



**Division of Arts, Humanities & Wellness
Department of World Languages and Cultures**

Course Syllabus

SPANISH I for HERITAGE SPEAKERS LAN 228

Semester and Year:

Course and Section number: 228-001

Meeting Times:

Location:

Instructor:

Office Location:

Phone:

Office hours:

By appointment.

Email:

Mailbox:

COURSE DESCRIPTION:

Elementary Spanish for Heritage Speakers is designed to address the needs of Hispanic/Latino students who can communicate in Spanish but need to develop and/or improve their reading and writing skills. It addresses specific linguistic issues such as diction, orthography, and sentence structure. Writing skills are reinforced through the inclusion of formal compositions. The course is conducted in Spanish and includes cultural discussions. LAN 228 is recommended for students with some formal Spanish language instruction. **(Pre-requisite:** Permission of Department Chair)

STUDENTS LEARNING OBJECTIVES:

Upon completion of the course, students will have developed reading and writing strategies in Spanish. Students will be able to:

- 1- Write essays using proper spelling and sentence structure on a variety of topics.
- 2- Express opinions and interpretations of literary and journalistic readings.
- 3- Acquire cultural competency by examining and discussing historical and political events.
- 4- Examine current social and political issues, and the major protagonists in the arts, letters, and politics in the different Spanish-speaking countries.

ASSESSMENT METHODS:

Students will be assessed on the four skills: listening, speaking, reading, and writing. Each of these skills will be assessed as follows:

1. Listening: Participation in class drills, class discussions, and oral communication with instructor and classmates.
2. Speaking: Conversations in Spanish with classmates and instructor.
3. Reading: Recognition of the selection's significance through periodic sight-readings, homework response essays, and classroom discussions.
4. Writing: Usage of Spanish, sentence structures and vocabulary to organize and express thoughts in journal entries, short essays, and exams.
5. Ability to construct emails: Frequent emailing to the instructor and classmates.
6. Comprehension and description of a situation: Use of audio CD's, videos, films, and pair/group performances.
7. Completion of a final project. This project will include a written proposal, and an oral report.
8. Ability to compare and contrast histories and cultures.

COURSE TEXTS / OTHER STUDY MATERIALS:

Required:

- Enriquez, Hector, Teschner, Richard and Valdez, Guadalupe. Español escrito: Curso para hispanohablantes bilingües, 6th Edition. 2008.
- My Spanish lab
- English/Spanish Dictionary. (Any)

Recommended:

- Spinelly, E. English Grammar for Students of Spanish. (Latest Edition.)

PREPARATION EXPECTATIONS:

1. Each lesson should be prepared in advance.
2. Spanish is spoken in class.
3. Class attendance is required.

ASSIGNMENTS / PROJECTS

Students are expected to do all of the required assignments for this course and to meet the deadlines for such assignments. **Failure to submit an assignment will be the equivalent of a zero.**

GRADING:

The final grade in this course will be determined by a student's overall mastery of the subject matter as evidenced on exams, in class writings, projects, homework assignments, and class participation:

- | | |
|---------------------------|------|
| ○ Exams | 20 % |
| ○ Writing assignments (4) | 12 % |

- Final Project 15 %
- Cultural presentation 10 %
- My Spanish Lab 35 %
- Participation and class work 8 %

Grade Scale:

A	90-100%	C+	76-79%	F	0-59%
B+	86-89%	C	70-75%		
B	80-85%	D	60-69%		

BERGEN COMMUNITY COLLEGE ATTENDANCE POLICY:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

ATTENDANCE POLICY IN THIS COURSE:

Due to the nature of language acquisition and practice, students are expected to attend every class meeting on time and for the full class period. Every three late arrivals will be considered one absence and after two absences your professor will deduct 1 point for each day missed from your final grade. There are no make-ups of daily work (i.e., quizzes, oral presentations, or other classroom assessments). **There are no exceptions.** If all or part of a class is missed, it is the student's responsibility to find out about the material missed. Students are expected to come prepared for the next class period and to submit any assigned homework.

**WORLD LANGUAGES AND CULTURES
PLACEMENT POLICY**

Students interested in studying a world language at Bergen Community College may choose either, begin a new one or continue the language studied previously. Students who have studied a world language in high school and have received a grade of B or better, should enroll in the appropriate Bergen course as follows:

Years of study

- Up to one year
- Two years
- Three years or more

Register in

- Level I course (e.g., Spanish I)
- Level II courses (e.g., Spanish II)
- Level III courses (e.g., Intermediate Spanish I)

*Students of Hispanic background who speak Spanish at home and/or studied this language in high school must enroll in LAN 228-Elementary Spanish for Heritage Speakers. Depending on the level of proficiency, Heritage Speakers Students may want to take the CLEP Exam and earn up to 6 credits in Spanish. For additional information on the CLEP, visit the Testing Center in Room L-121. Also, you may consult with the instructor or Academic Coordinator for the options.

STUDENT AND FACULTY SUPPORT SERVICES:

Services for Students with Disabilities

A wide variety of services are available to students with documented disabilities through the Office of Special Services (OSS). OSS is dedicated to serving students with physical, visual, learning, hearing and emotional disabilities. Following semester, upon request from the student, an accommodation form is filled out by OSS staff and a copy given to each instructor. When extended test time or testing in a private setting is required, a copy of the form is submitted to the Testing Center OSS liaison. Accommodations may include the following:

- Extended testing time
- Testing in a private setting
- Use to the Adaptive Computer Lab and/or other adaptive equipment
- Use of a Note taker, Tutor, Reader, or Scribe
- Use of a tape recorder
- Use of a C-Print Operator (a computerized note-taking service)

A more detailed explanation can be found on the college website at www.bergen.edu/oss

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the college's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety print, media, and electronic resources for individual and classroom use. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and general public. (BCC Catalog)

The library's webpage, www.bergen.edu/library, is available for up-to-date information regarding library collections and services.

All of the required texts for the course will be made available on Reserve. Go to the library Circulation Desk for access to the reserved copies.

GENERAL

All students are subject to the rules, regulations and policies set forth in the current Bergen Community College Catalog.

COURSE CONTENT AND CLASS SCHEDULE The following course schedule is subject to change, depending upon progress of the class. Changes will be announced in class.

Week	Date	Topic	Assignment
1	9/2 Learning objectives: 2-4	Introduction to the course Cultural quiz	Re-read syllabus. Register on myspanishlab.com Familiarize yourself with the textbook, and online components, such myspanishlab.com and Moodle
	9/4 (online) Learning objectives: 2-4	Leer: ¿Quién soy? P. 2 y actividad comprensiva en	Completar dos actividades: El almohadón de plumas

		Moodle. Leer: El almohadón de plumas	(moodle)
2	9/9 Learning objectives: 1-4	The alphabet (4-6) El almohadón de plumas por Horacio Quiroga Princesas (Manu Chau)	Actividades 1.6, 1.7, 1.9, 1.10, 1.11, 1.12 (pp.8-10) Foro: El almohadón de plumas (Moodle)
	9/11 (online) Learning objectives: 1-4	Spanish letters: Sounds, spellings, examples and comments (pp. 5-11) Diphthongs (pp. 12-13) No hay que complicar la felicidad. (pp. 15-17)	Escribir composición personal (pp. 3-4) (Moodle) C1.1 y C1.2, C1.12
3	9/16 Learning objectives: 2-4	Diphthongs (pp. 12-13) No hay que complicar la felicidad (pp.15-17) Division of syllables (pp. 23-29)	C1.3- C1. 6, C1.10-C1.11
	9/18 (online) Learning objectives: 1-4	Division of syllables (pp. 23-29) Los abuelos (pp. 20-22)	C2.1-C2.2, C2.4, C2.6-C2.7, C2.9-C2.17 Leer: El origen del español (p. 17-18)
4	9/23 Learning objectives: 1-4	Mi familia (pp. 32-33) Stress placement and the written accent (pp. 34-39) Honduras (p. 46)	C3.2-C3.5 C3.13 Composición: La familia (p. 22) (Moodle)
	9/25 (online) Learning objectives: 2-4	Lluvia by Arminé Arjona (pp.41-45) Written accents and monosyllabic words (pp. 40-41)	C3.8-C3.14
5	9/30 Learning objectives: 1-4	Examen 1 La guerra del agua	Cuando todo brille by Liliana Heker (pp. 54-61) C4.19
	10/2 (online) Learning objectives: 2-4	B o V (pp. 50-53) C4.2-C4.12 Antónimos y sinónimos	Leer: La muñeca Menor

6	10/7 Learning objectives: 2-4	Aqueronte por José Emilio Pacheco Puerto Rico Reto hispano	C4.13-C4.18
	10/9 (online) Learning objectives: 1-4	Las escuelas y yo (pp. 64-66) Más palabras con B (p. 68-71)	Composición: La escuela (p. 67) C5. 2-C5.15
7	10/14	No hay clases	C5.2-C5.15
	10/16 (online) Learning objectives: 2-4	La niña sin alas by Paloma Díaz (pp.71-77) Los niños no se aguantaron by Tomás Rivera (pp. 88-90)	C5.25, C6.23-C6-24
8	10/21 Learning objectives: 2-4	¡A trabajar! (pp. 80-82) C,S o Z (pp. 83-88) La novia ausente by Marco Deneví	C6.2, C6.4-C6.6, C6.9, C6.10
	10/23 (online) Learning objectives: 1-4	C,S o Z La letra Z (pp. 97-100)	C7.2-C7.7 Composición: Las relaciones personales (p. 97)
9	10/28	No hay clases	
	10/30 (online) Learning objectives: 2-4	La letra Z La cita por Raquel Banda Farfán (pp. 101-103)	C7.8-C7.20
10	11/4 Learning objectives: 1-4	Chile (p. 91) Examen 2	También la lluvia
	11/6 (online) Learning objectives: 1-4	También la lluvia (Moodle)	
11	11/11 Learning objectives: 2-4	Nosotros nos cambiamos (pp. 106-108) Fernando Estrel la (pp. 113-116) Perú (p. 116) La mujer por Juan Bosh	C8.19-C8.21
	11/13 (online) Learning objectives: 2-4	Las letra X y H (pp. 109-112) La LL y la Y (pp. 122-125) cancion	C8.12-C8.16, C9.2-C9.09
12	11/18 Learning objectives: 1-4	De trabajadora doméstica a directora de escuela (pp.	C9.1

		118-120) Rafael Leonidas Trujillo	
	11/20 (online) Learning objectives: 2-4	Los contrastes entre -ía, -illa e -ia (pp. 125-126) Los contrastes en tre -ío, -illo e -io (p. 127) El diminutivo -illo (p. 128) Terminar proyecto final	C9.14-C9.18 C9.20
13	11/25 Learning objectives: 2-4	El huésped por Amparo Dávila (p. 128-133) Ecuador (p. 134) Clandestino (Manu Chau)	Leer Cirios
	11/27	Thanksgiving break	No hay tarea
14	12/2 Learning objectives: 2-4	El alcoholismo y las drogas (pp. 136-139) Colombia (p. 148) Cirios por Marjorie Argosín	C10.9, C10-14
	12/4 (online) Learning objectives: 2-4	El sonido de la j (pp. 140-143)	C10.2, C10.4, C.10.6-C10.8,
15	12/9 Learning objectives: 1-4	Examen 3	Leer: Réquiem con tostadas
	12/11 (online) Learning objectives: 1-4	Réquiem con tostadas por Mario Benedetti (pp. 143-148)	C10.11
16	12/16 Learning objectives: 2-4	Presentaciones finales	No hay tarea