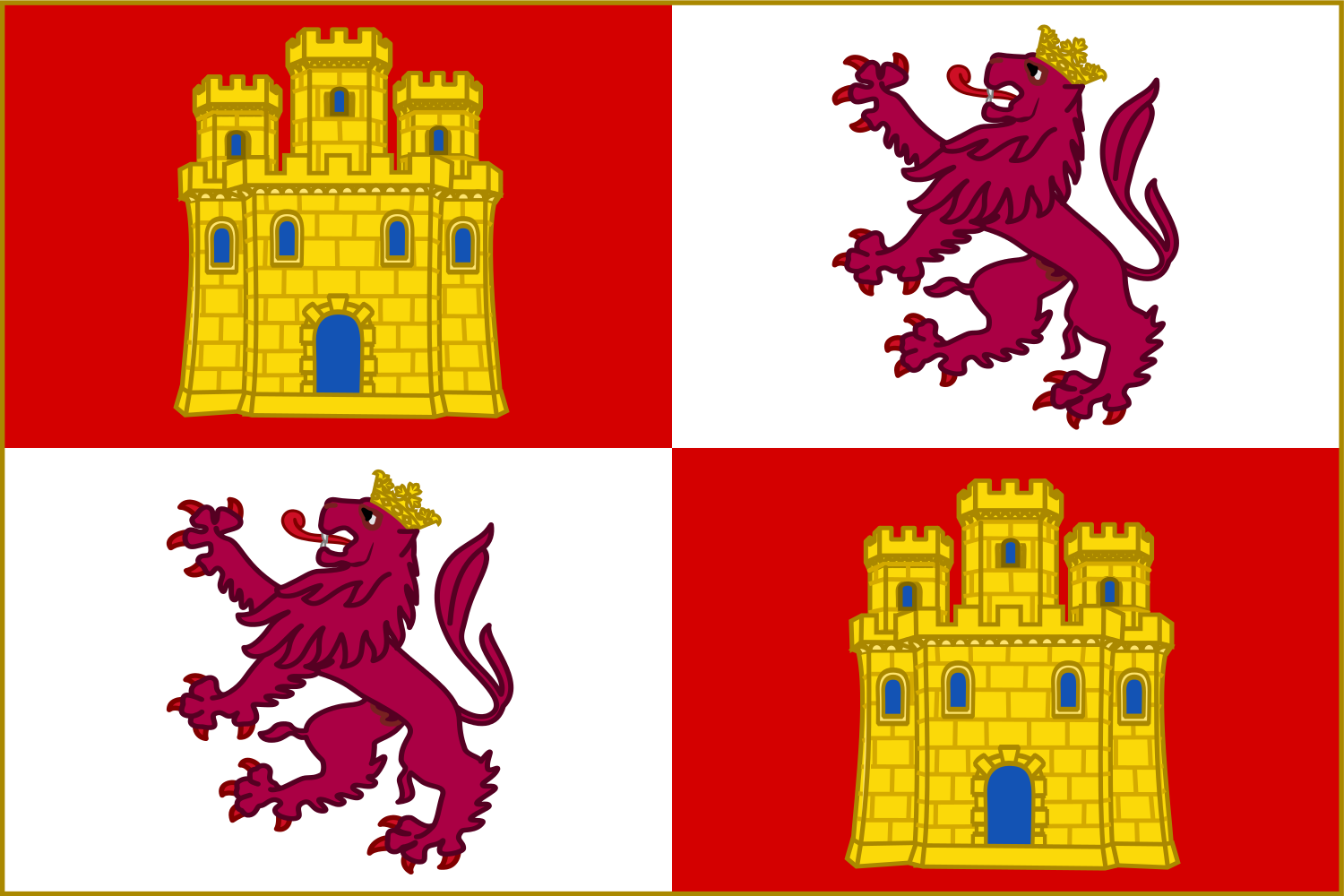
NOTE: This syllabus corresponds to the NEH funded project *Forgotten Fronteras* and is designed to enhance curriculum efforts in accordance to the stated goals of the project. Specifically, this class explicitly connects language learning for our heritage Spanish speakers with the Hispanic culture and history of our region.

SPAN 2315—Spanish for Heritage Speakers II

Hispanic High Plains

Spring 2022 | TTH 9:30am-10:45pm | CC 226



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***Instructor***: Dr. Andrew Reynolds | areynolds@wtamu.edu

Office: CC 320D | Office Phone: (806) 651-2466

**Office Hours:** MWF 8:30-11am or by Appointment

***Required Text***:

*Conversaciones escritas: Lectura y redacción en contexto*, 2nd ed. (Potowski).

Physical copy—ISBN: 781118744864 or eBook edition—ISBN: 781119321477

Other course readings will be posted on WTClass.

***Objectives/Student Learning Outcomes***

This course will enhance your Spanish language skills by providing you with new and important contexts for the use of Spanish. Through various forms of media such as literature, non-fiction, journalism, television, and film, you will be able to address questions about bilingualism, immigration, national and cultural borders, oral history, and globalization that will expand your language proficiency. This course is not designed to “reform” your language abilities, but to add to them specific proficiencies directly related to professional activities, community interaction, and cultural awareness. Additionally, this course will introduce you to several important social and cultural themes. While the first semester of Spanish for Heritage Speakers explores questions of Latina/o identity in the United States more generally, the second semester will delve into the impact of Hispanic people, cultures, and language on the Panhandle of Texas and the High Plains, also known as the “Llano Estacado.” We will explore how Spanish-speaking people travelled, settled, and worked in the High Plains, and how the deep historical and cultural roots impact the region today.

**The goals of the course are to:**

1. Introduce heritage students to high intermediate proficiency in reading, writing, listening comprehension, and speaking skills.
2. Prepare heritage speakers for advanced courses at the 3000 level.
3. Read advanced texts in Spanish.
4. Develop more advanced forms of conversation.

**Students will learn to:**

1. Improve their reading, writing, listening comprehension, and speaking skills.
2. Engage in critical discussions about literary and cultural issues.
3. Read advanced readings (short stories, historical texts).
4. Have a more comprehensive knowledge of Hispanic history and culture in the region.

***Spanish Program Learning Outcomes Achieved in this Course:***

Interpersonal Communication | Interpretation Skills | Presentational Communication | Hispanic Cultural Awareness

***Course Requirements and Evaluation***

Participation/Attendance 10%

Midterm Exam 15%

Final Exam 15%

Writing Activities (10 x 2%) 20%

Community Project

Video 10%

Interview 10%

Essay 10%

Presentation 10%

Total 100%

*Participation/Attendance*: Students are expected to come to class having read or viewed all assigned materials and completed homework before class. The instructor expects all student to come prepared to comment on the week’s material and respond to the comments and viewpoints of other students. Participation will be evaluated on frequency **and** quality of class discussion. Participation will be evaluated twice, once at Midterm and once at the end of the semester. Students may request participation progress reports at other points in the semester during office hours. Attendance will be assessed as a portion of the Participation grade. Ten points per unexcused absence (after two) will be taken off from the Participation/Attendance grade (see “Policies and Responsibilities” below for more details).

*Writing Activities*: Throughout the semester, you will be expected to turn in ten short writing activities relevant to course topics (approximately 1 page). More details will be given before each is due. Note the due date for each of the ten on the calendar.

*Midterm and Final Exams*: The Midterm Exam will cover content from the first half of the semester and the Final Exam will cover material from the entire course. They will cover grammatical and writing content, cultural readings, and class discussions. Each may consist of grammar exercises, fill-in-the-blank, short answer questions, and essay portions.

*Community Project*: For this project, you will be learning more about the people, places, and institutions that shape the Hispanic community in the region.

1. (**With a partner or group of three**): You will produce a 4 to 7-minute video about the theme of “place, history, culture, & struggle” in your community (or that of your group mate). Your video will include reflections on the following questions: *¿Cómo interactúas tú con tu comunidad? ¿Cuál es el papel de los jóvenes/estudiantes en tu comunidad? ¿Cuáles son algunos problemas con tu comunidad? ¿Quién los está intentando solucionar?* As a group, one or more students will narrate, as the other partner films and/or provides technical assistance. The video script should be about 800 words—workshop support in class will be provided.
2. (**With a partner**): A taped (video or audio) 10 to 15-minute interview with a Spanish-speaking community leader in the Panhandle of Texas or the High Plains. Your subject may come from a religious institution, an educational establishment, a business, a non-profit organization, or another organization in the Hispanic community in the region (not from WT). Interview topics may include: history of the organization, challenges faced by the community, community traditions/events, the role of Spanish in the organization, etc. The interview must be conducted and transcribed in Spanish.
3. (**Individually**): A 2 to 3-page reflection essay describing your reactions to the interview experience.
4. (**With a partner**): A final 10-minute presentation on the interview, video, and your experience.

\*\*\*All writing assignments should be typed using Times New Roman 12-point font, double spaced, with 1-inch margins all the way around.

**Policies/Responsibilities/Community Guidelines**

**All standard university guidelines on collegiality and honesty apply. Many are listed below. Be generous with each other. Be decent. Do not cheat or plagiarize. Do not derail discussions, class assignments or group work. Share you insights and be patient as others do the same. Engage in active listening during class.**

**I want you to succeed but know that we are still in a pandemic and a time of extreme social instability. So, I am flexible. Please communicate clearly and politely and I am more than happy to help.**

**Digital Etiquette: Be polite and pay attention to whoever is talking in class.**

**COVID-19 and our classroom:**

COVID-19 is still dramatically affecting our communities. As I write this syllabus, the Amarillo area has its Coronavirus status at level red. That means our hospitals face a shortage of beds and our area is confronting a dramatic rise in cases, including many that involve unvaccinated children or immunocompromised or vulnerable individuals. Our classroom provides a direct link between you and them. As such, I ask that you take reasonable efforts to protect yourselves, our campus, and our broader community from the spread of COVID-19.

As the pandemic continues, I want to share a few thoughts about our collective experiences:

* Some of our lives may be relatively unaffected by the pandemic while others have experienced profound tragedies-we cannot make assumptions about others’ experience with the virus.
* We ought to be more compassionate with each other and with ourselves-now, perhaps more than ever, is the time to give the gift of grace freely and lovingly.
* Together, we will make this semester as safe, thoughtful, rigorous, and insightful as we can-this applies both to our intellectual efforts and adherence to COVID-19 safety protocols.

All students are expected to follow the guidance provided by WTAMU with regard to COVID-19 precautions, masks, and vaccinations. **In particular, if you are not yet vaccinated, vaccines are available for free to students through Student Medical Services. Call 806-651-3287 to make an appointment.**

**On Symptoms**

If you are sick, particularly with any symptoms of COVID-19, do not come to class. I will work with you to make sure you have the opportunity to learn the material you missed because of an illness.

**On Masks**

As Covid-19 spreads, I cannot help but think of those in my family and friends who are unvaccinated or immunocompromised. I plan to wear my mask in class. I encourage you do to do the same.

**On Zoom**

SPAN 2315 is designated as a face-to-face class and will be held in that format unless the University makes changes to course modalities. Students are not able to attend class via Zoom. If you will miss an extended amount of time because of illness please contact me to discuss options.

Individuals should inform themselves of the latest COVID-19 WTAMU policies and information, including reporting COVID cases via this website:<https://www.wtamu.edu/about/information/covid-19/index.html>

*Thanks to Dr. Guy McHendry, Professor at Creighton University for assisting with this section on COVID.*

Description: Title: Buffalo and rainbow with buff allies link wtamu.edu/buffallies - Description: https://fbcdn-sphotos-g-a.akamaihd.net/hphotos-ak-xaf1/t1.0-9/10612798_803071283060182_8667004504814647641_n.jpg**This Class is a Buff Allies Safe Zone Class:** All students will be treated with respect both in and out of this class. Discrimination against any student based on race, color, religion, sex, gender, sexual orientation, gender identity, national origin, disability, age, or veteran status is not tolerated. To find other allies, visit wtamu.edu/BuffAllies.

Additionally, harassment of any kind is NOT acceptable. Title IX makes clear that violence and harassment based on sex, gender, sexual orientation, and gender identity are Civil Rights offenses subject to the same kinds of accountability and same kinds of support applied to offenses against other protected categories noted above. If you or someone you know has been harassed or assaulted, you can find appropriate resources here:

* WTAMU Title IX Compliance Officer Georganna Ecker – Old Sub 108 – 806.651.3199 or [gecker@wtamu.edu](mailto:gecker@wtamu.edu) or apps.wtamu.edu/complaint/
* WTAMU Counseling Services – CC116 – 806.651.2340
* WTAMU Police Department – 806.651.2300 or dial 911
* 24-Hour Crisis Hotline – 800.273.8255 or 804.359.6699 or 800.692.4039 <https://www.notalone.gov>

**Academic Integrity:** The WT *Code of Student Life* states that “Any act that hinders WTAMU from maintaining the integrity of the University’s academic mission shall be treated as a serious offense against the community as a whole.” This includes cheating [use of unauthorized materials, assistance, etc. during exams], plagiarism [to present ideas and statements of another person as own] and facilitating academic misconduct [to help another student do any of the above]. With this in mind, consider the following: all assignments for this course should **be your own work only**.  **You cannot have another student, a tutor, or friend correct the work you are to turn in.** The only exception to the above is if, and only if, your instructor assigns you to work with another student. Cheating, plagiarism, and other examples of academic misconduct as outlined in the *Code of Student Life* will be pursued and sanctions will be levied. If you have any questions about the issue of academic integrity, feel free to talk to me at any time.

**In WT Spanish courses, the following are considered examples of cheating:**

1. **Using a website to translate your work from English to Spanish.**
2. **Copying or using information found online without citing it.**
3. **Asking a friend to assist with homework and/or projects.**

***Tentative Calendar of Readings, Topics, and Due Dates***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Día | Temas para cubrir en clase  C: Cultura  L: Lengua | Para leer  (*antes* de la clase)  (*CE* = *Conversaciones escritas*) | Para entregar  (WA=Writing Activity) |
| 1 | 11 de ene. | Introducción al curso  ¿Dónde está el hogar? |  |  |
| 13 de ene. | L: Repaso de la gramática caps. 1-4  L: Repaso del revisor de ortografía  C: Una breve historia de la presencia hispana en el Llano Estacado | • *CE* pp. 30-33; 45-46; 83-85  • *CE* pp. 13-14  •Leer con atención el sílabo | •Traer preguntas y dudas sobre el sílabo |
| 2 | 18 de ene. | *No hay clase (Día de Martín Lutero King, Jr.)* | | |
| 20 de ene. | L: El verbo “haber”  C: El “Llano estacado” como sitio multicultural | • *CE* pp. 159-61  • Zapata, “Palo Duro Canyon…” | • WA #1: ¿Dónde está tu hogar? |
| 3 | 25 de ene. | L: Cómo escribirles un correo electrónico a los profesores  C: La tecnología como barrera/como herramienta en el mundo actual  C: La generación de 2019 (pp. 170-71)  Introduction to video Project | • *CE* pp. 166-67  • *CE* pp. 162-66 |  |
| 27 de ene. | L: Sino, pero y sino que  C: Las civilizaciones indígenas de las américas | • *CE* pp. 169-70  •Mann, *1491: Una nueva historia de las Américas antes de Colón* (fragmento) | • WA #2: Un correo ideal (en inglés y en español) |
| 4 | 1 de feb. | L: El uso de imágenes  L: Las oraciones complejas  C: Introducción a las crónicas de Indias | • *CE* pp. 161-62  • *CE* pp. 171-73 |  |
| 3 de feb. | C: El “descubrimiento” de las Américas y el inicio del colonialismo | •Cristóbal Colón, *Diario de a bordo* (fragmento) | •WA#3: Hoja de análisis, Colón |
| 5 | 8 de feb. | L: Las preposiciones  L: Usar palabras precisas | • *CE* pp. 190-91  • *CE* pp. 191-93 |  |
| 10 de feb. | L: Las oraciones complejas (Parte 2)  Video workshop | • *CE* pp. 205-07 | Draft of video script |
| 6 | 15 de feb. | C: La conquista de México y sus consecuencias | •Hernán Cortés, *Segunda carta de relación* (fragmento) | • WA#4: Hoja de análisis, Cortés |
| 17 de feb. | C: Las andanzas de los españoles por EEUU actual | •Álvar Núñez Cabeza de Vaca, *Naufragios* (fragmento) | • WA#5: Hoja de análisis, Cabeza de Vaca |
| 7 | 22 de feb. | C: La expedición de Coronado por el Llano Estacado | •Pedro de Castañeda y Nájera, “Relación de la jornada de Cíbola” (fragmentos) | • WA#6: Hoja de análisis, Coronado |
| 24 de feb. | L: El pasado del subjuntivo  C: La historia de México, EEUU, y Texas | • *CE* pp. 199-202 | Community Video Project |
| 8 | 1 de mar. | Ver videos en clase  C: La historia de México, EEUU, y Texas | • Lectura “Frontera de EEUU con España” |  |
| 3 de mar. | C: Visita a los archivos del museo  Proyecto “Presidentes de México” |  |  |
| 9 | 8 de mar. | L: Cómo escribir para lectores diferentes  L: Los verbos como gustar  Repaso para el examen | • *CE* pp. 229-30  • *CE* pp. 230-31 | • WA#7: Transcripción del documento del presidente de México, biografía breve |
| 10 de mar. | Examen parcial |  |  |
| 10 | *Spring Break: ¡No hay clases!* | | |  |
| 11 | 22 de mar. | C: El poblamiento hispano en el Llano Estacado | •Anna J. Taylor, “Hispanic Settlement of the Texas Panhandle-Plains, 1876-1884” |  |
| 24 de mar. | L: Desarrollar un ¿Y qué? convincente  L: Buscar expresiones en el diccionario  Introduction to Interview Project | • *CE* pp. 243-44  • *CE* pp. 244-45 |  |
| 12 | 29 de mar. | C: Visita al museo, artefactos de la presencia hispana en el Llano Estacado |  |  |
| 31 de mar. | C: Conflictos entre anglos e hispanos  L: La voz pasiva | •Dan Kerr and Alex Hunt, “The Quitaque Killings”  • *CE* pp. 261-62 | •WA#8: Reflexión e investigación del artefacto |
| 13 | 5 de abril | C: “Primera comunión”  L: Elementos básicos del análisis literario | • *CE* pp. 253-57  • *CE* pp. 257-60 |  |
| 7 de abril | C: Los migrantes hispanos en el Llano Estacado en las últimas décadas  L: *Odisea del norte* (en clase) | •Yolanda Romero, “Hispanics on the Texas South Plains” |  |
| 14 | 12 de abril | C: Las comunidades hispanas hoy en día  L: Elementos básicos del análisis literario  C: *Paletitas de Guayaba* (en clase) | •Un artículo de *AM Amarillo, La voz hispana* u otro periódico regional en español  • *CE* pp. 271-72 | •WA#9: Resumen y reflexión del artículo de prensa |
| 14 de abril | L: Los pronombres relativos  L: Cómo desarrollar y defender una tesis sobre una obra literaria  C: Rudolfo Anaya (en clase) | • *CE* pp. 272-74  • *CE* pp. 280-81 | Entrevista y transcripción de la entrevista |
| 15 | 20 de abril | Presentaciones |  |  |
| 22 de abril | Presentaciones |  |  |
| 16 | 27 de abril | Presentaciones |  | • Ensayo de reflexión |
| 29 de abril | Presentaciones |  | •WA#10: Evaluación de las presentaciones |

Examen final: TBA