



SPA210 Español para hispanos bilingües

¡La clase de español para quienes ya lo hablamos!

SPA210-02 Spanish for Heritage Speakers Course Syllabus - Fall 2023

Course Basics

SPA210-02 meets M/Th 3:30–4:50 pm in Bliss Annex 147

SPA210 is a 4 credit course, equivalent to 1 unit. Your “fourth hour” work is specified on Canvas.

SPA210 is a required Speaking Intensive course for bilingual Spanish-speaking students who wish to major, minor, or complete a certificate in Spanish. (SPA203 is designed for non-native speakers.)

Prerequisite: Placement test and interview

Instructor



Isabel María Kentengian, PhD.
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Office Hours: Monday & Thursday
11-12:20 or by appointment

Office: Bliss 324

Course Description

SPA210 is an intermediate course for bilingual Spanish speakers whose primary knowledge of the language comes from home or another out-of-class setting primarily, and who want to strengthen their oral and written skills. In this course students will familiarize themselves with a variety of registers in order to gain greater oral fluency, increased competence in the formal registers of the Spanish language, and greater proficiency and accuracy in their written varieties.

By the end of this course, students will have developed their abilities to use different varieties of Spanish in a variety of contexts with greater linguistic fluency and sociolinguistic awareness through the examination of the experience of being Hispanic/Latina/o/x in the United States.



Required Textbook



Español para hablantes de herencia, primer y segundo semestre by Penelope Casas (2019)
374 pages. ISBN: (paper): 9781663555861
(eBook): ISBN10: 1093902795

Other materials are posted on Canvas to download *before* class.



Course Communication

Canvas course announcements is our main form of communication. I will use Canvas messages for individual messages.

- You should make sure to adjust your settings to receive those messages in a timely manner.
- I expect that you will read and respond if needed within 24 hours on days when TCNJ is in session as per college policy.

Communicating With Me

Please use Canvas Messenger for course communication. If you do use email, please indicate the course number (SPA210-01) and topic in the subject line.

- Many questions can be answered by consulting the syllabus or assignment information posted on Canvas.
- I will respond to messages within 24 hours on days when TCNJ is in session. Expect a longer time during weekends or breaks.
- Tips: [Netiquette Guidelines for Emailing Professors](#)

Course Grading Scale

A 95 B+ 87 C+ 77 D+ 67

A- 90 B 83 C 73 D 65

B- 80 C- 70 F <65

Course Requirements and Grading Policy

20% Class Preparation (10%) and Participation (10%)

Class preparation assignments are designed and due by 12:01 am in PREPARATION for the NEXT DAY'S CLASS. Therefore, your preparation or lack thereof impacts class progress. Late assignments are subject to a deduction and generally, you will not receive credit after an assignment was reviewed in class for a grade. Your class participation grade is determined by your in-class participation, following the departmental rubric (posted on Canvas). If you arrive late, you may lose points.

12% Oral Presentations

Students will prepare two formal presentations and several "mini-presentations". The individual presentation will focus on the student's linguistic autobiography and personal and family Hispanic/Latino/a/e heritage and experiences. The formal presentation, done in pairs on a topic of the students' choosing, will be scheduled throughout the semester. The audiovisual materials to be used are due the previous class period for the instructor's review to be updated before the presentation.

20% Written Activities: Personal and Expository Essays and Weekly Discussion Posts (Foros)

You will write weekly discussion posts (foros). Foros are due on Sunday (and occasional Wednesdays) by noon so that you can read and comment on each others' posts. In addition, you will write one or two personal essays and one formal essay. See "written activities".

8% Partner Exchanges (*Intercambios*)

We will engage in exchanges with Spanish classes at St. Mary's University in San Antonio, TX and the University of Calgary (Canada). Each of you will engage in TWO video-chats with your assigned partners at a mutually agreeable time outside of class, usually in groups of three. You will engage in preparatory work and will write a reflection after each conversation. Details specified on Canvas.

5% Linguistic Landscapes Class Project

Each student will collect original examples (photos) of Spanish in public spaces. Specific details will be decided as a class and posted on Canvas.

5% Orthography Module

Assignments in the orthography module will be individualized as needed.

12% Written Tests

There are two comprehensive tests scheduled on **Oct 5 and Nov 9, in addition to a final exam**. Written tests cover orthography, grammar, and short writing related to the content of the readings and other activities.

15% Comprehensive Final Examination

The final exam will be cumulative, emphasizing written proficiency and precision. It will be administered during the assigned final exam period slot. Do not make travel or other plans until it is scheduled. If there is a conflict with another exam, as per the [Final Assessment and Reading Day Policy](#), you must notify me at least two weeks in advance.

3% Independent Reading

You will choose a novel or series of short stories to read and summarize.

Learning Goals

This course is designed especially for bilingual Spanish speakers, those who have learned Spanish in a family or community setting primarily, and who may use Spanish as a home language. Most heritage or bilingual Spanish speakers present with fluency in interpersonal oral tasks, but less frequently command ability of formal registers, either in speaking or writing. As a result, this course provides a setting in which students' linguistic strengths are harnessed to broaden their communicative competence and knowledge of the Spanish language. Simultaneously, this course will enable students to develop skills that most bilingual U.S. Spanish speakers may have less developed, such as: knowledge of standard Spanish linguistic forms, development of a formal oral register, and writing skills.

The objectives of this course are based on best practices for Spanish as a heritage language courses and the ACTFL Standards for Oral and Written Proficiency, which guide all courses in the Department of World Languages and Cultures. Students will connect with other subject matters to obtain information only available in Spanish, make analytical comparisons between languages and different cultural groups, and participate in multilingual communities.

Course Learning Outcomes

- Develop a broader range of communicative skills in Spanish**, using a multi-literacies approach, including describing, comparing and narrating, in present, past and future;
- Acquire knowledge of different Hispanic cultures**, focusing on Latino communities in the U.S. and the complex racial and ethnic ideologies associated with being Latino/Hispanic.
- Understand sociolinguistic issues** such as dialectal variation, contact varieties, and registers which result from Spanish/English contact in the U.S. This knowledge will enable you to select language practices and registers appropriate to your intended communicative purposes in different settings, tasks, and communities.;
- Analyze raciolinguistic and other language ideologies** that shape the complex attitudes and prestige afforded Spanish in the U.S. and impacts upon its speakers. and how they are perceived through the lenses of race and ethnicity.

HSS Learning Outcomes

- #1. Written Communication:** Writing is a focus of instruction for many assignments. Students' written work will exhibit knowledge of appropriate register and standard orthography, with increasing attention to coherence, sophistication, and variety in linguistic structures and vocabulary.
- #2. Oral Communication:** Public Speaking is a focus of instruction. Students will engage daily in interpersonal mode of communication, and will give at least two formal presentations, in which they will exhibit competence in presentation mode.
- #5. Critical Analysis and Reasoning:** Students will engage in increasingly more complex tasks to develop critical analytical and reasoning skills. These will be demonstrated via online Discussion forums, in-class colloquia and group discussions, and short essays focused on using a well-crafted thesis and evidence as support. Students will also learn to critique the arguments of others and the ability to analyze linguistic and cultural patterns.
- #6. Information Literacy.** Students will begin to learn to evaluate the validity and/or reliability of sources used, as well as several common logical fallacies.
- #7. Interpret Language and Symbol.** The interpretation of language is an important focus, as is the development of registers and basic concepts of sociolinguistic analysis as manifested in US Spanish bilingualism patterns.
- #8. Intercultural Competence.** The development of understanding of the range of Latino/a/x/Hispanic cultural expressions in the United States is an important focus of instruction in the course. Related to this, students will become increasingly proficient as using appropriate registers for different linguistic purposes, a critical component of communicative competence.
- #9. Respect for Diversity.** An understanding of multiculturalism in US society and/or the world is an important focus of instruction. Readings highlight the diversity of Latino/a/x experiences and varieties of US Spanish in our own and other communities.
- #10. Ethical Reasoning and Compassion.** The development of compassion is an important goal in the course, in particular the ability to empathize with others different from ourselves.
- #11. Preparation to Participate in Civic Life.** This course will discuss the engagement of Latinos/as/x in the political process in the U.S.
- #12. Appreciation of Linguistic and Cultural Diversity.** Apart from the focus on multilingualism and multiculturalism in the United States, readings and assignments will also stress the linguistic³ and cultural diversity of the Spanish-speaking world outside the U.S. borders.

The HSS Committee Against Anti-Black Racism Outcomes

- 1. Define power, racism, anti-racism, anti-Black racism, Whiteness, White supremacy and their intersections with other marginalized identities (e.g., gender, class, ability status, and sexuality). Identify and explain their impact at individual, community, institutional, and systemic levels.
- 2. Explain and demonstrate how structural racism shapes inequality and inequity within the United States and globally (e.g., through the creation and implementation of policy). Identify and evaluate antiracist interventions against structural racism at the individual, community, institutional, and systemic levels.
- 3. (partial) Identify and assess how institutionalized and state-sanctioned racist violence are deployed as instruments of control and oppression. Identify and evaluate antiracist interventions against racist violence at the individual, community, institutional, and systemic levels.
- 5. Demonstrate the ability to decenter Whiteness and center the contributions of Black artists, activists, communities, and scholars.
- 7. Practice dialogue across difference, including critically and thoughtfully responding (written and orally) to questions, and initiating conversations about power, racism, anti-racism, anti-Black racism, Whiteness, White supremacy.

LL Outcomes

The identified course content and learning goals develop skills toward the following liberal learning objectives, **though they are not given these official designations:**

Race & Ethnicity – Students will evaluate critically how the social constructs of race and ethnicity lead to inequitable impacts on individuals, communities, or societies. This will be done principally through the lens of raciolinguistic ideologies.

Global Perspectives – Students will identify and explain norms, values, and practices across different societies or regions to critically evaluate worldviews. This will be done through student presentations about different communities, as well as through reflections after each of the virtual exchanges with students from other communities (Texas and Canada).



What are my responsibilities in this course?

Languages are acquired in a supportive environment, which we all create together, in which all members share responsibility for each other's success and do their best. I ask each of you to pledge to this and have made this one of your first assignments on Canvas.



Be on time and prepared, ready to contribute actively.

- Work harmoniously and productively with your classmates. Your preparation and effort affect your individual progress, but also that of your classmates, especially in interactive or group work.

Engage your attention 100% in class.

- This means not "multi-tasking" and putting away your cell phone.

You are responsible for keeping up with the material.

- If you miss class for any reason, you are responsible for keeping up with the material and assignments.

Emergencies happen.

- While emergencies can happen, they need to be serious enough to merit an excuse from participation and be verifiable.

Communication is key.

- If you have an emergency, let me know right away. Otherwise, it is hard to discern what an appropriate course should be.

There is (some) flexibility.

- You are allowed two (free) absences with some exceptions: You must email me ahead of time, and these absences cannot occur during the last week of class and only in emergencies during assessment or presentation days. Otherwise, students must present the appropriate documentation and make arrangements with the Dean of Students Office.



Complete all assignments with care and attention to prepare for class.

- Familiarize yourself with Canvas and other technological tools and how to navigate our course modules and resources.
- Expect to spend on average two hours of time for each hour in class. This is in keeping with expectations for college courses.

Push yourself past your comfort zone.

- Strive for excellence, not perfection.

Speak Spanish in class.

- Try to use Spanish in class as much as possible to help everyone increase their proficiency.

Keep an open mind about differences in values and ways of doing things.

- These products, practices, and perspectives can enrich you.

Take responsibility for your own language learning.

- Experiment with strategies and techniques that help YOU learn.
- Learn to tolerate ambiguity.
- Do not be afraid to make mistakes because they are part of the learning process.

Advise me of any difficulty meeting any of these responsibilities to work out a solution proactively.

Policies, Resources, and Advice

Commitment to Diversity, Equity, Inclusion, Access, and Belonging

The TCNJ community is composed of people with diverse backgrounds, perspectives, and experiences, and the college is committed to diversity, equity, inclusion, access and belonging. The college's Campus Diversity Statement can be viewed here: <https://diversity.tcnj.edu/campus-diversity-statement/>.

What are the course Student Learning Outcomes (SLOs)? In other words, what should I know or be able to do by the end of this course?

The objectives of the Basic Spanish Program is for students to achieve linguistic proficiency in Spanish at the intermediate level on the ACTFL Oral Proficiency scale. Most successful students are at the Novice high level of the ACTFL Oral Proficiency standards or higher by the end of SPA102. Please consult the [NCSSE-ACTFL Can-Do Statements Proficiency Benchmarks](#) associated with Novice High level and those preceding it.

What is the course policy on technology in the classroom?

Successful language learning requires a community. Electronic devices are welcome in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you. During assessments, however, they must be put away unless otherwise indicated. **Using a translator, online or otherwise, to translated from English into Spanish any phrase longer than four words is a form of academic dishonesty. So is using chatbot applications such as ChatGPT.**

What other campus resources might help me succeed in this class? What are some college policies that govern TCNJ students?

The TCNJ community is dedicated to the success, safety and well-being of each student. TCNJ follows key policies that govern all TCNJ community members rights and responsibilities in and out of the classroom. In addition, TCNJ has established several student support offices that can provide the support and resources to help students achieve their personal and professional goals and to promote health and well-being. You can find more information about these policies and resources at the "TCNJ Student Support Resources and Classroom Policies" webpage here: <https://academicaffairs.tcnj.edu/tcnj-syllabus-resources/>. These resources, available to all students, include the Tutoring Center, Counseling and Prevention Services, the IT HelpDesk, and the Accessibility Resource Center (ARC). It also lists policies on absence and attendance, academic integrity, class recordings and others

What is the course policy regarding plagiarism and academic honesty?

The TCNJ It is expected that students will do their own work. It is not acceptable to have another student, friend, family member, tutor, former teacher, etc. "correct" your work. In addition, as one of the goals of this course is for you to improve your written expression in Spanish, it is expected that you will write IN Spanish. **Using an online translator for any phrase longer than four words is a form of academic dishonesty. So is using chatbot applications such as ChatGPT.** Violations may be considered a breach of academic integrity.

Academic dishonesty is a serious breach of integrity, which can lead to severe consequences for the offender. Learn how to document sources correctly to avoid plagiarism, which will not be tolerated in any form. Consult the college-wide policy on Academic Integrity. All violations will be reported to the Academic Integrity Officer for the School of Humanities and Social Science.

What should I do if I am feeling lost or overwhelmed in this class?

First, **consider speaking up in class.** You may not be the only person with the same concern, and we benefit from working questions out together.

Second, **come and see me.** You are welcome anytime during drop-in office hours or arrange an office hours appointment.

Third, **seek out campus and other resources.** You can find information on Canvas under "Ayuda" on the home page, in addition to those offices listed above.

What if I need an academic learning accommodation?

Students who anticipate or experience barriers in this course are encouraged to contact the instructor as early in the semester as possible. ARC is available to facilitate the removal of barriers and to ensure reasonable accommodations. For more information about ARC, visit <https://arc.tcnj.edu/>.

Course Topics

The materials and assignments are organized in thematic units. The course focuses on topics of salience to many Spanish-speakers' experiences of being Hispanic/Latina/o/x, recognizing that there is considerable debate on what we are referring to when we speak of "a Hispanic/Latino/a/x community". These topics include Hispanic/Latino/a/x identities; sociolinguistic issues regarding the Spanish in/of the United States; Hispanic/Latina/o/x heritage in the United States, including racism other forms of discrimination; transnational connections in a globalized world; and the power of language, with an emphasis on gender and human rights concerns.

Acquiring understanding of sociolinguistic concepts, such as language varieties in contact, dialectal differences, and raciolinguistic and other language ideologies that affect Spanish in the U.S. will empower students to be able to select language practices and registers appropriate to their intended communicative purposes in different settings, tasks, and communities.

Course Linguistic Content Focus

Following best practices in heritage language learning, the classes are organized using a multiliteracies approach. In general, class sessions are composed of activities which emphasize two complementary linguistic goals: (a) a focus on written and oral expression and fluency development; and (b), a focus on linguistic precision and orthography. Through a variety of media (readings, videos, web pages, songs, etc.) students will acquire a broad base of knowledge about the experience of being Latina/o/x/Hispanic in the U.S., which will serve as a springboard for written and oral assignments.

Through this rich content, students will perfect their knowledge of the written conventions of what is considered a "standard" or "professional" register of Spanish to add to their linguistic repertoire. They will acquire basic grammatical concepts and learn to identify the different parts of a sentence. Students will enrich their vocabulary through supplementary activities and perfect their command of mechanics, such as the standard use of accents and spelling patterns.

Assigned Readings, Films, and Other Multimedia Content

Our readings, films, visiting presentation, and discussions serve as springboard for written and oral activities designed to enrich students' expressive abilities, with an emphasis on narration and in-depth description. We will also engage in in-depth analysis, through both on-line and in-class discussions, in which students must give and defend their opinions or challenge those of their classmates.

Unidad 1 ¿Latinos? ¿Hispanos? La identidad sociocultural

1 Latinos? Hispanics? Sociocultural Identity

Lecturas, películas y ensayos

Discusión/Foro: "Mi nombre" de Sandra Cisneros

"El origen de los apellidos hispanos"

Lectura: "Grupos hispanos en los Estados Unidos"

Discusión/Foro: Comida e identidad

Video: "Father Knows Fish"

Enfocando en lo lingüístico

Reconociendo los registros

El uso de las mayúsculas y minúsculas

El género y el número

La ortografía: diferencias en los patrones del inglés y el español

El uso de los signos de puntuación

La oración

La acentuación (primera parte): El silabeo; el acento prosódico/la sílaba tónica.

Proyectos/Ensayos/Presentaciones

Ensayo personal 1 - Mi autobiografía lingüística

Presentación: Mi identidad sociolingüística y mi herencia hispana

Unidad 2 La herencia hispana/latina en los Estados Unidos: etnicidad y raza

2 Hispanic/Latino Heritage in the United States: Ethnicity vs. Race

Lecturas, películas y ensayos

Lectura: "Los orígenes hispanos de los EE. UU."

Foro sobre la presencia hispana en los Estados Unidos

Biografías de algunos hispanos notables

Podcasts: Latinos y racismo

"Mi raza" de José Martí

Presentación: Transoceánica: Historias de una familia migrante

Exposición de libros de escritores hispanos/latinos en la biblioteca

Enfocando en lo lingüístico

La acentuación (segunda y tercera parte): Conocer las reglas ortográficas de palabras agudas, llanas/graves, esdrújulas y sobreesdrújulas; los monosílabos; la sílaba tónica; las vocales fuertes y débiles; el diptongo, el hiato, y el triptongo; la tilde diacrítica

Normas básicas de los signos de puntuación

El registro: La variación lingüística

El cambio de códigos entre español e inglés

¿Calco? ¿Préstamo? ¿Extensión semántica? Características de las palabras del inglés en el español

El registro formal y el lenguaje coloquial

Correspondencias ortográficas entre el inglés y el español + algunos homófonos

Formas verbales: presente de indicativo, verbos reflexivos y pronominales

Las normas de la ortografía: la *b* y la *v*; la *c*, la *s*, y la *z*

Proyectos/Ensayos

Mini-presentaciones: Biografías de los que han dejado huella

Videochat 1 y reflexión: Intercambios con estudiantes de herencia de St. Mary's University (San Antonio, TX) o la Universidad de Calgary (Alberta, Canadá) - Fecha límite de entrega: el 2 de octubre

Unidad 3 El 'Spanglish' y otros temas sociolingüísticos del español en los Estados Unidos

3 Spanglish and Other Sociolinguistic Issues Concerning Spanish in the United States

Lecturas, películas y ensayos

Foro sobre las lecturas sobre el contacto de lenguas: "Nuestra herencia lingüística" y "El español en EE. UU."
Foro sobre la lectura "Traje de baño o traje con corbata" de Kim Potowski sobre el "Spanglish"
"Lenguas en contacto: El español en el mundo"
El vocabulario del español de los Estados Unidos: Barugel: *Speaking Spanish in the USA*
Foro sobre el análisis de Nelson y Flores sobre las ideologías lingüísticas racistas sobre el español de los Estados Unidos

Enfocando en lo lingüístico

Narrando en el pasado: El pretérito y el imperfecto; las irregularidades ortográficas
Los artículos: Diferencias entre el español y el inglés
Los pronombres relativos
Las normas de la ortografía: la *h*; la *g* y la *j*; la *r* y la *rr*
Los artículos: diferencias entre el español y el inglés
Formas verbales para narrar en el pasado, incluyendo el pretérito y el imperfecto
Otros temas según necesidades

Proyectos/Ensayos/Presentaciones

Proyecto: Paisajes lingüísticos de Nueva Jersey
Ensayo expositivo "¿Cuál es el futuro del español en los Estados Unidos?"

Unidad 4 Conexiones transnacionales en un mundo globalizado

4 Transnational Connections in a Globalized World

Lecturas, películas y ensayos

Los héroes y villanos de la historia
Mitos y leyendas; La Malinche
Los países de Latinoamérica
Foro sobre la lectura "Cuando era puertorriqueña" de Esmeralda Santiago
"La importancia de no olvidar el pasado" - Entrevista con Julia Alvarez
Película y foro: "Diarios de motocicleta"
Lectura + actividad: Cuento "La carta" de José Luis González
Lectura: Las redes sociales y la felicidad
Lectura: El español en el mundo de la tecnología
Foro: "Una América unida" de Carlos Fuentes en *Americanos: Latino Life in the United States*

Enfocando en lo lingüístico

Verbos como gustar
Complementos directos e indirectos
Las perífrasis verbales
Las preposiciones y verbos con preposiciones
El uso gramatical de las formas simples del subjuntivo / Las oraciones simples y compuestas
La coherencia de un texto y características de un buen ensayo
Otros temas según necesidades

Proyectos/Ensayos/Presentaciones

Video chat 2 y reflexión: Intercambios con estudiantes de herencia en St. Mary's (San Antonio, TX) - fecha límite de entrega: 13 de noviembre
Ensayo personal: Un evento histórico o tradición cultural que ha impactado a su familia

Unidad 5 El poder de las palabras y la comunicación The Power of Language and Communication

Lecturas, películas y ensayos

Foro: Los desafíos de la actualidad

Foro: Canciones sobre problemas sociales

Foro: Sus poemas, cuentos u otras expresiones artísticas favoritas

Foro: Su recomendación de un libro o película en español

Enfocando en lo lingüístico

El subjuntivo y el indicativo; expresiones de certeza y de duda; de emoción y de influencia; el subjuntivo del presente perfecto

El análisis sintáctico de los componentes de una oración (repaso)

Otros temas según necesidades

Repaso general

Proyectos/Ensayos/Presentaciones

Arte y música que nos inspira

Fechas importantes

- Asistencia a la exposición de libros escritos por latinos - Biblioteca de TCNJ. Detalles TBA
- 2 octubre - Videochat 1
- 5 octubre - Prueba 1
- 12 octubre - Presentación de Transoceánica: Historias de una familia migrantes 5 pm - **Asistencia obligatoria**
- 9 noviembre - Prueba 2

PRELIMINARY COURSE SCHEDULE OF READINGS, WRITTEN ASSIGNMENTS AND PROJECTS

Day	Date	Classwork
		Las tareas de lengua se detallan en Canvas. Pueden consultar los temas que se cubrirán en la descripción de cada módulo.
1	Th 31-Aug	Introducción al curso; Unidad 1: Latinos? Hispanos? La identidad sociocultural
		Completa: Cuestionario: ¡Vamos a conocernos! y preséntate a la clase
		En clase: Muestra escrita
	Mon 4-Sept	Foro: "Mi nombre" de Sandra Cisneros; Lectura: El origen de los apellidos hispanos
		Completa el módulo preliminar.
2	Tues 5-Sept	Lecturas: "¿Eres hispano(a) o eres latino (a)?" (EHH p. 2) y "¿Quién o qué es "latino"? Reseña del libro <i>Our Migrant Souls</i> de Héctor Tóbar"
3	Th 7-Sept	EHH (p. 21) El idioma dominante
	Sun 10-Sept	Foro: Comida e identidad

4	M 11-Sept	Lecturas: Los orígenes hispanos de los EE. UU. – EHH 31 a 36
5	Th 14-Sept	Presentaciones grabadas: Mi identidad sociolingüística y mi herencia hispana/latina"
	Sun 17-Sept	Empezamos la Unidad 2: La herencia hispana/latina en Estados Unidos; etnicidad y raza Foro: La presencia e historia hispana en los Estados Unidos
6	M 18-Sept	Comente sobre cuatro o más de las presentaciones grabadas de sus compañeros.
		Lecturas: Biografía de Sonia Sotomayor y otros hispanos notables - EHH páginas variadas
7	Th 21-Sept	Lectura: Los héroes y los villanos de la historia EHH 86 a 91
		Escoger tema y pareja para la mini-presentación de la biografía en parejas
	Sun 24-Sept	Empezamos en clase el primer borrador del ensayo personal "Mi autobiografía lingüística" Entregar: Primer borrador del ensayo personal "Mi autobiografía lingüística"
8	M 25-Sept	En clase: Repaso en parejas del ensayo personal "Mi autobiografía lingüística"
		Lectura: "Mi raza" de José Martí
9	Th 28-Sept	Mini-presentaciones: Biografías de latinos que han dejado huella
	Sun 1-Oct	Foro: ¿Qué debe tener un museo dedicado a "lo hispano/lo latino"?
10	M 2-Oct	Entregar Videochat 1 con estudiantes de St. Mary's (San Antonio, Texas) o la Universidad de Calgary (Canadá)
		Video: "Father Knows Fish" – episodio de la serie "Queer Eye"
		En clase: Empezamos el proyecto de los paisajes lingüísticos de Nueva Jersey
11	Th 5-Oct	Prueba 1
	M 9-Oct	Receso de otoño – No hay clases
		Tomen fotos del paisaje lingüístico de sus comunidades (Los que viajen a otros lugares, consulten conmigo.)
12	Th 12-Oct	No hay clase. La profesora está en una brigada médica.
		Presentación de Transoceánica: Historias de una familia migrantes a las 5 de la tarde - Asistencia obligatoria
	Sun 15-Oct	Empezamos la Unidad 3: El 'Spanglish' y otras polémicas sociolingüísticas del español en los Estados Unidos
		Foro: sobre la lectura "Traje de baño o traje con corbata" de Kim Potowski sobre las variedades del español de los Estados Unidos
13	M 16-Oct	Barugel: <i>Speaking Spanish in the USA</i> – Se dividirán las secciones en clase.
14	Th 19-Oct	Lectura: "Lenguas en contacto: El español en el mundo"
		Proyecto de paisajes lingüísticos: Análisis preliminar de las fotos que tomaron de paisajes lingüísticos
	Sun 22-Oct	Foro: sobre la lectura de Nelson y Flores sobre las ideologías lingüísticas racistas (<i>raciolinguistics</i> en inglés) sobre el español
15	M 23-Oct	Asistencia a la exposición de libros escritos por latinos – Biblioteca de TCNJ. Detalles y fechas por determinar

16	Th 26-Oct	Lecturas: Jorge Ramos: "El futuro del español en los Estados Unidos"
	Sun 29-Oct	Foro/Ensayo: ¿Cuál es el futuro del español en los Estados Unidos?
17	M 30-Oct	Empezamos la Unidad 4: Conexiones transnacionales en un mundo globalizado
		Lectura: Las redes sociales y la felicidad EHH 168 a 169
18	Th 2-Nov	Prueba 2
	Sun 5-Nov	Foro sobre la lectura "Cuando era puertorriqueña" de Esmeralda Santiago
19	M 6-Nov	Mitos y leyendas EHH 113 a 115
20	Th 9-Nov	Ver película "Diarios de Motocicleta"
	Sun 12-Nov	Foro: "Diarios de Motocicleta"
21	M 13-Nov	Entregar: videochat 2 con estudiantes de St. Mary's (San Antonio, Texas) o la Universidad de Calgary (Canadá)
22	Th 16-Nov	Entregar: reflexión sobre el videochat con estudiantes de St. Mary's (San Antonio, Texas) y la Universidad de Calgary (Canadá); discusión en clase
		Lecturas: "La carta" de José Luis González y "El español en el mundo de la tecnología"
	Sun 19-Nov	Foro: "Una América unida" de Carlos Fuentes y las fotografías de Carlos Gálvez en <i>Americanos: Latino Life in the United States</i>
23	M 20-Nov	Comenzamos la Unidad 5: El poder de la palabra y la comunicación
		Lectura: Los desafíos de la actualidad EHH 238 a 239
	Th 23-Nov	Día de Acción de Gracias - No hay clases
	Sun 26-Nov	Foro: Un problema social o medioambiental
24	M 27-Nov	Los latinos y el racismo - podcast de Daniel Parra y Tanya Kateri Hernández
	Wed 29-Nov	Foro: Canciones sobre problemas sociales
25	Th 30-Nov	Unidad 5
	Sun 3-Dec	Foro: Sus poemas, cuentos u otras expresiones artísticas favoritas
26	M 4-Dec	Unidad 5 continuación
	Wed 6-Dec	Foro: Su recomendación de un libro y de una película o serie en español
27	Th 7-Dec	Semester review; Course evaluations
	As per PAWS	Final Exam

Disclaimers and Warnings

A syllabus is a tentative document. The instructor reserves the right to make changes to this syllabus during the semester as warranted for pedagogical reasons. Any and all changes to major deadlines will be communicated at least one week prior to the change except in emergencies.

Students may be responsible for more than one assignment on any given day, such as a group presentation, written assignment, or quiz. ***It is the student's responsibility to allow sufficient time for preparation for each.*** Once published, students may only switch presentation or other dates with each other by mutual agreement and with the instructor's permission.

Some Final Thoughts

Learning occurs best in a supportive environment, which we all create together, one in which all members feel responsible for each other's success and do their best. I ask each of you to pledge to this as one of your first assignments.

Although you are ultimately responsible for your own learning, I will do my best to support your efforts and provide you with useful materials and guidance. Experiment with strategies for successful learning that work for you. Learn to tolerate ambiguity. Push yourself past your comfort zone. Do not be afraid to make mistakes because they are part of the learning process.

I look forward to getting to know each of you and helping you learn.

