

Montgomery College
Humanities Department, Germantown and Takoma Park/Silver Spring Campuses
Department of World Languages and Philosophy, Rockville Campus
Montgomery College, Rockville Campus
Department of World Languages and Philosophy

SPAN 106:

Spanish for Heritage Speakers

Professor: Eddy Arana, Professor of Spanish & German

Semester: **spring 2019**

Office: MT 409

CRN 35955

Telephone: 240-567-4441

Class Location: **HU 125**

Email: eddy.enriquezarana@montgomerycollege.edu

Days/Time: **T/R 11:00am-1:10pm**

Office Hours: W: 9:50am-12:50pm, T/TH 1:30pm-2:30pm + appointment

Textbooks and other resources (all required):

1. Roca, Ana. *Nuevos Mundos*. (Wiley, ISBN: 9781119001720)
2. Roca, Ana. *Nuevos Mundos Workbook*. (Wiley, ISBN: 9781119001737)
3. **Open Educational Resources (OERs): (see Blackboard)**
 - a. www.rae.es (Diccionario de la Lengua Española, Real Academia Española)
 - b. <http://coerll.utexas.edu/coerll/spanish> (University of Texas, COERLL)
 - c. <https://learninglab.si.edu/> (Smithsonian Learning Lab)

SPAN 106– Spanish for Heritage Speakers - A course designed for heritage Spanish or native speakers who can express themselves orally and in writing in Spanish, but have not received formal education in the language. Emphasis on orthographic and grammatical concepts geared to improve spelling, writing and oral abilities, focusing on the exploration of contextualized cultural and social topics addressing Hispanic/Latino communities inside and outside of the United States. Students may not receive credit for both SPAN 106 and SPAN101/SPAN 102. (HUMD[M]) In-class work is supplemented by 10 hours in the language-learning laboratory (see “Blackboard Assignments” on page 3). Four hours each week.

Objectives:

1. Communicate and discuss topics covered in the class and perform skillful tasks such as describing, narrating, and hypothesizing with high accuracy.
2. Express and use appropriately different forms of formal usage, including cultural and regional/dialectical variances.
3. Use correctly grammatical and linguistic structures covered in this course.
4. Appropriately utilize selected and specialized vocabulary from the text and various literary works read during the semester.

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5. Exhibit awareness of the multi-faceted aspects of the different Hispanic communities and the connection or disconnection that may exist between these communities.

6. Produce and present a cultural project at the advanced elementary level.

Spanish Language Instruction Methodology:

In order to create an authentic-like atmosphere, the communicative method will be the point of departure and fundamental basis for all topics, language structures and cultures explored. *Therefore, Spanish 106 will be conducted almost exclusively in Spanish.* There will, of course, be room to use English periodically to explain logistical matters and topics needing particular attention such as: absences, grades, and syllabus questions, etc. Such concerns should be addressed after class or during office hours only. Ultimately, students are expected to actively participate in class activities and take personal ownership of their journey as language learners.

Smithsonian Institution Course Component: (Field Trip and Corresponding Assignments):

This semester, all enrolled students in SPAN 106 will engage in an in-depth and enriching field trip to the National Museum of American History in Washington, D.C. This constitutes an exciting learning opportunity!

The Smithsonian component is mandatory, part of the graded course curriculum, and will also serve to deepen your intercultural skills as bilinguals. This semester, we will pursue questions of bilinguals' membership in this U.S. American democracy while underscoring various aspects of its diversity.

Specifically, we will visit, among others, the Democracy Exhibit at the National History Museum in Washington, D.C. Prior to and upon visiting this Smithsonian museum, you will engage with new cultural content and media, which will provide you with new tools to articulate the cultural and linguistic objectives of SPAN 106. One such tool is the Smithsonian Learning Lab:

<https://learninglab.si.edu/>

As part of the required museum visit, you will complete discussion forums and other specific assignments (**See the Blackboard “Smithsonian” tab for specific assignment instructions**).

Visita al museo Smithsonian

Fecha y hora: 14 de marzo de 2019, 11:00 am-1:10pm

Sitio y ubicación: National Museum of American History
1300 Constitution Ave NW, Washington, DC 20560

Punto de encuentro: Una vez entrando, enfrente del “Batmobile”

Exhibición: “Democracia estadounidense: Un gran salto de fe”

Sitio web: <http://americanhistory.si.edu/es/democracia-estadounidense>



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Grading Policy: The final grade will be determined as follows:

| | |
|--|-----|
| Tests (1 @ 10% (oral and written)/ Quizzes (2 @ 5%) | 20% |
| Homework (Blackboard blogs, discussion forums, and readings) | 10% |
| Participation and Attendance (14 weeks) | 20% |
| Compositions (2) | 15% |
| Cultural Project and Smithsonian Assignments | 20% |
| Final Exam (1) | 15% |

Grade Scale: **A:** 90 – 100% **B:** 80 – 89% **C:** 70 – 79%
 D: 60 – 69% **F:** < 60%

Assignments:

Tests: You will have 1 test during the semester (with written, listening, and oral components). These assessments will consist of the following sections: listening comprehension, grammar, vocabulary, reading, culture and writing. The dates of the assessments are stated in the syllabus. Make-up tests are not administered.

Compositions: You will write 2 compositions during the semester (1-2 pages long, double spaced). There are no make-up writing assignments.

Homework: Homework is assigned in your Student Activities Manual that accompanies your textbook *Nuestro idioma, nuestra herencia*. Due dates are specified on the syllabus. Late work is not accepted.

Blackboard assignments: You will also have other assignments to be completed on the class site (**Blackboard: blogs and discussion forum posts**). The nature of the assignments may vary (vocabulary exercises, cultural readings, online discussions, etc). These assignments are **clearly dated in the syllabus** and you can easily find them under the corresponding week on the class site under **“blog/foros.”** You can complete these assignments from any location where you have Internet access. It is advisable to begin these early, so as to allow for ample time to respond to others’ posts where appropriate.

Lecturas (Reading texts): Throughout the semester, you regularly will read authentic, interculturally-oriented texts designed primarily to expand your vocabulary, enhance your pronunciation, and enrich your overall language use. The texts will not always present material you will understand in its entirety. **This is normal.** Through strategies practiced in class and follow-up projects, said texts will enhance your ability to understand and more fluidly discuss Spanish through abstraction of ideas, thereby guiding you to better sustain your use of standard Spanish.

Oral Exam: Students will complete one oral exam (at the midterm point of the course) requiring them to speak extemporaneously about a given topic. You will receive a list of topics and a rubric for evaluation two weeks prior to the exam (See “debate” in week 11).

Cultural Project (Tema social): Students will complete a project that deals with current issue relevant to Spanish-speaking culture in its U.S. American context. The topic for the project will be decided upon in

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collaboration with the professor and will be based on your selection of a U.S. Spanish-language newspaper. Students are responsible for presenting their work to the class and moderating a discussion. This will be an opportunity for you to showcase your skills in summarizing, contextualizing, argumentation, and facilitating a group discussion with the class centered around your chosen “tema social” and newspaper article.

Final exam: A cumulative final exam will be given on the day scheduled during the exam period. The final exam is mandatory and cannot be rescheduled.

Date and time: 5/9/19, 10:15 am- 12:15pm, HU 125

- **Exams/Tests/Quizzes and Make-Up Exams/Tests/Quizzes**

An absence on the day or time of a quiz and/or exam/test results in a 0 for that assignment. There will be no make-up exams or quizzes unless: your absences has been cleared through prior arrangement with the instructor. If an extenuating circumstance prevents you from communicating to the instructor prior to an examination, you are expected to address this in an email to the instructor as soon as possible. Please address such personal matters with the instructor after class or during office hours. Should a make-up exam/quiz be scheduled, the instructor may change the structure of the assignment in format and/or level of difficulty (e.g. oral exam, mixture, etc.)

- *Exams/Tests/Quizzes will be closed-book and no other materials such as bags, dictionaries, cell phones, iPods, or other devices will be allowed. During an exam or quiz please refrain from any type of communication with peers so as to avoid a zero for that assignment. Finally, there will be announced and unannounced assessments to check overall language proficiency; these will be incorporated into your overall participation score.*

- **Late Assignment Policy**

Class work is accepted only on or before the due dates listed on the course syllabus and/or as indicated by the instructor. If you cannot attend a class session, make arrangements to have your work turned in on time or inform yourself (through a classmate) of the topics covered during your absence. No late work will be accepted for credit. Assignments to be graded or turned in for credit will be indicated in the course syllabus, reminders may not always be given. However, said assignments are still due on the date indicated. Do not wait until the last minute to complete assignments; allow for ample time to revisit your projects and notes. Utilize the office hours available to you, as these are invaluable opportunities to get help and clarify material. Throughout the semester, changes may be made to the course syllabus or assignments to adjust to the needs of students, teaching objectives or any unforeseen schedule changes. Notice will be provided to students of these changes.

Class Participation: Active participation in class contributes to your learning and is an important factor in your grade. The instructor and the student will monitor student participation according to the following rubric:

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Department Policies:

Important Student Information Link

*In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The link below provides information and other resources to areas that pertain to the following: **student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College alert System, and finally, how closings and delays can impact your classes.** If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.*

<http://cms.montgomerycollege.edu/mcsyllabus/>

Academic Honesty: Montgomery College's policies on academic dishonesty are found in the *Student Handbook* and under *Section VIII of the Student Code of Conduct* available at the following link:

http://cms.montgomerycollege.edu/pnp/#Chapter_4. Each student is expected to do his or her own work. Any student found cheating or plagiarizing will be given an F for the assignment. If the same student is involved in a second incident of cheating, the case may be referred to the Student Discipline Committee, a grade of F for the course may be awarded, and/or the student may be dropped from the course.

Examples of academic dishonesty include the use of online translators and the submission of others' work as your own.

Relative to this course, you may not consult or rely on anyone else (such as tutors, classmates, or native- or heritages speakers) to write or re-write any assignments turned in for credit. Doing so is considered plagiarism and will result in a zero for that assignment. This is particularly important when producing and revising compositions, which should be your work only. Finally, do not use online translators or writing services to produce your texts.

You will receive a 0% for your first assignment involving academic dishonesty. A subsequent case of academic dishonesty will result in an F for the course.

Absence and Tardiness Policy: Attendance is fundamental in a language class, and excessive absence/tardiness will affect the participation grade. Any student arriving after class has begun is tardy. You are responsible for all work assigned whether you are present or absent. I highly recommend exchanging contact information with a classmate at the beginning of the semester for missed content. Excessive absences will negatively impact the participation grade.

Attendance Policy: In order to fully take advantage of this language course, consistent attendance to scheduled class and language lab sessions is required. Therefore, you are expected to arrive on time, be prepared to participate, and always bring the appropriate materials to class: text books, writing materials, etc. If you have an extenuating circumstance, please see me in advance to make arrangements. If you

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have a legitimate reason for missing a future class, you are required to address this with your instructor well **in advance**, not after.

(Participation): Mixed with attendance, this component constitutes a crucial element (10%) of your total grade for the course. The dynamics and methods of Spanish 101 require full engagement of students' efforts and presence to create a focused learning environment. For that reason, arriving late shall reduce the student's participation for that day. Your participation grade consists of (see rubric on page 3 of this syllabus):

- *Your attempt and consistent use of Spanish*
- *Your consistent willingness to participate*
- *Your cooperation in group and pair work*
- *Your respect towards your peers and instructor*
- *Your consistent punctuality and attendance*
- *Extraordinary levels of engagement*

Absence and Tardiness Policy: Attendance is fundamental in a language class, and excessive absence/tardiness will affect the participation grade. Any student arriving after class has begun is tardy. You are responsible for all work assigned whether you are present or absent.

Classroom Behavior: Please review the *Standards of College Behavior* in the *Student Handbook* or *Section VII* of the *Student Code of Conduct* available at the following link: http://cms.montgomerycollege.edu/pnp/#Chapter_4. The college seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class are recognized and necessary to the educational process. However, students do not have the right to obstruct the faculty member's ability to teach nor the ability of other students to learn. The instructor has the right to determine appropriate conduct in the classroom, and it is expected that students will conduct themselves at all times in a manner that is respectful of their instructor and their peers.

Inappropriate behaviors include (but are not limited to) the following:

1. Socializing with other students once class has begun.
2. Refusing to complete assigned tasks in the class or labs.
3. Sleeping in class, arguing with the professor or other students, showing disrespect towards the professor or other students, or disrupting the class in any way.
4. Using cell phones or texting during class.

Students who do not adhere to these policies will be asked to leave by the professor; if they do not comply, Security will be called. If a student repeatedly refuses to comply with classroom regulations, s/he will be referred to the Dean of Student Development.

Tutoring. Spanish tutoring is available free of charge in MT 020. For an updated schedule of World Language tutoring, call 240-567-7215 or 240-567-7457. You may also go to MT 020 to look at the posted schedule, or ask any staff member for assistance.

FERPA. The *Family Education Rights and Privacy Act* prohibits the instructor from discussing a student's grade and performance in the course with anyone but that student. All exceptions/allowances must be submitted in writing by the student.

SPAN 106 satisfies a General Education Humanities Distribution requirement. Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry

them successfully through their work and their personal lives. This course provides multiple opportunities to develop competency in oral and written communication and critical analysis and reasoning and also fulfills the **Global and Cultural Perspectives** course requirement. For more information on the General Education Program, go to www.montgomerycollege.edu/gened.

Plan de curso: semanas 1-14 (subject to change)

Abreviaturas: (L) libro, (WK) workbook, (BB) Blackboard

| Semana 1 | Actividades en clase | Tarea (Due on following day listed) |
|---------------------|---|---|
| 5 de febrero | <ul style="list-style-type: none"> • Introducción al curso • Presentación de los estudiantes • Texto biográfico en clase • La presencia hispana en los Estados Unidos • Capítulo 1: Hispanos en EE.UU. | <p>Capítulo 1 Lectura #1 <i>Hispanos en los Estados Unidos</i>, p. 2-7</p> <ul style="list-style-type: none"> • Práctica (Workbook) p. 1-3 <p>Blackboard: Course content/Recursos adicionales/fonética del español y el alfabeto ¡Ojo! Compra el libro de texto y el cuaderno de trabajo</p> |
| 7 de febrero | <p>Repaso del alfabeto, fonética y pronunciación Conversaciones en grupo(s) sobre lectura 1 Videos de hispanohablantes en EE.UU./conversaciones/identidad Libro: <i>Estrategias</i>, p. 47</p> | <p>Lectura #2: a. Lee: <i>¿Cuál es el futuro del español en Estados Unidos?</i> (Blackboard) y El futuro del español en EE.UU. (L) p. 35-37 b. <u>Blog 1: el español en EE.UU. (en BB).</u></p> <ul style="list-style-type: none"> • Prepara y escribe una pregunta sobre el tema y un argumento/una opinión al respecto. • ¿Qué aspectos te parecen interesantes y por qué? • ¿Estás de acuerdo con la información del artículo? <p>(Fecha límite: 2/10/19, 11:59pm)</p> <p>Gramática (WB): Trabaja las diferencias ortográficas entre el español y el inglés, p.10-12 y la división de sílabas, p.12-14</p> <ul style="list-style-type: none"> • Redacción #1 (versión 1): ¿Por qué me es importante mejorar mi español? (Fecha límite: 4/14/19) Escribe 1 página (a doble espacio por computadora y entrégala en clase) |

| Semana 2 | Actividades en clase | Tarea (Due on following day listed) |
|---------------|---|--|
| 12 de febrero | Ortografía y sílabas Conversaciones en grupo El español en EE.UU. | <ul style="list-style-type: none"> Gramática WB: Pronombres personales, p.8-10 + Práctica El uso de mayúsculas y minúsculas, p. 11-12 + Práctica, p. 12-13 Lectura 3: (L) <i>La latinización de EE. UU.</i>, p.42-44. Exploración y actividades: 1, 2 y 4. |
| 14 de febrero | Videos de hispanohablantes en EE.UU./conversaciones/identidad | <p>Foro 1 (Blackboard/foros): Post 1: <u>Responde</u> ¿Por qué decidiste tomar español 106? ¿Qué te atrajo a esta clase? ¿Cuáles son tus expectativas, objetivos y metas? ¿Qué temas te interesan? Post 2: <u>Responde</u> a por lo menos 1 estudiante en el foro. (Fecha límite: 2/17/19)</p> <p>Lectura 4: (L) Poesía <i>En un barrio de Los Angeles</i>, p.16-18</p> <p>Gramática (WB): p. 14-17</p> |

| Semana 3 | Actividades en clase | Tarea (Due on following day listed) |
|---------------|---|---|
| 19 de febrero | Conversaciones en grupos sobre la cultural “latina/hispana” en EE.UU. Capítulo 2: Los mexicoamericanos | <p>Foro #2: Blackboard/foros Post 1: <u>Responde</u> a 2 preguntas de p. 12 “Para comentar” sobre lectura 4 (L). Post 2: <u>Responde</u> a por lo menos 1 estudiante en el foro, dando tus opiniones o ideas personales.</p> <p>(Fecha límite 9/23/18, 11:59pm)</p> <p>Para entrar en onda: (L) p. 54-55 Las raíces de los mexicoamericanos: (L) p. 55-57 + 58 “Mesa redonda”</p> <p>Gramática: (WB): p. 21-24 + práctica p. 24-26 (2-6) Redacción 1 (versión 2): fecha límite 2/16/19 (a doble espacio por computadora y entrega las dos versiones en clase)</p> |
| 21 de febrero | La acentuación y ortografía | Práctica con la acentuación |

| Semana 4 | Actividades en clase | Tarea (Due on following day listed) |
|---------------|-----------------------------|---|
| 26 de febrero | La acentuación y ortografía | Lectura 5: Mi acento (L), p. 65-74 |

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| | Capítulo 2: Los mexicoamericanos | <p>Blog 2: Blackboard/blog</p> <ul style="list-style-type: none"> • Prepara y escribe una pregunta sobre el tema de la lectura y un argumento/una opinión al respecto. • ¿Qué aspectos te parecen interesantes y por qué? • ¿Tienes experiencia con los acentos de los demás o el propio? Escribe sobre tus experiencias. 1-2 párrafos (Usa p. 74 #4 como inspiración). <p>(Fecha límite: 9/26/18, 11:59pm)</p> |
| 28 de febrero | Repaso del vocabulario El arte de ser bilingüe Actuaciones: (L) p. 87-88 | <p>Lectura #5: Chiles rojos picantes (L), p. 81-84</p> <p>Blog 3A: Para comentar y escribir, p. 84-85 pasos 1-2 (Fecha límite: 3/3/19, 11:59pm)</p> <p>Excursión opcional: Teatro Gala: <i>El Viejo, el joven y el mar</i> (obra de teatro) Fecha de la función: 3 de marzo de 2019 http://en.galatheatre.org/ 3333 14th Street, NW Washington, DC 20010 Fecha para inscribirse: 7 de febrero de 2019</p> |

| Semana 5 | Actividades en clase | Tarea (Due on following day listed) |
|-------------------|--|---|
| 5 de marzo | Actuaciones: (L) p. 88 Presentaciones de las reseñas Repaso | <p>Estudia para prueba #1</p> <p>Capítulo 3: Lectura #6: Los puertorriqueños de aquí y de allá. (L) p. 97-100</p> <p>Lectura #4 <i>Inglés y algo más + preguntas en p. 17-18</i></p> |
| 7 de marzo | Prueba #1 (vocabulario, ortografía fonética y acentuación) semanas 1-5 Repaso de la acentuación Repaso de vocabulario | <p>Foro 3A: Blackboard/foros Post 1: Responde a la pregunta B1 p. 101 (L) “Para comentar” sobre lectura 5 (L). Post 2: Responde a por lo menos 1 estudiante en el foro, dando tus opiniones o ideas personales sobre la lectura y el tema.</p> |

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| | <p>Conversaciones sobre la identidad cultural</p> <p>Lectura #4 <i>Inglés y algo más + preguntas en p. 17-18</i></p> <p><i>Preparación para el museo y temas relacionados con la democracia y la diversidad: La visita al museo será el 9 de octubre de 11am-1pm</i></p> | <p>(Fecha límite 3/10/19, 11:59pm)</p> <p><u>Visita al museo Smithsonian</u> fecha: 14 de marzo de 2019 hora: 11:00 am-1:10pm sitio y ubicación: National Museum of American History 1300 Constitution Ave NW, Washington, DC 20560 Punto de encuentro: Una vez entrando, enfrente del “Batmobile”</p> |
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Examen final: 9 de mayo de 2019, 10:15am-12:15pm, HU 125

Semana 6: 4-8 de marzo (No habrá clase- ¡Vacaciones de primavera!)

| Semana 7 | Actividades en clase | Tarea (Due on following day listed) |
|--------------------|---|---|
| 12 de marzo | Repaso y conversaciones en grupo sobre la lectura sobre Puerto Rico “Inglés y algo más” | <u>Alternativa: Visita al museo Smithsonian</u> fecha: 17 de marzo de 2019 hora: 11:00 am-1:10pm sitio y ubicación: National Museum of American History 1300 Constitution Ave NW, Washington, DC 20560 Punto de encuentro: Una vez entrando, enfrente del “Batmobile” |
| 14 de marzo | <u>Visita al museo Smithsonian</u> fecha: 14 de marzo de 2019 hora: 11:00 am-1:10pm sitio y ubicación: National Museum of American History 1300 Constitution Ave NW, Washington, DC 20560 Punto de encuentro: Una vez entrando, enfrente del “Batmobile” | Foro 3B: En Blackboard/Course Content/Semanas 6-10) Post 1: <u>Responde</u> a las preguntas sobre tu visita al museo Smithsonian. (Véase Blackboard/Foro 3B). Post 2: <u>Responde</u> a por lo menos 1 estudiante en el foro, dando tus opiniones o ideas personales sobre el tema y la visita al museo. (Fecha límite 10/14/18, 11:59pm) Autoevaluación #1: semanas 1-7 (BB/participación) (Fecha límite: 3/17/19, 11:59pm) |

| Semana 8 | Actividades en clase | Tarea (Due on following day listed) |
|--------------------|---|---|
| 19 de marzo | <i>Reflexión sobre el museo y temas</i> | Repasa la estructura del debate y frases útiles |

| | | |
|--------------------|--|---|
| | <p><i>relacionados con la democracia y la diversidad</i></p> <p>Charla e intercambio de ideas sobre la visita al museo Smithsonian</p> | <p>de para un debate. (Blackboard/Course Content/Semanas 6-10)</p> <p>Foro 3C: En Blackboard/Course Content/Semanas 3-4, mira los tres videos "Acentos perdidos 1, 2 y 3."</p> <p>Post 1: <u>Responde</u> a estas 3 preguntas</p> <ol style="list-style-type: none"> 1. ¿Qué opinas de lo que hace Pablo Zulaica con los acentos? Explica tu postura. 2. ¿Estás de acuerdo con su campaña de corregir la acentuación de los hablantes del castellano? ¿Por qué sí o por qué no? 3. ¿Cuáles son las mejores estrategias para mejorar la ortografía en el mundo hispano? <p>Post 2: <u>Responde</u> a por lo menos 1 estudiante en el foro, dando tus opiniones o ideas personales sobre el tema y los videos.</p> <p>(Fecha límite 3/24/19, 11:59pm)</p> <p>Prepárate para el examen escrito #1^a</p> |
| 21 de marzo | <p>Película: 500 Years/500 años (Democracia y justicia impulsadas por pueblos indígenas guatemaltecos)</p> <p>Hora: 11am-1:10pm (película)</p> <p>Conversación: 1:15 pm-2:00pm</p> <p>Tendremos clase en: HU 125</p> | <p>Prepárate para examen oral #1 (debate) y examen escrito #1B</p> |

| Semana 9 | Actividades en clase | Tarea (Due on following day listed) |
|--------------------|--|--|
| 26 de marzo | <p>Charla sobre la película 500 Years/500 años.</p> <p>Preparación para debate 1</p> | <p>WB: p. 30-32, p. 33-37 (práctica)</p> <p>Blog 3B: Responde a las preguntas sobre la película <i>500 años</i>.</p> <p>(Fecha límite 3/31/19, 11:59pm)</p> |
| 28 de marzo | <p>Preparación para debate 1</p> <p>Repaso de la acentuación</p> | |

| Semana 10 | Actividades en clase | Tarea (Due on following day listed) |
|-------------------|---|---|
| 2 de abril | <p>Preparación para debate 1</p> <p>Repaso de la acentuación</p> <p>Elige tu tema social:</p> | <p>L: p. 85-85, lectura #5 "Mundos hispanos"</p> <p>L: p. 87-88 "El arte de ser bilingüe"</p> <p>+ Práctica 1-5</p> |

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|-------------------|---------------------------------|--|
| | fecha límite 2 de abril de 2019 | Más práctica con acentos |
| 4 de abril | Repaso de vocabulario | <p>L: Lectura #6 Los cubanos, p. 133-136 + 136-138 + Mesa redonda p. 139</p> <p>Foro 4: Blackboard/foros</p> <p>Post 1: Responde a la pregunta 4, p. 139 (L) "Mesa redonda" sobre lectura 6, p. 140-141, pregunta 5 (L) y p.141 "Para comentar</p> <p>Post 2: Responde a por lo menos 1 estudiante en el foro, dando tus opiniones o ideas personales sobre la lectura y el tema. En total, escribe por lo menos 2 párrafos en tu texto inicial. (Fecha límite 4/17/19, 11:59pm)</p> |

| Semana 11 | Actividades en clase | Tarea (Due on following day listed) |
|--------------------|---|---|
| 9 de abril | Repaso de vocabulario | Lectura #7: José Martí <i>Mi raza</i>, p. 139-141 |
| 11 de abril | <p>Repaso</p> <p>Examen oral #1: (debate sobre el bilingüismo (Semanas 1-7)</p> <p>Conversaciones sobre lectura #7</p> | <p>Blog 4: Blackboard/blogs</p> <p>En este blog, escribirás un mínimo de <u>80-100</u> palabras en total.</p> <p>Haz clic en el eslabón para ver el documental de Univisión sobre el Monseñor Romero de El Salvador. Se encuentra en Blackboard-Course Content-Semanas 9-14</p> <p><u>Responde a las preguntas en blog 4:</u></p> <p>(fecha límite: 4/14/19, 11:59pm)</p> <p>Speaking task #1: Blackboard/tema social (Fecha límite: 4/14/19, 11:59pm)</p> |

| Semana 12 | Actividades en clase | Tarea (Due on following day listed) |
|--------------------|--|--|
| 16 de abril | <p>Conversaciones sobre lectura #7</p> <p>Repaso de vocabulario</p> <p>Película (<i>Stand and Deliver</i>) escenas</p> <p>Sube tu PowerPoint/Prezi al</p> | <p>Prepárate para tu presentación (tema social)</p> <p>Sube tu PowerPoint/Prezi al "dropbox" en Blackboard para tu tema social: fecha límite 4/17/19, 11:59pm. (para grupos 1 y 2)</p> |

| | | |
|--------------------|---|--|
| | “dropbox” en Blackboard para tu tema social: fecha límite 4/17/19, 11:59pm. | |
| 18 de abril | Repaso de vocabulario Prueba #2: vocabulario (semanas 6-11) | Prepara tu presentación (tema social) |

| Semana 13 | Actividades en clase | Tarea (Due on following day listed) |
|--------------------|--|--|
| 23 de abril | Presentación: Tema social (grupo 1) | <p>Foro 5: Escribe tres párrafos sobre las presentaciones/los temas sociales de tus colegas, de cualquier grupo. Blackboard/foros</p> <p>Post 1:</p> <ol style="list-style-type: none"> 1. Escribe el primero sobre lo que te pareció interesante, impactante y nuevo. 2. Además, incluye un segundo párrafo de análisis personal, argumento(s), propuestas y comentarios políticos/sociales. <p>Post 2:</p> <ol style="list-style-type: none"> 3. En el tercero, responde a por lo menos 1 estudiante en el foro con aportaciones personales. <p>(Fecha límite: 4/28/19, 11:59pm)</p> |
| 25 de abril | Presentación: Tema social (grupo 2) | |

| Semana 14 | Actividades en clase | Tarea (Due on following day listed) |
|--------------------|--|--|
| 30 de abril | Repaso Conversaciones e intercambio de ideas sobre los temas sociales Practicaremos las escenas p. 88 “Práctica” (cómo interpretar y traducir siendo bilingüe) | <p>Foro 6: Blackboard/Foros</p> <p>Post 1: Autoevaluación (<u>Responde</u> a las 3 preguntas del foro “reflexión”)</p> <p>Post 2: <u>Responde</u> a por lo menos un estudiante de la clase.</p> <p>(Fecha límite: 5/2/19, 11:59pm)</p> |
| 2 de mayo | Presentación de las escenas de p. 88 Repaso y evaluación del curso | Autoevaluación #2: semanas 8-14 (BB/participación) (Fecha límite: 5/2/19, 11:59pm) |

Examen final: 9 de mayo de 2019, 10:15am-12:15pm, HU 125

Autoevaluación para la participación

Nombre del/de la estudiante

Puntos del/de la estudiante:

Semanas: 1-7 (/25) 8-14 (/25)

Puntos del profesor: _____

SUPERIOR/Superior: 22-25 PUNTOS

*I **consistently** attended class and arrived on time.*
*I **consistently** greeted people and took leave using Spanish expressions.*
*I **consistently** worked on my comprehension skills by listening when others spoke.*
*I **consistently** spoke only Spanish in discussion and group activities.*
*I **consistently** participated in all activities with enthusiasm and a positive attitude.*
*I **consistently** helped others do all of the above.*

PROMEDIO/Intermediate: 17-21 PUNTOS

*I attended class and arrived on time with some noticeable **inconsistency**.*
*I greeted people and took leave using Spanish expressions with some noticeable **inconsistency**.*
Every now and then, I didn't listen to others when they were talking.
*I spoke Spanish in discussions and group activities but also used **English** on occasion.*
*I participated in all activities, **sometimes** enthusiastically.*
*Overall, I showed a positive attitude with some noticeable **inconsistency**.*
*I made participating in class easier for other people with some noticeable **inconsistency**.*

INSATISFACTORIO/unsatisfactory: 1-16 PUNTOS

I missed one or more classes or arrived late.
I used more English in discussions and group activities than Spanish.
I wasn't listening while others spoke.
My presence in a group didn't make much difference in getting the task done.

AUSENTE/absent: 0 PUNTOS

I did not attend any class during this period.

Español _____ Clase _____ Nombre: _____ Fecha: _____

Criterio para las redacciones

ESCRITURA (5%)

- | | | | |
|--|-----|-----|-----|
| ▪ <i>Frequent errors of punctuation, paragraphing, capitalization, accents</i> | 3.0 | 3.5 | |
| ▪ <i>Occasional errors of punctuation, paragraphing, capitalization, accents</i> | 4.0 | 4.5 | |
| ▪ <i>Few errors of punctuation, paragraphing, capitalization, accents</i> | | | 5.0 |

ESTRUCTURA (10%)

- | | | | |
|--|-----|-----|-----|
| ▪ <i>Composition is a series of separate sentences with no transitions; ideas confused or disconnected</i> | 6.0 | 7.0 | 7.5 |
| ▪ <i>Composition is choppy/disjointed but has few transitions; main ideas present, though not clearly stated</i> | 8.0 | 8.5 | 9.0 |
| ▪ <i>Composition flows smoothly with adequate transitions; main ideas fairly well stated, well-organized</i> | | 9.5 | 10 |

VOCABULARIO (25%)

- | | | | |
|---|----|----|----|
| ▪ <i>Inadequate/limited range for this level; frequent errors of spelling and of written accent placement</i> | 13 | 15 | 17 |
| ▪ <i>Adequate range but not outstanding for this level; some errors of spelling and of written accent placement</i> | 19 | 21 | 23 |
| ▪ <i>Broad range; almost precise; impressive for this level</i> | | 24 | 25 |

CONTENTIDO (30%)

- | | | | |
|---|----|----|----|
| ▪ <i>Minimal information provided inadequate development of topic</i> | 15 | 17 | 19 |
| ▪ <i>Information is adequate; mostly relevant to topic but lacks sufficient detail; adequate development of topic</i> | 22 | 25 | 27 |
| ▪ <i>Information is fairly complete and relevant to topic; original and thorough development of topic</i> | 28 | 29 | 30 |

GRAMÁTICA (30%)

- | | | | |
|--|----|----|----|
| ▪ <i>Almost complete lack of attention to grammatical points recently covered; major problems with structures present</i> | 15 | 17 | 19 |
| ▪ <i>Adequate accuracy in basic grammatical points recently covered; adequate range of grammatical structures covered up to that point</i> | 22 | 25 | 27 |
| ▪ <i>Wide range of grammatical with few significant errors; few errors of verbs usage, negation, agreement, tense, articles, pronouns prepositions</i> | 28 | 29 | 30 |

PUNTOS (de un máximo de 100)

EVALUACIÓN ORAL

CLARIDAD (10%)

| | | | |
|---|-----|-----|-----|
| <i>Most is comprehensible</i> | 6.0 | 7.0 | |
| <i>Generally comprehensible, but with some interpretation</i> | 8.0 | 8.5 | 9.0 |
| <i>Almost completely comprehensible, without interpretation</i> | | 9.5 | 10 |

VOCABULARIO (25%)

| | | | |
|---|----|----|----|
| <i>Inadequate, inaccurate for this level</i> | 13 | 15 | 16 |
| <i>Barely adequate for the situation and level/repetitive</i> | 17 | 18 | 19 |
| <i>Adequate for the situation and level</i> | 20 | 21 | 22 |
| <i>Broad, precise, impressive for this level</i> | 23 | 24 | 25 |

FLUIDEZ (10%)

| | | | |
|--|-----|-----|-----|
| <i>Halting, fragmented, unnatural pauses</i> | 5.0 | 6.0 | 7.0 |
| <i>Generally natural and continuous</i> | 8.0 | 8.5 | 9.0 |
| <i>Very natural with no unnatural pauses</i> | | 9.5 | 10 |

INFORMACIÓN (25%)

| | | | |
|--|----|----|----|
| <i>Little information is conveyed; ideas not well-developed</i> | 14 | 16 | 17 |
| <i>Only basic information conveyed; ideas fairly well-developed</i> | 19 | 20 | 21 |
| <i>Most necessary information is conveyed; ideas very well-developed</i> | 23 | 24 | 25 |

GRAMÁTICA (20%)

| | | | |
|---|----|----|----|
| <i>Almost inaccurate except for stock phrases</i> | 6 | 8 | 10 |
| <i>Frequent errors, uncertain control of language</i> | 12 | 13 | 14 |
| <i>Fair control of language; some errors</i> | 15 | 16 | 17 |
| <i>Very good control of language; very few errors</i> | 18 | 19 | 20 |

PRONUNCIACIÓN (10%)

| | | | |
|--|-----|-----|-----|
| <i>Pronunciation is frequently unintelligible</i> | | 4.0 | 5.0 |
| <i>Heavy English influence requires concentrated listening</i> | 6.0 | 6.5 | 7.0 |
| <i>Occasional mispronunciations</i> | 8.0 | 8.5 | 9.0 |
| <i>Very few mispronunciations to be conspicuous</i> | | 9.5 | 10 |

PUNTOS (de 100)

Rubric for Blog and Discussion Forum Posts

*Note assignments submitted past the deadline will receive 0 points.

| Levels of Achievement | | | | |
|-------------------------------------|--|--|--|--|
| Criteria | Excellent | Average | Needs Improvement | Unsatisfactory |
| Critical Thinking | 10 points Posts well developed assignments that fully addresses and develops all aspects of the task. | 10 points Post well developed assignments that addresses all aspects of the task, but lacks full development of concepts and critical thinking. | 5 points Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task. | 0 points Little or no analysis or insight is displayed. Did not make initial post by deadline. |
| Uniqueness and originality | 5 points New ideas, connects are made with relative depth and detail | 5 points New ideas of connections lack depth and/or detail. | 5 points Few, if any new ideas or connections made. Recap or summary of other postings is made. | 0 No new ideas posted, merely agrees with others. Did not make initial post by deadline. |
| Participation and timeliness | 5 points Made initial post by deadline Responded to at least one other post by deadline. | 0 points Did not make initial post by deadline. Did not respond to at least one other post by deadline. | 0 points | 0 points |