

Term Information

Effective Term Spring 2014

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3413
Course Title Spanish for Heritage Speakers
Transcript Abbreviation Spa Heritage Spkrs
Course Description This course will cover, review and practice grammatical structure through language, literature, and culture of the Hispanic world, as well as incorporate the experiences of heritage speakers in the United States. Students will produce writing in various forms & genres, including literary responses, expository essays, & short stories (narrative).

Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Permission of instructor or 2200H (104H), or 2202 (250), or 3401 (401), with a grade of C- or higher. May be taken concurrently with 3401 (401).
Exclusions Not open to students with credit for Spanish 3403 (403) or 4603 (603) or 4613 (613).

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Through critical analysis, discussion, and writing, students demonstrate the ability to express ideas effectively in Spanish.
- Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.
- Students compare and contrast the cultures and communities of the Spanish language.
- Students effectively describe and analyze the cultural contexts, personal experiences, and manifestations of the peoples who speak the Spanish language.

Content Topic List

- Review and practice grammatical structure through language, literature, and culture of the Hispanic world.
- Composition through personal narrative
- Writing strategies in Spanish

Attachments

- Spanish for heritage speakers-English version.doc: syllabus

(Syllabus. Owner: Sanabria,Rachel A.)

Comments

- Misconduct statement is not boilerplate from operations manual and an indication of where to purchase the text book is required. (by Heyssel,Garett Robert on 09/09/2013 10:25 PM)
- Do not enforce C- or better pre-req at Registrar level. (by Sanabria,Rachel A. on 08/10/2013 01:22 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	08/10/2013 01:44 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	08/10/2013 01:45 PM	Unit Approval
Revision Requested	Heyssel,Garett Robert	09/09/2013 10:25 PM	College Approval
Submitted	Sanabria,Rachel A.	09/12/2013 01:57 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	09/12/2013 01:57 PM	Unit Approval
Approved	Heyssel,Garett Robert	09/12/2013 02:15 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	09/12/2013 02:16 PM	ASCCAO Approval

SPANISH FOR HERITAGE SPEAKERS

Dr. Elena Foulis

OFFICE: Hagerty Hall 276

Contact Information:

Office Hours: TBD

COURSE DESCRIPTION:

This course is designed to address the needs of Spanish Heritage speakers as we explore the language, literature, and culture of the Hispanic world. This course will cover, review and practice basic grammatical structure and will incorporate the experiences of heritage speakers in the United States. Students will produce writing in various forms and genres, including literary responses, expository essays, short stories (narrative), while continuing to improve the use of correct grammar, punctuation, and spelling.

OBJECTIVE:

- To improve Spanish as used in the academic and professional world.
- To learn to analyze literary and cultural pieces.
- To develop critical thought and expression.
- To develop historical consciousness about the Hispanic presence in the United States.

Students in this course will have the opportunity to develop a community project, and write short articles for a local Hispanic newspaper, such as *Fronteras*. There will also be an opportunity to create a narrative project (blogging) to document the experiences of Latino students in Columbus, Ohio.

Required Readings:

- Roca, Ana. *Nuevos Mundos*. Lectura, cultura y comunicación. Curso de español para bilingües. 2ª edición. John Wiley, 2005
- Roca, Ana. *Nuevos Mundos*. Cuaderno para estudiantes bilingües. John Wiley, 2005.
- García, Cristina. *King of Cuba: A Novel*

Required course materials are available at OSU Bookstores and on-line. Additional materials for this course are available on Carmen as necessary and are in compliance with OSU Copyright Regulations.

“Students with disabilities that have been certified by the **Office for Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.”

1. Class participation, reading, and attendance: Students MUST keep up with the reading. Part of reading for a college course involves taking **NOTES** on your reading. You should mark up the books with underlining and, even better, notes in the margins (or your notebook, with page references) about thoughts you had while reading. You will be much happier when you go to write that paper if you’ve captured the good thinking you did while you were reading. If you don’t take any notes, all that thought falls between the cracks, and you’re stuck trying to reconstruct it later. *I also expect that you will have assigned texts on your person and in your hands when we discuss them.* Absolutely no excuses. I realize that the books cost money, and I truly regret that you have to spend as much as you do in order to have the materials you need. But it is essential that you are able to read from your book to clarify an idea or inquire about a new concept. It is expected that you participate

regularly in class. Class discussion and in-class work is a crucial part of this course, and as such, regular attendance is vital to your success. Each unexcused absence will have a penalty of 2% of your final grade. Remember to provide the proper documentation, such as doctor's note from a medical emergency, court order, and such, in order to excuse your absence. If you arrive 10 minutes late to class, it will count as an absence.

Classroom Etiquette

- Please try to put and keep your focus on what's going on in the class. I know that can be difficult for all sorts of reasons, many of them good. But try.

Cell phones, pagers, IPAD, IPODS, and other electronic devices should be turned off, set to "vibrate," or left at home. It is incredibly disruptive to other students and to me when electronic devices not related to the class make their way into our activities – and that includes text messaging. (if you're text messaging, you're not really here . . . !) I reserve the right to ask anyone to leave the room whose phone or other device rings during class or whose actions distract us from classroom activities. Activities or assignments missed as a result cannot be made up.

2. Exams: There will be one midterm and a final exam. The midterm will cover material studied over the first half of the semester. The final will cover the second half. Each exam will have two components: grammar and spelling worth 30%, and comprehensive questions about readings studied worth 70%.

3. Essays: Each student will write **four** essays in Spanish. Essays should be organized, clear, and demonstrate proper mechanics and grammatical structures in Spanish. Each essay should be typewritten, STAPLED before you come to class, double-spaced, in standard font size (12) and margins (one inch), with pages numbered. You do not need a title page (although titles are always welcome!). Remember to keep backup copies of everything you write.

1) Autobiographical essay (4 pages). This essay will be written in first person narrative. Students can talk about their heritage, the experience of growing up learning or listening to Spanish and English, a difficult time (or a funny anecdote) due to growing up bilingual or bicultural, the journey of searching and getting accepted into college, etc. Students can voluntarily choose to include this essay as part of the narrative project (*BLOG*) about experiences of Latino students in Columbus, Ohio.

2) Ethnographic essay (2-3pages). Conduct an ethnographical study/interview with a Latino immigrant. Your essay should be a report and a reflection of the findings during this interview.

3) Opinion column. Develop an opinion column of 400-500 words for the local Hispanic newspaper about an interesting and unique topic that would appeal to the community. The grade on this piece does not depend on whether it is published or not. You will be evaluated according to your written clarity, organization, and development in Spanish.

4) Literary analysis (4 pages). You will analyze a literary piece found on CARMEN or analyze one of your choice, with instructor approval.

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic

misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the **Code of Student Conduct**.

4. Latino Community Project. Individually or in pairs, students will carry out a project related to the Hispanic community in Columbus, Ohio. These projects can be focused on a particular community organization, or a topic that directly affects the Latino community in the area or students at Ohio State. Please follow the following steps when carrying out your Project:

1. **1-2 page proposal.** Write a brief description of your project that includes the objectives, methods, and basic questions you will be conducting during this project. Use MLA format, Times New Roman 12 pts, double spaced.
2. **Final report (4-5 pages).** In order to write your final report, you will need to have direct contact with at least 5 people from the organization you chose or that are directly involved in the area you chose to explore. You'll also need to have 5 outside sources (articles, books) about the topic. Remember to use MLA format, Times New Roman 12 pts, double spaced, and clearly state:
 - a. Your findings related to the people you worked with and contacted.
 - b. Your sources (at least five articles, book, etc)
 - c. And a personal reflection.
3. **Oral presentation:** It is necessary to show your mastery of Spanish in a professional and academic level. Remember to rehearse and know the vocabulary necessary for your presentation, Please limit your use of code-switch, as much as possible. You are required to have a powerpoint, or use *Prezi* for your presentation, and provide a handout for the class. Remember to check your handout for grammatical and spelling errors.
4. **Homework:** Please complete all homework assigned on *Cuaderno*, pages and dates are found in the calendar. The content studied in *Los Cuadernos* will be collected during exams or at another date given by the instructor. If you buy a used copy with answers already written, you must write down your own answers on a notebook.

Grading breakdown

Midterm	10%
Final exam	15%
Homework/quizzes	10%
Participation	10%
Auto-essay	10%
Ethno-essay	10%
Critical essay	10%
Opinion column piece	5%
Presentation	5%
Community project	15%

FECHA	TEMA – LEER ANTES DE CLASE	TAREAS
	Introducción al curso	
	CARMEN: Poemas	

	<ul style="list-style-type: none"> • “English con Salsa” de Gina Valdes • “Legal Alien” de Pat Mora • “En un barrio de los Ángeles” pág. 10. 	
	NM1: Los Latinos en EEUU. 3-7. <ul style="list-style-type: none"> • Reportes del Pew Hispanic Center (cada estudiante selecciona un reporte). • Dictado (Alfabeto español) 	Traer reporte sobre el artículo de Pew Hispanic Center.
	NM1: Cisneros, “Mi nombre” y “Sándwich de arroz”. <ul style="list-style-type: none"> • Diferencias entre español e inglés 	TAREA: P1-3: Práctica 2 y 3, P4-5: Práctica 1 y 2.
	NM1: Ramos, “La latinización de los Estados Unidos” y “El laberinto”. 17-18 y 30-31. <ul style="list-style-type: none"> • Mayúsculas y minúsculas 	TAREA: P6-7: Práctica 1 y 2. P10-12: Práctica 1 y 2.
	CARMEN: Corridos <ul style="list-style-type: none"> • Joaquín Murieta • Gregorio Cortez. Los narcocorridos. • Acentos parte I. 	TAREA: P21- 25: Práctica 1, 2, 3. Entregar <u>la autobiografía</u>
	NM2: Los mexicanoamericanos introducción y raíces p 39-43. <ul style="list-style-type: none"> • Acentos. 	TAREA: P26: Práctica 4 y5.
	NM2: Sánchez, “Se arremangó las mangas” p 45-48. Rodríguez, “Hunger of Memory” p. 64. <ul style="list-style-type: none"> • Préstamos del inglés P33 y P53. 	TAREA: P33-38: Práctica 1 y 2, P53-58 Práctica 1 y 2.
	“Zoot Suit”. Segmento de Película.	TAREA: Leer segmento de Zoot Suit en la casa.
	“Zoot Suit”. Segmento de Película. <ul style="list-style-type: none"> • Acentos parte II. 	TAREA: Leer segmento de Zoot Suit en la casa.
	NM3: Los puertorriqueños introducción y cronología p73-78. <ul style="list-style-type: none"> • “La carta” p82. • CARMEN: poema de Piñero. 	TAREA: P41-7: Práctica 1,2 y 3.
	<ul style="list-style-type: none"> • Díaz <i>TBWLOW</i>. Capítulo 1 - 	TAREA: Leer y contestar guía de preguntas.
	NM3: Esmeralda Santiago, “Cómo se come una guayaba” y “ni te lo imagines” p 86-91. <ul style="list-style-type: none"> • Usos de la “v” y “b” P47-51. 	TAREA: P47-50: Práctica 1 y 2. TAREA: Entregar propuesta proyecto comunidad hispana.
	<ul style="list-style-type: none"> • Díaz <i>TBWLOW</i> Capítulo 2 – • Gerundio e infinitivo. 	TAREA: P50 -51: Práctica 1 y 2. P52-53: Práctica.

	NM4: Los cubanoamericanos, introducción y cronología p. 103-8. <ul style="list-style-type: none"> • Martí, “Mi raza” p 110-111. • Guillén, “Balada de los dos abuelos” p113-114 • Uso de la “c”, “s” y “z” P59-63. 	TAREA: P61: Práctica 1 y 2, y práctica 1 pág. 63.
	NM4: Arenas, autobiografía p115-120. <ul style="list-style-type: none"> • CARMEN, Arte de Wilfredo Lam. • Pretérito y el imperfecto pág. 65-7. 	TAREA: P63-67 Práctica 1,2 y 3.
	<ul style="list-style-type: none"> • Repaso para el examen parcial 	TAREA: Traer el repaso completo y dudas.
	Examen Parcial	
	<ul style="list-style-type: none"> • Díaz <i>TBWLOW</i> Capítulo 3 – • Uso de la “g” y la “j” P77-80. 	TAREA: Leer y contestar guía de preguntas. P77-80: Práctica 1, 2 y 3.
	NM5: La herencia multicultural de España. <ul style="list-style-type: none"> ⇒ España ayer y hoy 137-141. Cronología 143. ⇒ Debate sobre la conquista de América y Colón • Participio pasado P80-84. 	TAREA: P80-84: Práctica 1,2 y 3.
	NM5: “Cales y Payos” y poemas de García Lorca. Picasso, el arte y la guerra. El flamenco.	TAREA: Ensayo etnográfico
	NM6: Los derechos humanos. P163-168. Poemas de Dorfman P170-173. <ul style="list-style-type: none"> • Usos de la “r” y la “rr” P91-94. 	TAREA: P91-4: Prácticas 1,2 y 1,2 y 3.
	La escuela de las Américas - Video	TAREA: P94-101: Práctica P92:1 y 2. Práctica 99-100: 1, 2 y 3.
	NM6: “Los mejor calzados” Valenzuela P176-177. <ul style="list-style-type: none"> • Museo de las Américas, los desaparecidos. • Formas del futuro y condicional P94-101. 	TAREA: P109-111: Práctica 1, 2 y 3.
	NM6: Rigoberta Menchú P184-185. National security archives, Guatemala. <ul style="list-style-type: none"> • Usos de la “m” y la “n” P109-111. 	TAREA: P111-115: Práctica 1, y Prácticas 1 y 2 pág. 114.
	Video - Cuando las montañas tiemblan – Menchú	Entregar <u>la columna de opinión.</u>
	NM7: La mujer y la sociedad en el mundo hispano 197-99. “¿Iguales o diferentes?” P200-204 <ul style="list-style-type: none"> • El modo subjuntivo P115-118 	TAREA: P115-118: Práctica 1, P116 y Práctica P118.
	<ul style="list-style-type: none"> • <i>King of Cuba: A Novel</i> • Usos del subjuntivo P119-124 	TAREA: P119-124: Práctica 1,2,3 y 5.
	<ul style="list-style-type: none"> • <i>King of Cuba: A Novel</i> • Imperfecto del subjuntivo P134-139 	TAREA: Leer y contestar guía de preguntas. P134-139: Práctica 1 y 2.

	NM7: Poemas de Sor Juana y Storni. • <i>King of Cuba: A Novel</i>	TAREA: P134-139: Práctica 3 y 4.
	NM7: El eterno femenino.	TAREA: P131-134: Práctica P 132 y P133.
	• <i>King of Cuba: A Novel</i>	TAREA: Leer y responder guía de preguntas.
	Presentaciones	* Tomar nota
	Presentaciones	* Tomar nota
	Presentaciones	* Tomar nota
	Presentaciones	* Tomar nota
	• <i>King of Cuba: A Novel</i>	TAREA: Leer y responder guía de preguntas.
	• <i>King of Cuba: A Novel</i>	Entregar el <u>análisis literario</u> .
	NM8: Allende, “Dos palabras”.	
	NM8: García Márquez, “Botella al mar”. • <i>King of Cuba: A Novel</i>	
	Presente Perfecto y Pluscuamperfecto del Subjuntivo P139-140	TAREA: P139-140: Práctica.
	Último día de clases. Evaluación del curso.	TAREA: ENTREGA DEL PROYECTO DE COMUNIDAD
	Repaso	Traer repaso completo y dudas.
	Examen final 10:15-12:15	

** The instructor has the right to modify the schedule when necessary.