

***“Para mi gente” Mural en Houston – artista Ignacio E. Sanchez***

**SPAN 2313: Spanish for Heritage Speakers I – Fall 2024**

**M-W 9:30am-10:45am CC307 / Prof. Eduardo Huaytán-Martínez CC 320C**

**Email:** ehuaytan@wtamu.edu **Office Phone:** 806-651-2462

**Office Hours:** T-TH 11:00am-12:30pm / F 9:30am-12:30pm or by Appointment

**Required materials:**

♦All Materials/Readings on WTClass and Online as Instructed

**Recommended materials:**

♦ Online Dictionaries: Spanish/English – www.wordreference.com, linguee.com

Spanish – [www.rae.es](http://www.rae.es)

♦ MLA Style Center (8th ed.): <https://style.mla.org>

♦ MLA style assistance from the Purdue OWL: <https://owl.english.purdue.edu/owl/resource/747/01/>

**Course Description:** This course will enhance your Spanish language skills by providing you with new and important contexts for the use of Spanish. It 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 develop your bilingual range through weekly reading, writing, and oral presentation assignments. This course will also introduce you to several important social and cultural themes that have helped shape the Hispanic world. You will also gain further insight to the complex cultural dynamic of Spanish speakers in the United States. 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 simultaneously expand your language proficiency. This course will be conducted through class discussion, writing exercises, and presentations. The course will be conducted entirely in Spanish.

**Course Objectives/Learning Outcomes**

1. Improve reading, writing, listening comprehension, and speaking skills in Spanish.
2. Engage in critical discussions about literary and cultural issues.
3. Read advanced texts in Spanish (journalism, short stories, poetry, academic articles).
4. Improve presentation skills and more advanced forms of conversation in Spanish.
5. Develop a more comprehensive knowledge of Hispanic culture in the U.S.
6. Prepare for advanced courses at the 3000 and 4000 level.

**The Core Curriculum Core Objectives for FCA Language, Literature, and Philosophy are[[1]](#footnote-1):**

Critical Thinking To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills To include effective written, oral and visual communication

Social Responsibility To include intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities

Personal Responsibility To include the ability to connect choices, actions and consequences to ethical decision-making.

**Grade Equivalents and Distribution**

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or below

**Evaluation:** The final course grade will be based on the following categories and assignments:

Short Writing Assignments (x 5) 15%

Weekly Group Activity/Discussion (x 13) 26%

Oral History Ethnography Portfolio 30%

7.5% Family History Essay

7.5% Interview Recording and Transcription

7.5% Creative Component

7.5% Presentation

Exam1 14%

Exam2 15%

**Course work this semester:**

**Short Writing Activities**: Throughout the semester, you will be expected to turn in five short writing activities relevant to course topics (around 200-300 words each unless otherwise instructed). These will be two letters, a reflection about a film or literary work, a bilingual poem, and a peer evaluation of the final presentations.

**Weekly Group Activities/Discussion:** Each week you will be graded on discussion questions and assigned group work. You will submit these through WTClass. Most often this will be work based on cultural analysis, use of Spanish, and engagement with course readings.

**Oral History Ethnography Portfolio:** Over the course of the semester, you will complete four assignments as part of your Oral History Ethnography Portfolio. All of these components will be produced in Spanish. The components of the portfolio are:

1. A two to three-page informal essay about your family history and traditions.
2. A taped (video or audio) 10 to 20-minute interview with a Spanish-speaking family member or a member of the Hispanic community. The interview must also be transcribed (written word-for-word) in Spanish.
3. A creative component related to the interview or to your own family history, such as a poem, work of visual art, collage, short story, etc.
4. A 6 to 8-minute presentation about your interview and creative component. The presentation should include photos or video of material related to the interview such as the home, workplace, family, traditional objects, etc.

**Exam 1 and Exam 2:** The exam 1 cover content from the first half of the semester and the Exam 2 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.

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**Communication:** The best way to get ahold of me is during office hours. Please use that time to your advantage if you have any questions at all, want to talk more about course content or if you are struggling with an assignment. I am there to help during that time.

Otherwise, email is the best way to contact me. I will get back to you soon if you email me, at the latest within 24 hours but often much more quickly. Nevertheless, you should not send me an urgent email the night before an assignment is due, for example, and expect a prompt response. When you send me something, consider your audience – an email to your professor should not read the same as an email to your friends. This guide to emailing your professors may help:

<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

**Policies/Responsibilities**

**All standard university guidelines on collegiality and honesty apply. 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.**

**Digital Etiquette: Be polite and respectful of each other’s work. Show kindness and treat others how you would like to be treated.**

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 Becky Lopez – KRC147 – 806.651.3199
* 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 a language course, 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 Spanish-speaking friend to revise your homework for you.**

**Generative AI**

Generative artificial intelligence (Generative AI) is a computer-based technology that produces a variety of data, such as pictures, videos, music, or words, which may look or sound like a person made them. Generative AI tools appear to be created by humans because they are derived from deep machine learning routines and large language models based on algorithmic comprehension of materials created by humans. West Texas A&M University recognizes that generative AI presents challenges and simultaneously offers stimulating opportunities in higher education. West Texas A&M University offers faculty members the following choice of three distinct approaches to this complex challenge:

* No Use of Generative AI Permitted—Because writing and critical thinking skills are part of the learning outcomes of this course, it is a violation of academic integrity to employ generative AI at any point in this course.

**ADA statement:** West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with [Student Disability Services](http://www.wtamu.edu/student-support/disability-services.aspx)[[2]](#footnote-2) (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335.

**Evacuation Statement:** If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651-5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

**PROGRAMA DE CLASES DE SPAN 2313 (TENTATIVO) / Otoño 2023**

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| **Semana** | **Día** | **En clase** | **Para ver/leer** | **Otra tarea** |
| Semana 1 | 26 de ago. | • Introducción al curso  • ¿Qué es un ‘hablante de herencia’?  “¿Yo un estudiante de herencia?”  •¡A Conocernos! |  |  |
|  | 28 de ago. | ***Unidad 1:*** *¿****Qué es la herencia? ¿Qué es mi herencia?***  Lecturas culturales sobre la herencia  Elemento gramatical: Acentuación 1 | **Leer**:   * El sílabo del curso con cuidado * “Resurgimiento” (*Mi idioma mi comunidad*, p. 3) * Poema de Miguel Valero (*Mi idioma mi comunidad*, p. 4) |  |
| Semana 2 | 2 de Sept. | ***Labor Day*** | **No hay clases** |  |
|  | 4 de Sep. | ***Unidad 1:*  *¿Qué es la herencia? ¿Qué es mi herencia?***  Lecturas culturales sobre la herencia  El elemento gramatical: Acentuación 2  Instrucciones de “Writing Assignment 1” | **Leer:**   * “El uso del español en mi familia!” (*Mi idioma mi comunidad*, p. 67) * “Belonging and Accents: Salvadoran Diaspora in Mexico and the U.S.” (*Mi**idioma mi comunidad*, p. 70) |  |
| Semana 3 | 9 de Sep. | ***Unidad 1: Qué es la herencia? ¿Qué es mi herencia?***  **Portafolio:** Instrucciones del ensayo familiar y de la entrevista  Presentaciones breves  Elemento gramatical: Acentuación 3 | **Preparar:**   * Presentaciones breves (5-8 minutos - instrucciones en *Mi idioma mi comunidad*, p. 72) |  |
|  | 11 de sept. | ***Unidad 1: Qué es la herencia? ¿Qué es mi herencia?***  Lecturas culturales sobre la herencia  Elemento gramatical: Acentuación 4 | **Dr. Cordelia Barrera’s visit (Texas Tech University)**  **Leer:**   * “Homenaje a los padres chicanos” de Abelardo Delgado * “Se arremango las mangas” de Rosaura Sanchez | **• Writing Assign. 1**: Carta al senador/periodista |
| Semana 4 | 16 de sept. | ***Unidad 1: Qué es la herencia? ¿Qué es mi herencia?***  Lecturas culturales sobre la herencia  El elemento gramatical: Acentuación 5 | **Leer:**:   * Secciones de *The House of Mango Street* de Sandra Cisneros |  |
|  | 18 de sept. | ***Unidad 2:*  *Bilingüismo en los EE.UU.***  **Portafolio:** instrucciones de entrevista  Lecturas culturales sobre el bilingüismo  Elemento gramatical: pretérito/ imperfecto 1 | **Leer:**   * “Así hablamos los bilingües” (*Reflexiones sobre nuestra lengua*, Unidad 2) * “Las lenguas y los préstamos” (*Reflexiones sobre nuestra lengua*, Unidad 3) | **• Portafolio:** Ensayo de historia familiar |
| Semana 5 | 23 de sept. | ***Unidad 2:*  *Bilingüismo en los EE.UU.***  Lecturas culturales sobre el bilingüismo  El elemento gramatical: pretérito/ imperfecto 2 | **Leer:**   * Lecturas culturales: “La Rae presenta las novedades del Diccionario de la lengua española en su actualización 3.25” | **•Portafolio:** Nombre de la persona a que vas a entrevistar y lista de 10 preguntas. |
|  | 25 de sept. | ***Unidad 2:*  *Bilingüismo en los EE.UU.***  Lecturas culturales sobre el bilingüismo  El elemento gramatical: pretérito/ imperfecto 3 | **Leer**:   * “Mareo escolar” de Jose Antonio Burciaga |  |
| Semana 6 | 30 de sept. | ***Unidad 2:*  *Bilingüismo en los EE.UU.***  Lecturas culturales sobre el bilingüismo  El elemento gramatical: Uso de adverbios | **Leer:**   * “Todo cambia: la variación lingüística”, *Reflexiones sobre nuestra lengua* (Unidad 7) |  |
|  | 2 de oct. | **•*Unidad 2:*   *Bilingüismo en los EE.UU.***  Lecturas culturales sobre el bilingüismo  El elemento gramatical: Uso de adverbios 2  Instrucciones del portafolio: Grabación y transcripción de la entrevista | **Leer:**   * Lecturas culturales: “El futuro del español en Estados Unidos” de Jorge Ramos * Roberto Gonzalez Echevarría - “Hablar spanglish es devaluar el español” |  |
| Semana 7 | 7 de oct. | **•*Unidad 2:*   *Bilingüismo en los EE.UU.***  Lecturas culturales sobre el bilingüismo  Elemento gramatical: Uso de preposiciones 1 | **Leer:**   * Tomas Rivera cuento “Es que duele” |  |
|  | 9 de oct. | ***Unidad 2:*  *Bilingüismo en los EE.UU.***  Lecturas culturales sobre el bilingüismo  Elemento gramatical: Uso de preposiciones 2 | **Leer:**   * Secciones de selecciones de *Hunger of Memory* de Richard Rodriguez |  |
| Semana 8 | 14 de oct. | ***Unidad 3: Las comunidades latinas***  Lecturas culturales sobre las comunidades latinas  El elemento gramatical: Futuro/ condicional | **Leer:**   * Lecturas culturales: “Así nos identificamos, la lengua y la identidad”, *Reflexiones sobre nuestra lengua* (Unidad 5) |  |
|  | 16 de oct. | ***Unidad 3:*** ***Las comunidades latinas***  Lecturas culturales sobre las comunidades latinas  El elemento gramatical: Futuro/ condicional 2  Instrucciones de “Writing Assignment 2 | **Leer:**   * “¿Cómo nos conectamos con otros latinos e hispanohablantes?”, *Reflexiones sobre nuestra lengua* (Unidad 5) | **•Portafolio:** Grabación y transcripción de la entrevista |
| Semana 9 | 21 de oct. | ***Unidad 3: Las comunidades latinas***  Lecturas culturales sobre las comunidades latinas  El elemento gramatical: Futuro/ condicional 3 | **Leer:**   * “La hija de chango” de Ivelisse Rodriguez * Chapters 1-3 in *Black Cuban, Black America* de Evelio Grillo |  |
|  | 23 de oct. | ***Unidad 3: Las comunidades latinas***  Video cultural sobre las comunidades latinas  El elemento gramatical: Futuro/ condicional 4  Instrucciones de “Writing Assignment 3 | **Ver:**   * "Black in Latin America" | • **Writing Assign. 2:** Reflexión sobre “Black in Latin America” |
| Semana 10 | 28 de oct. | ***Unidad 3: Las comunidades latinas***  Video cultural sobre las comunidades latinas  El elemento gramatical: Futuro/ condicional 5 | **Ver:**   * *Real Women have curves* |  |
|  | 30 de oct. | ***Unidad 3: Las comunidades latinas***  Video cultural sobre las comunidades latinas  El elemento gramatical: Futuro/ condicional 5 | **Ver:**   * *Lady Bird* | **• Writing Assign. 3**: “Ensayo comparativo entre ”*Real Women have curves* y *Lady Bird* |
| Semana 11 | 4 de nov. | ***Unidad 3: Las comunidades latinas***  Lecturas culturales sobre las comunidades latinas  El elemento gramatical: Futuro/ condicional 5  **Portafolio:** Instrucciones del componente creativo y la presentación  Instrucciones de “Writing assignment 4” | **Leer:**   * Poesía afrolatinx de Melania Luisa Marte, Raina León y Ariana Brown |  |
|  | 6 de nov. | *Portafolio en progreso reuniones* | *Portafolio en progreso reuniones* |  |
| Semana 12 | 11 de nov. | ***Unidad 4: La crisis en la frontera***  Lecturas culturales sobre la frontera  El elemento gramatical: Presente perfecto | **Leer:**   * *Tell me how it end*s de Valeria Luiselli**.** | **Writing Assign. 4**: Un poema bilingüe sobre los chicos en la frontera |
|  | 13 de nov. | ***Unidad 4: La crisis en la frontera***  Lecturas culturales sobre la frontera  El elemento gramatical: Presente perfecto 2 | **Leer:**   * *Tell me how it end*s de Valeria Luiselli**.** |  |
| Semana 13 | 18 de nov. | ***Unidad 4: La crisis en la frontera***  Película sobre la frontera  Elemento gramatical: pasado perfecto 1  Portafolio: Componente creativo instrucciones | **Ver**:   * *La jaula de oro* |  |
|  | 20 de nov. | ***Unidad 4: La crisis en la frontera***  Película sobre la frontera    Elemento gramatical: pasado perfecto 2  “Writing Assignment 5” instrucciones | **Ver:**   * *Which way home* |  |
| Semana 14 | 25 de nov. | ***Unidad 4: La crisis en la frontera***  Película sobre la frontera    Elemento gramatical: pasado perfecto 3 | **Ver**:   * *Sin nombre* |  |
|  | 27 de nov. | ***Thanksgiving Break*** | **No Hay Clase** |  |
| Semana 15 | 2 de dic. | Presentaciones del portafolio. | Presentaciones del portafolio. | •**Portafolio:** Componente creativo |
|  | 4 de dic. | Presentaciones del portafolio. | Presentaciones del portafolio. | **• Writing Assign. 5**: Peer evaluation of a classmate’s presentation |
| Semana 16 | 9-13 de diciembre | ***No hay clases*** |  |  |

1. **Texas Core Curriculum**

   This course satisfies Foundational Component Area (FCA) Language Literature, and Philosophy  as specified in Texas Administrative Code Title 19.1.4.B Rule 4.28: <https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=28>  [↑](#footnote-ref-1)
2. http://www.wtamu.edu/student-support/disability-services.aspx [↑](#footnote-ref-2)