

ELS105.5290 (50869)
Spanish for Heritage Students 1
SPRING 2019

Instructor's Information

Instructor: LISSET MARTINEZ
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Tel: 718-482-5460
Office: B-234
Office Hours: By appointment
Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: S 10:30-2:00pm (B-116) - online lab (1H) Tutor: Luis Barón

Course goals and objectives

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

Prerequisites: 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). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

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.**
- **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.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Marques, S. (2012). **La lengua que heredamos: Curso de español para bilingües**. Wiley, New York, NY, 7th edition. ISBN: 978-1-118-13488-7

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

- Midterm.....30%
- Final.....30%
- Lab.....20%
- 2 assgnmts@10%.....20%

- **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)

Week	Topic
Week 1	Lección preliminar: La lengua que heredamos(6-12). C.1: Grupos hispanos en los EEUU (20-42). Mayúsculas y minúsculas.
Week 2	C.2: España: (48-65). Signos de puntuación. Falsos cognados.C.3: México (72-88). Reglas de acentuación (tildes). Uso de la C. C.4 Los mexicoamericanos (93-112). Familias de palabras; sufijos y prefijos. Uso de la S.
Week 3	C.5: Puerto Rico (116-140). Uso del artículo. Concordancia. Uso de la Z.C.6: Cuba (144-172). El verbo: infinitivo, gerundio, participio. El modo indicativo.
Week 4	C.7: La República Dominicana (175-188). Participios irregulares. El futuro.Uso de la B y la V.
Week 5	C.8: Guatemala (191-210). El modo subjuntivo: presente e imperfecto. Secuencia de tiempos. Uso de la V. REPASO PARA EL PARCIAL.
Week 6	EXAMEN PARCIAL: 30%
Week 7	Película: Mujeres al borde de un ataque de nervios. COMPOSICIÓN #1: 10% - Find a topic for a research project
Week 8	C.9: El Salvador (214-229). El modo imperativo. Los tiempos compuestos del subjuntivo.C.10: Honduras (233-247). Estructura de la oración.
Week 9	C.11: Nicaragua (250-265). El pretérito.Uso de la H. C. 12: Costa Rica (269-

	286). Los adjetivos.
Week 10	C.13: Panamá (290-303).Nombres colectivos.C.14: Colombia (306-325). Posición del adjetivo. Uso de la G y la J.
Week 11	C.15: Venezuela (328-340). Los superlativos. C.16: Ecuador. El condicional. C.17: Perú. Uso de LL y Y.
Week 12	PRESENTACIONES EN POWER POINT: 10%
Final	Week 13 Final Exam: 30%

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).