

ELS106.xxxx Spanish for Heritage Speakers 2
(Spa Herit 2)

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Instructor's Information

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Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is a continuation of ELS105, Spanish for Heritage Speakers 1. This course is designed to help heritage speakers of Spanish to enhance their reading and writing competence of the target language in the formal and high-level register. The course especially focuses on improving students' Spanish grammar, usage, and their critical reading and writing strategies in Spanish through project-based assignments. This course is taught in Spanish.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: ELS105 or Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways).

In this course you will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- demonstrate command of written language paying particular attention to vocabulary expansion, spelling accuracy and adequate syntax;

- demonstrate oral proficiency of Spanish and communicative competence at an advanced proficiency level;
- read and interpret authentic texts to provide specific information for a variety of purposes;
- identify different registers of Spanish as spoken by native speakers of different regions of Latin America and Spain;
- identify parts of speech and their function in a sentence;
- present projects about aspects of Hispanic culture that they have researched; and
- explain the complexities that are present in Heritage language maintenance at the home and the community levels.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- María Elena Francés and Rubén Benítez. (2011). *Manual de gramática y ortografía para hispanos*. 2nd. ISBN: 9780205696529; Course: ELS106; Price: \$75.88. Prentice Hall.

Grades: Your final grade will be determined based on the following evaluation points.

- Midterm 20%
- Final exam 25%
- Tests (3 tests x 5) 15%
- Homework and participation in class (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Written Composition. 10%
- Presentation (2 oral presentations x 5) 10%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 Review of ELS105 Recognizing and understanding different forms of description. Description in literature. Use of vocabulary words and expressions that describe places, countries, objects and people. Reading: "Platero y yo" by Juan Ramón Jiménez
Week 2 [Insert DATE]	Week 2 Use of present tense in narration and description (ser and estar). Use of prepositions Spelling and punctuation: use of diacritics Reading: "La siesta del martes" by Gabriel García Márquez. Lab 1: 1% / HW 1: 1%
Week 3 [Insert DATE]	Week 3 Using adjectives for description of people and places. Comparison of adjectives and nouns. Spelling and punctuation: understanding and following punctuation rules. Reading: "Tú me quieres blanca" by Alfonsina Storni. Lab 2: 1% / HW 2: 1%
Week 4 [Insert DATE]	Week 4 General characteristics of a short story. Vocabulary: expressions with verbs ser, estar, haber, hacer, ir and venir. Review of preterite and imperfect. Narrating in the past. Spelling and punctuation: use of 'b' and 'v' Reading: "Explico algunas cosas" por Pablo Neruda.

	Lab 3: 1% / HW 3: 1% Quiz 1: 5%
Week 5 [Insert DATE]	Week 5 Use of adjectival relative clauses to improve writing. Narrating events. More about writing essays Spelling and punctuation: use of 's', 'z' and 'c' Oral Presentation 1 Lab 4: 1% / HW 4: 1%
Week 6 [Insert DATE]	Week 6 Writing a letter to the Editor. Narrating historical facts and using them to justify an opinion. Recognizing and analyzing a narrative essay. Spelling and punctuation: use of 'i' and 'y'. Use of conjunctions. Lab 5: 1% / HW 5: 1% Midterm: 20%
Week 7 [Insert DATE]	Week 7 Using toponyms and adjectives that describe origin and nationalities. Use of passive constructions. Further use of conjunctions. Spelling and punctuation: endings -sión and -ción. Lab 6: 1% / HW 6: 1%
Week 8 [Insert DATE]	Week 8 Narrating historical events. The future and the conditional, pp. 85–87 Spelling and punctuation: diphthongs Reading: "La noche boca arriba" by Julio Cortázar Lab 7: 1% / HW 7: 1% Quiz 2: 10%
Week 9 [Insert DATE]	Week 9 The writing of a narrative essay Understanding the function and use of direct and indirect speech. Spelling and punctuation: the use of anglicisms. Reading: "La generación de los mil euros" Paper. Lab 8: 1% / HW 8: 1%
Week 10 [Insert DATE]	Week 10 Use of verbs followed by certain prepositions. Use of suffixes and their linguistic function Use of subjunctive mood in writing Spelling and punctuation: the use of 'h' Reading: "Emma Sunz" de Jorge Luis Borges. Lab 9: 1% / HW 9: 1% Quiz 3: 10%
Week 11 [Insert DATE]	Week 11 Using the infinitive and past participle. Verbal periphrases and modal verbs. Writing statistical reports. Spelling and punctuation: cardinal and ordinal numbers, fractions and percentages. Lab 10: 1% / HW10: 1%
Week 12 [Insert DATE]	Week 12 Expressing conditional actions. If clauses. Review for the final exam. Oral Presentation 2: 10%
Final [Insert DATE]	Week 13 Final Exam - Examen Final 20%

Assignments

ASSIGNMENT # WEEK 5 : PPP

Students will prepare a four-minute power point presentation on a Latin American Pre-Columbian culture. They will talk about:

1. System for ruling societies.
2. Cultural developments

Students will be graded on:

a. Professional appearance b. Delivery of content (posture, eye contact, volume, eloquence c. Credibility of sources d. Acknowledgment of sources

INSTRUCTIONS

1. The professor will assign to each student the content of his/her ppp. Each student will present one Pre-Columbian culture.
2. The student should address the following topics:
 - a. System for ruling societies.
 - b. Historical landmarks.
 - c. Cultural developments and traditions.
3. The student should provide a brief overview before starting the presentation.
4. The PPP must contain at least 5 slides.
5. The student should not limit him/herself to just reading the presentation.

ASSIGNMENT 2# WEEK 9, WRITTEN COMPOSITION 1: COMPARING THE ROLE OF WOMEN AND THE FANTASTIC IN TWO SHORT STORIES

Read *El almohadón de plumas*, by Horacio Quiroga and *La fotografía*, by Enrique Amorím

- a. Summarize the two short stories.
- b. Compare, and discuss the role of women in both texts.
- c. Talk about the role of fantastic in each short story.

The paper must have from 700 to 1000 words. It must be typed in Times New Roman 12, and double space. The student must cite every source used, including online sources. Make sure your paper follows all guidelines for the MLA format.

ASSIGNMENT #3, WEEK 12: PPP

Students will prepare a four-minute power point presentation on a Latin American poet.

Students will be graded on:

- a. Professional appearance b. Delivery of content (posture, eye contact, volume, eloquence c. Credibility of sources d. Acknowledgment of sources.

INSTRUCTIONS

1. The professor will assign to each student the content of his/her ppp. Each student will present one Latin American writer..
2. The student should address the following topics:
 - a. The historic context in which the writer developed his/her work.
 - b. His/Her biography, including his/her most well-known work.
 - c. Ideas the author had about the writing process, or aesthetic features of his/her work.
 - d. Discuss one specific poem by the author.
3. The student should provide a brief overview before starting the presentation.
4. The PPP must contain at least 5 slides.
5. The student should not limit him/herself to just reading the presentation.

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).