



## **COURSE: SPAN 402: *SPANISH FOR HERITAGE SPEAKERS***

### **COURSE OBJECTIVES**

This course is aimed at Spanish-speaking students who have learned the language in a family setting as part of their cultural heritage and wish to improve their communicative resources and command of Spanish. Thus, the main objective is to grasp the linguistic complexity of Spanish and develop the necessary competencies to handle not only colloquial, familiar registers but also those of a more formal nature.

This course focuses on communication through texts and related activities. It also covers spelling and grammar and places a strong emphasis on understanding and producing written texts.

The objective is for students to have increased and polished their knowledge of the Spanish language by the end of the course, in the process gaining the confidence necessary to employ the language in any confidence, whether academic, professional or personal.

To this end, students should achieve the following:

- Recognize and appreciate the varieties of Spanish
- Improve their spelling
- Enrich their vocabulary in different registers
- Increase their command of grammatical structures
- Differentiate between the language appropriate to formal and informal registers
- Perfect their ability to read diverse texts
- Improve their fluency in different writing styles

### **STRUCTURE**

Students will receive a coursebook with materials necessary for the class. To facilitate the presentation of assignments and complementary material, we will use the Google Classroom platform, where due dates, grades and possible assignments will appear.

To aid students in achieving the aforementioned objectives, class participation is encouraged. The activities in class allow students to apply what they are learning.

Command of grammar and spelling will be reinforced through written assignments requiring correct use of the grammatical structures and written characters of Spanish.

Vocabulary enrichment will be aided by the reading of a variety of texts.

Students will be encouraged to use synonyms in order to enrich their vocabulary. They may consult the dictionaries included in the bibliography. The course covers formal, colloquial and technical expressions.

Classes will be complemented by the following activities:

- **Conversations** on current topics related to Spanish life and culture.
- **Discussions and debates** in order to facilitate communication between students, as well as their analytical and critical capacity.
- **Oral presentations** on news and current topics
- **Readings** from different linguistic registers, mainly literary and journalistic, that reinforce the grammatical and lexical content of the course
- **Listening content.**
- **Projection** of short films and TV programs which will serve as a basis for conversations or debates on current topics.

## BIBLIOGRAPHY

- AAVV. Ortografía esencial. Con el español que se habla hoy en España y América latina. Madrid: Ediciones SM, 2002.
- AAVV. Gramática básica del estudiante de español. Barcelona: Difusión, 2005.
- Diccionario en línea de la Real Academia Española: <http://www.rae.es/rae/html>
- Diccionario en línea panhispánico de dudas de la Real Academia Española: <http://www.rae.es/rae/dpd/>
- Gran diccionario de sinónimos y antónimos, Madrid: Espasa Calpe, 1989.
- Instituto Cervantes. Ortografía práctica del español. Madrid: Espasa, 2009.
- Instituto Cervantes. Guía práctica de escritura y redacción. Madrid: Espasa, 2011.
- Instituto Cervantes. El libro del español correcto. Claves para hablar y escribir bien en español. Madrid: Espasa, 2012.
- Real Academia Española y Asociación de Academias de la Lengua Española. Nueva gramática de la lengua española. Manual. Madrid: Espasa, 2010.
- Real Academia Española y Asociación de Academias de la Lengua Española. Ortografía de la lengua española. Madrid: Espasa, 2010.

## WEBPAGES

- Real Academia Española de la Lengua  
<http://www.rae.es/>
- Centro Virtual Cervantes  
<http://cvc.cervantes.es/>

## TEXTBOOK

Students must obtain the coursebook “Materiales de clase 402.”

## EVALUATION

Participation will be evaluated, along with each student’s contribution and willingness to collaborate in making the class environment work.

<b>1. Participation</b>	<b>20%</b>
<b>1. Written texts (4)</b>	<b>25%</b>
<b>1. Mid-term exam</b>	<b>20%</b>
<b>1. Oral presentation (with summary and written commentary)</b>	<b>15%</b>
<b>1. Final exam</b>	<b>20%</b>

**Attendance and active participation** are crucial in this course. Students are required to complete assignments and directly participate in the discussions and debates to be held throughout the course. Students should devote time to preparing for each class by reviewing the previous unit, completing the assigned exercises and preparing the material to be covered the next day. Attendance is mandatory and unexcused absences will incur a 5-point penalty in that month’s participation grade. Punctuality and contributions will be decisive in determining the participation grade.

**Written texts** are aimed at improving spelling, syntax and linguistic coherency in different writing styles. In accordance with the “*Writing Program*” guidelines, students must write **4 compositions** on a topic assigned by the instructor. These texts are marked with symbols and returned so that students may revise them and hand in a definitive version.

**Oral presentations** cover current news. Students must hand in a summary and written commentary of the presentation.

Both the **mid-term** and **final exam** consist of two parts: the first includes questions on the content studied and the second requires the composition of a short essay following the guidelines specified.

## 1. COURSE CONTENT

Date	Topic/ Activity Planned
Week 1	Introductions and course overview. Activity: My linguistic autobiography. Reading: <i>La lengua que heredamos</i> . Activities and conversation based on reading. Grammar: the syllable. Diphthongs, triphthongs and hiatus.
Week 2	Reading: <i>El vigor del "spanglish."</i> ¿Is Spanglish a new language? Activity: From Spanglish to Spanish. Spelling: General rules for accenting. Grammar: Irregular verbs in the indicative present.
Weeks 3 & 4	Reading: <i>Negocios de andar por casa</i> . Activity: New needs, new businesses. Spelling: Accenting monosyllables and compound words. Grammar: Suffixes and prefixes. <b>Hand in composition 1: Letter to the manager or opinion article.</b>
Week 5	Reading: <i>Comida e identidad</i> . Activities related to the text. Spelling: homophones with <i>h</i> . <b>Mid-term exam</b>
Week 6	Reading: <i>El huésped de la maestra</i> by Isabel Allende. Activities related to the reading. Spelling: Use of the letters <i>c</i> , <i>z</i> and <i>s</i> . <i>Seseo</i> and <i>ceceo</i> . Grammar: Irregular forms of the preterit. Use of past tenses. <b>Hand in composition 2: essay</b>
Week 7	Conversation: The cellphone and its role in personal relationships. Viewing of a short film. Grammar: Infinitives and gerunds. Spelling: More homophones.
Week 8	Reading: <i>Espantajos de agosto</i> (story by García Márquez) Conversation: Paranormal experiences. Activity: Make a news story based on the text. Grammar: Passive and active voice. <b>Hand in composition 3: story</b>
Week 9	Reading: <i>La carta</i> (Jose Luis González) and <i>Botella al mar para el dios de las palabras</i> (García Márquez). Activity: Talking and writing, two very differentiated abilities. Spelling: Errors in common usage. Resolving spelling difficulties. Grammar: Different <i>porqués</i> of Spanish. "Pero" and "sino."
Week 10	Reading: <i>Sólo la sociedad crea el género</i> and <i>Las diferencias de género son reales</i> .

	Conversation: Biological and social aspects of gender. Grammar: Future simple and imperfect subjunctive. <b>Hand in composition 4: Argumentative text</b>
Week 11	Review for final exam