género de los sustantivos (30-32) Cuaderno: Los préstamos del inglés (33-38)	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 9-23	Libro: Mareo escolar (76-79) Lectura adicional: Language in Texas schools	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework

Capítulo 3: Los puertorriqueños		
Tuesday 9-28	Libro: Los puertorriqueños de aquí y de allá (97-101) Lectura adicional: La carreta made a U-turn	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 9-30	Cuaderno: La acentuación (42-44) Libro: El país de cuatro pisos (104-105)	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 10-5	Cuaderno: El uso de la b y la v (47-49) Cuaderno: Homófonos con la b y la v (50-51)	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 10-7	Lectura adicional: Puertorriqueños, no norteamericanos Cuaderno: Los préstamos del inglés (53-55)	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 10-12	Examen 1	<ul style="list-style-type: none"> • Prepare for exam • Submit study guide • Take exam in class
Thursday 10-14	Libro: ¿Debe ser el inglés el idioma oficial de los EEUU? (124-125)	<ul style="list-style-type: none"> • Read assigned pages • Submit writing assignment
Capítulo 4: Los cubanos y los cubanoamericanos		
Tuesday 10-19	Cuaderno: El uso de la c, la s y la z (59-61) Cuaderno: Homófonos de la c, la s y la z (61-63)	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 10-21	Libro: Los cubanos y los cubanoamericanos (133-136) Lectura adicional: Cuba clavada en Miami	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 10-26	Cuaderno: el pretérito y el imperfecto (63-65) Cuaderno: Refranes (70-73)	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 10-28	Cuaderno: Formas regulares e irregulares del pretérito (64-65) Lectura adicional: Milagro en la 8 y la 12	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework

Capítulo 6: Los derechos humanos

Tuesday 11-2	Libro: Violaciones de los derechos humanos en Latinoamérica (221-224)	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 11-4	Libro: La pobreza y las más de 4,000 maquiladoras en la frontera (268-269) Video: Las maquiladoras	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 11-9	Cuaderno: El futuro (94-96) Lectura adicional: 1º de julio de 2059	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 11-11	Cuaderno: La r y la rr (91); Usos de la r y la rr (92) Lectura adicional: Los hombres verdes de Immokalee	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 11-16	Cuaderno: El condicional (97-100) Video adicional: El trabajo agrícola	<ul style="list-style-type: none"> • Read assigned pages • Submit homework • Attend class meeting
Thursday 11-18	Cuaderno: El futuro y el condicional para expresar probabilidad (101) Libro: La ruta de la muerte (258-261)	<ul style="list-style-type: none"> • Read assigned pages • Watch video lesson • Submit homework
Tuesday 11-23	Escritura 3: Los derechos humanos Repaso para el examen	<ul style="list-style-type: none"> • Submit writing assignment
Tuesday 11-30	Examen 2	<ul style="list-style-type: none"> • Prepare for exam • Submit study guide • Take exam in class
Thursday 12-2	Instrucciones para el trabajo final	<ul style="list-style-type: none"> • Watch video lesson • Prepare for final project
Wednesday 12-8	Trabajo final	<ul style="list-style-type: none"> • Submit final project