



CIEE Barcelona, Spain

Course title:	Spanish for Heritage Learners
Course code:	SPAN 4003 BASP
Programs offering course:	Advanced Liberal Arts, Business and Culture, Economics and Culture, Global Architecture and Design, Liberal Arts
Language of instruction:	Spanish
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

This course will focus on analyzing and producing different text typologies, considering the concepts of appropriateness, coherence, cohesion, correction, variation, and style, and in the analysis and production of proficient spoken narrations and descriptions considering their specific grammatical discursive and lexical strategies. In addition, the course will address the historical presence of the Spanish language in America and, in particular, in the territory of the United States of America. Finally, the course will also treat the linguistic phenomena resulting from language contact with Spanish and American English and the cultural manifestations of Latinos in the United States.

Learning Objectives

By completing this course, students will:

- Describe, explain and apply the advanced grammar of contemporary Spanish.
- Analyze the distinctive discursive strategies and stylistic features of contemporary Spanish texts.
- Produce oral academic presentations showing the ability to provide a well-supported argument, including detailed evidence in support of or against a point of view.
- Produce proficient Spanish texts in a variety of text types (narrative, descriptive, expository and argumentative).
- Analyze the Spanish of the United States in its historical, geographic, sociocultural and situational diversity.

Course Prerequisites

Native level of inheritance or similar.

Methods of Instruction

Classes will have an eminently practical character. Reading of texts, scheduled discussions and exercise work of different types will be combined in class. Active work and the preparation and timely delivery of written texts and assignments on grammar, accuracy and lexical richness will be required.

Assessment and Final Grade

1. Midterm Exam	20%
2. Final Exam	30%
3. Essays	30%
4. Oral Presentation	10%
5. Active and collaborative participation in exercises conducted in class	10%
TOTAL	100%

Course Requirements

Midterm Exam

Final Exam

They will consist of three parts:

1. regulatory aspects of Spanish (e.g. accentuation, punctuation, questions on grammar, questions related to lexical precision...);
2. reading comprehension test;
3. production of a written text.

Essays

Students will prepare weekly compositions. The essays will respond to the different text typologies presented in the classroom and must respect the specific linguistic strategies associated with each one of them.

Oral Presentation

Students will make an oral presentation on a topic related to Spanish language or culture (10-15'). The professor will provide a guide for its proper preparation.

Active and collaborative participation in exercises conducted in class

Students are expected to participate in class by asking questions that show their active engagement in class and by being able to comment on the readings due for each session. The level of engagement with the class materials, as evidenced in written work and class participation, will be one of the factors of the final grade.

Students are responsible for the material covered in regular classes, on-site classes, discussions, peer presentations and readings.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.1 .

Course, professor & students' presentation

CNN «American Dream» and «Borders to the Limit-Border of the Beast» (Non-fiction documentaries by Joel N. Clark, and Pablo Guerenabarrena and Jaime Silva).

Class: 1.2 .

Writing processes

Plan and document: context of the text (for whom it is written and for what purpose), research, organization of ideas and presentation. Keywords and preliminary outline.

Textualize the text. Structure and linguistic activities used in the production of written texts.

Week 2

Class: 2.1 .

Introduction and conclusion.

The paragraph and its importance in planned written texts.

Review, reformulate and correct the text. Self-revision and the correction of others.

Class: 2.2 .

Prototypical text genres. Essential characteristics.

How to write biographical and autobiographical texts.

Narrative texts in the past tense.

Week 3

Class: 3.1 .

Specific linguistic strategies.

Discourse markers. Time clauses.

Class: 3.2 .

Bilingualism, diglossia and linguistic attitudes around Spanish in the United States (Read the chapter of Lipski (2005), «El español de América: los contactos bilingües», in R. Cano (coord.), *Historia de la lengua española*, Barcelona, Ariel, pp. 1117-1138).

Week 4

Class: 4.1 .

How to write descriptive texts.

Descriptions in planned written texts in Spanish.

Class: 4.2 .

Specific linguistic strategies.

Week 5

Class: 5.1 .

The distribution of information in the text.

Class: 5.2 .

Discourse markers. Information organizers.

Week 6

Class: 6.1 .

Americanism concept (Read the chapter 6 «Léxico y formación de palabra» of Enguita, J.M. in Aleza, M. y Enguita, J.M., (coords) (2010), *La lengua española en América: normas y usos actuales*, Valencia, Universitat de València, pp. 261-315).

Class: 6.2 .

How to write expository texts.

The canonical structure of an expository text: introduction, body and conclusion.

Thematic progression.

Week 7

Class: 7.1 .

Midterm exam

Class: 7.2 .

Objectivity as the main characteristic of an expository text. Mechanisms of objectification in written Spanish.

Week 8

Class: 8.1 .

Variation and dialects of Spanish

Reading: Azucena Palacios (2006), «Variedades del español hablado en América: una aproximación educativa», in Elena de Miguel y María Cruz Buitrago Gómez (Coords.), *Las lenguas españolas: un enfoque filológico*, Madrid, Ministerio de Educación y Ciencia, pp. 175-196.

Class: 8.2 .

How to write argumentative texts and opinion articles.

Week 9

Class: 9.1 .

Arguments in planned written texts in Spanish.

Class: 9.2 .

Specific linguistic strategies.

Brevity, clarity and conciseness, essential characteristics of the thesis.

Week 10

Class: 10.1 .

Formulation of arguments and counterarguments.

Discourse markers in argumentative texts: causal, consecutive, concessive, counter-argumentative.

Class: 10.2 .

Latin groups in the United States and linguistic varieties (1) (Read the essay of Antonio Torres (2005), «El español en los Estados Unidos como expresión de identidades mixtas», in E. Martinell y E. Erlendsdóttir (eds.), *La conciencia lingüística europea: Nuevas aportaciones de impresiones de*

Week 11

Class: 11.1 .

Latin groups in the United States and linguistic varieties (2).

Class: 11.2 .

Rules of accentuation: general rules and diacritical accentuation (1 and 2).

Week 12

Class: 12.1 .

Spanish punctuation and syntax. General uses of punctuation marks (1 and 2).

Class: 12.2 .

Grammatical aspects of advanced Spanish writing.

Expression of grammatical gender and its association with sociolinguistic questions

Grammatical number. Matters of agreement.

Use of determinants: contexts of obligatory use; use of different determinants and semantic consequences; possible and impossible combinations of determinants in Spanish.

Week 13

Class: 13.1 .

Form and standard usage of verbs.

Usage and the importance of prepositions. Popular prepositional phrases and prepositional phrases not recommended for use.

Lexical aspects of educated Spanish writing.

Undesirable repetitions, catch-all words and lexical poverty.

Class: 13.2 .

Lexical precision, a requirement of advanced Spanish writing.

Collocations in Spanish. Reference sources.

Colloquialisms and cultismos.

Week 14

Class: 14.1 .

Spanglish: emergence of the concept and main meanings (Read the texts of Silvia Betti (2009), «Spanglish en los Estados Unidos: Apuntes sobre lengua, cultura e identidad», CONFLUENZE. Rivista di studi iberoamericani, vol. 1, nº 2, pp. 101-121, and of Antonio Torres (2015), «Sobre el spanglish en los Estados Unidos: implicaciones de un caleidoscopio de perspectivas», in S. Betti y D. Jorques (eds.), Visiones europeas del spanglish, Valencia, Uno y Cero, pp. 96-109).

Class: 14.2 .

Spanglish: main linguistic characteristics (Read chapter 9 of «El español de América en los Estados Unidos» by Antonio Torres in Aleza, M. y Enguita, J.M., (coords) (2010), La lengua española en América: normas y usos actuales, Valencia, Universitat de València, pp. 403-427).

Week 15

Class: 15.1 .

Class: 15.2 .

Final Exam

Course Materials

Readings

Reference bibliography for the Spanish of America:

ALEZA, M. y ENGUITA, J.M., (coords) (2010), *La lengua española en América: normas y usos actuales*, Valencia, Universitat de València. With the collaboration of Marta Albelda Marco, Antonio Briz Gómez, Miguel Calderón Campos, Eduardo España Palop, Alejandro Fajardo Aguirre, Félix Fernández de Castro, David Giménez Folqués, Rosario Navarro Gala y Antonio Torres Torres. Online publication: <<http://www.uv.es/aleza/esp.am.pdf>>.

BETTI, S. (2009), «Spanglish en los Estados Unidos: Apuntes sobre lengua, cultura e identidad», *CONFLUENZE. Rivista di studi iberoamericani*, vol. 1, nº 2, pp. 101-121.

CLARK, J. N. (producer) (2018), *American dream* [documentary film], Atlanta, Cable News Network (CNN), Time Warner. Available on <https://cnnespanol.cnn.com/2018/10/29/latinos-los-que-mas-creen-en-el-sueno-americano-aunque-reconocen-que-es-dificil-de-alcanzar-segun-reporte/>

CORTÁZAR, M. (2009), «¿Por qué escribir en español en los Estados Unidos?», in H. López Morales (coord.), *Enciclopedia del español en los Estados Unidos*, Madrid, Instituto Cervantes / Santillana, pp. 599-601.

FRAGO GRACIA, J. A. (1999), *Historia del español de América*, Madrid, Gredos.

FRAGO GARCÍA, J.A. y FRANCO FIGUEROA, M. ([2001] 2003), *El español de América*, Cádiz, Servicio de Publicaciones de la Universidad.

GUERENABARRENA, P. (producer), y SILVA, J. (direction) (2015), *Fronteras al límite-Frontera de la bestia* [documentary film], Madrid, Radio Televisión Española (RTVE), Corporación de Radio y Televisión Española. Available on <http://www.rtve.es/alacarta/videos/fronteras-al-limite/fronteras-limite-frontera-bestia/3126663/>

INSTITUTO CERVANTES, Portal de los Congresos Internacionales de la Lengua Española <<http://www.congresosdelalengua.es/>>.

LIPSKI, J.M. (2005), «El español de América: los contactos bilingües», in R. Cano (coord.), *Historia de la lengua española*, Barcelona, Ariel, pp. 1117-1138.

LÓPEZ MORALES, H. (coord.) (2009), *Enciclopedia del español en los Estados Unidos*, Madrid, Instituto Cervantes/Santillana.

MARTINELL, E. (1992), *La comunicación entre españoles e indios: palabras y gestos*, Madrid, Mapfre.

MORENO FERNÁNDEZ, F. ([2009] 2014), *La lengua española en su geografía*, Madrid, Arco Libros.

PALACIOS, A. (coord.) (2008), *El español en América. Contactos lingüísticos en Hispanoamérica*, Barcelona, Ariel.

PALACIOS, A. (2006), «Variedades del español hablado en América: una aproximación educativa», in Elena de Miguel y María Cruz Buitrago Gómez (Coords.), *Las lenguas españolas: un enfoque filológico*, Madrid, Ministerio de Educación y Ciencia, pp. 175-196.

POTOWSKI, K. (2011), *Bilingual Youth: Spanish in English-Speaking Societies*, Ámsterdam, John Benjamins.

POTOWSKI, K. (2010), *Language Diversity in the United States*, Cambridge, Cambridge University Press.

POTOWSKI, K. (2005), *Fundamentos de la enseñanza del español a los hablantes nativos en los Estados Unidos*, Madrid, Arco/Libros.

POTOWSKI, K. y CARREIRA, M. (2004), «Teacher Development and National Standards for Spanish as a Heritage Language», *Foreign Language Annals*, 37 (3), pp. 427-437.

TORRES, A. (2016), *El español de América*, Barcelona, Edicions de la Universitat de Barcelona.

TORRES, A. (2015), «Sobre el spanglish en los Estados Unidos: implicaciones de un caleidoscopio de perspectivas», in S. Betti y D. Jorques (eds.), *Visiones europeas del spanglish*, Valencia, Uno y Cero, pp. 96-109.

TORRES, A. (2013), «Del castellano de "un pequeño rincón" al español internacional», *Normas. Revista de estudios lingüísticos hispánicos*, 3, pp. 205-224. Online: <http://www.uv.es/normas>

TORRES, A. (2006), «Apuntes sobre la historia y el presente del español en los Estados Unidos», *Estudis Romànics*, XXVIII, pp. 299-305.

TORRES, A. (2005), «El español en los Estados Unidos como expresión de identidades mixtas», in E. Martinell y E. Erlendsdóttir (eds.), *La conciencia lingüística europea: Nuevas aportaciones de impresiones de viajeros*, Barcelona, Promociones y Publicaciones Universitarias, pp. 93-110.

TORRES, A. (2004), *Procesos de americanización del léxico hispánico*, Valencia, Universitat de València (Anejo nº 57 de la Revista *Quaderns de Filologia*).

Reference bibliography:

ALVAR, M. (1998), *Manual de redacción y estilo*, Madrid, Istmo.

ALVAR, M. (2000), *Manual de dialectología hispánica: El Español de América*, Barcelona, Ariel.

ÁLVAREZ MARTÍNEZ, M. (2001), *Ejercicios de escritura: Nivel avanzado*, Madrid, Anaya.

GÓMEZ TORREGO, L. (2006), *Hablar y escribir correctamente. Gramática normativa del español actual*, Madrid, Arco/Libros, 2 vols.

LIPSKI, J. M. (2008), *Varieties of Spanish in the United States*, Washington, Georgetown University Press.

MARTÍN VIVALDI, G (2000), *Curso de redacción: Teoría y práctica de la composición y del estilo*. Madrid, Paraninfo.

MONTOLÍO, E. (dir.) (2014), *Manual de escritura académica y profesional*, Barcelona, Ariel, 2 vols.

ONIEVA MORALES, J. L. (2003), *Curso superior de redacción*, Madrid, Verbum.

REAL ACADEMIA ESPAÑOLA (2005), *Diccionario panhispánico de dudas*, Madrid, Santillana. www.rae.es

REAL ACADEMIA ESPAÑOLA (2013), *El buen uso del español*, Barcelona, Espasa.

REAL ACADEMIA ESPAÑOLA (2014), *Diccionario de la lengua española*, Madrid, Espasa Libros. www.rae.es

VÁZQUEZ, G. (coord.) (2001), *Actividades para la escritura académica*, Madrid, Edinumen.

VÁZQUEZ, G. (coord.) (2001), *Guía didáctica del discurso académico escrito*, Madrid, Edinumen.