



SPA 589-23226

Teaching Spanish to Heritage Learners

COURSE SYLLABUS: Spring 2018

INSTRUCTOR INFORMATION

Instructor: Flavia Belpoliti, PhD. Spanish Program Director

Office Location: David Talbot Hall 318 (Commerce), TBA (Dallas)

Office Hours: Tuesdays 10am-2pm (Commerce), Wednesdays 2pm-4:30pm (UCD-Dallas)

Office Phone: 903-886-5271

University Email Address: flavia.belpoliti@tamuc.edu

Communication Response Time: *I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.*

COURSE INFORMATION

Textbooks and Materials

- Selected articles (see the 'Lecturas' folder in e-College)
- Access to the UCLA Startalk Workshop 'Teaching Heritage Languages' (free access but it requires to create an account)

Course Description

The purpose of this graduate course is to present a broad introduction to the field of heritage language education, with an emphasis on the teaching of Spanish to bilingual English-Spanish learners of Hispanic heritage. Diverse aspects of heritage language acquisition, development and maintenance will be explored, including topics related to US demographics, Hispanic communities, the Spanish standard varieties and the acquisition of formal register. The course will also focus on relevant pedagogical issues and approaches for the teaching of Spanish to these learners. The course will be conducted in Spanish and will consist mainly of guided

readings, short activities and a final project based on curriculum design. Readings will be in English and Spanish.

Student Learning Outcomes

Students who successfully complete the course will be able to:

- a. Explain and correlate key concepts on the field of Heritage Language Research and Pedagogy.
- b. Describe and analyze main pedagogical issues on the teaching of Spanish as a Heritage Language in the US.
- c. Revise and compare different instructional approaches to teach Spanish to students of Hispanic heritage.
- d. Advance critical and analytical skills through a research project designing a course curriculum to teach Spanish to Heritage Language Learners.

Collection of Data for Measuring Institutional Effectiveness:

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

COURSE REQUIREMENTS

Minimal Technical Skills

Students in this course are expected to be able to: a) manage TAMUC Library resources for advance academic research; b) competently use MSFT Office tools (Word, Excel, PPoint); c) access, navigate and use the diverse tools included in the course e-College site.

Instructional Methods

This online course follows a self-paced learning mode, which requires critical analysis and reflection from students. Main activities include: critical readings; data analysis (both quantitative and qualitative), and design and evaluation of activities and materials for Spanish teaching. The course is divided in five modules:

- *Module I: Key concepts in Heritage Language Education.* General introduction to the field of Heritage Languages Education and its relevance in multicultural communities; main definitions.
- *Module II: Spanish Heritage Language Learners.* Introduction to the demography of Spanish Heritage Learners; analysis of sociolinguistic, cultural and pedagogical needs.
- *Module III: Language ideologies and the teaching of Spanish(es) in the US.* Presentation of main issues on perception, attitudes and ideologies in the SHL classrooms. Spanish dialects, norms and prestige.

- *Module IV: Current approaches to teaching Spanish as a Heritage Language:* Main trends in Heritage Language Pedagogy, including critical language awareness, bi- and multi-literacies, differentiation, and macro-approaches.
- *Module V: Spanish as a Heritage Language: classroom practices.* Analysis of Spanish as a Heritage Language programs; implementations to teach grammar, culture, reading and writing; principles to design a SHL syllabus.

GRADING

Assessments

Module quizzes (20% of final grade)

Each module incorporates a short (12-15 questions) quiz based on the module assigned readings and materials. The quiz assesses understanding of key topics, critical connections, and analysis of main issues presented in the module. Quizzes are available on the modules and each one should be completed by the due date; quizzes can only be taken once.

Summaries (20% of final grade)

Students will write a one-page (single-spaced) summary in Spanish of 5 articles selected from the general reading list (NO the course mandatory reading list), according to individual interests/needs. Each summary will include: full APA-style reference of the source, a three-paragraph content summary, and a paragraph of critical analysis of the content. See detailed instructions in the ‘Materiales’ folder. If students are interested in revising an article not included in the general reading list, they need to consult with the instructor before completing the summary.

HW (20 % of final grade)

Students will complete 5 short assignments analyzing diverse data in order to demonstrate active understanding of each module main concepts. Some of the activities will be based on the content provided in the UCLA Startalk Workshop ‘Teaching Heritage Languages’. See detailed instructions in the ‘Materiales’ folder.

Course Design Project (40% of final grade)

The final project of this course is a direct implementation of SHL principles, methods and tools in the design and elaboration of a Spanish for Heritage Learners course curriculum. The design will include several components (*the teaching situation, needs analysis, syllabus framework, course goals and objectives, textbooks and materials, assessments*), and it will be supported with clear explanations of the decision-making process.

The final version of the course design will be shared with all participants in the class in order to promote the teaching of Spanish as a Heritage Language in diverse contexts. See a full description, example, and grading rubric for this project in the ‘Proyecto Final’ folder.

Grade Distribution

Quizzes =	20% (5 x 4%)
HW =	20% (5 x 4%)
Summaries =	20% (5 x 4%)

Course design=	40%
Total =	100%

Final grades in this course will be based on the following scale:

A = 90%-100% B = 80%-89% C = 70%-79% D = 60%-69% F = 59% or Below

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

1. Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

2. Withdraws & Incomplete grade.

A student may drop a course by logging into his/her myLeo account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLeo section of the web page.

I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of “X”) are granted only under rare and extraordinary circumstances which are fully documented; students requesting an incomplete grade should contact the instructor as soon as possible, provide all pertinent documentation, and sign the ‘X’ grade contract which details the coursework they need to complete to pass the class.

3. Grievance procedures.

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti (flavia.belpoliti@tamuc.edu). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a Student Grievance Form (available in the Main Office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

4. Extra-credit

The Spanish Program at TAMUC presents a variety of events each spring, and invites you to actively participate. 3 extra-points will be granted after attending the event/s and completing the assigned activities.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13st udents/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement - Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR (FLEX-TERM)

Suggested Dates	Activities	Readings & Assignments
2/2 – 2/16	<p>Introduction Module: Instructor introduction; course goals and expectations; readings.</p> <p>Module I: Key concepts in Heritage Language Education. General introduction to the field of Heritage Languages Education; main definitions.</p> <ol style="list-style-type: none"> 1. Bretch & Ingold (2002). “Tapping a national resource: Heritage Languages in the United States.” 2. Fishman (2001). “300-plus Years of Heritage Education in the United States”. 3. Potowsky (2010). “Language diversity in the USA”. 	<p>Review Introductory module.</p> <p>Create account in <i>Startalk Workshop ‘Teaching Heritage Languages’</i></p> <p>Start working with Module I content and materials.</p> <p>Complete HW 1 and quiz 1.</p>
2/17 -3/2	<p>Module II: Spanish Heritage Language Learners. Introduction to the demography of Spanish Heritage Learners; analysis of sociolinguistic, cultural and pedagogical needs.</p> <ol style="list-style-type: none"> 1. Potowski (2005). “El Español y el Hablante de Herencia en los Estados Unidos” (Cap. 1, 11-20) 2. Parra (2013). “Individual Differences among Spanish Heritage Learners” 3. Otheguy, R. (2013). “The linguistic competence of second-generation bilinguals.” 4. Startalk Lesson 2. “Heritage Language Learners: Motivation and Language Use” http://startalk.nhlrc.ucla.edu/default_startalk.asp 	<p>Start working with Module II content and materials.</p> <p>Complete HW 2 and quiz 2.</p>
3/3- 3/18	<p>Module III: Language ideologies and the teaching of Spanish(es) in the US. Presentation of main issues on perception, attitudes and ideologies in the SHL classrooms. Spanish dialects, norms and prestige.</p> <ol style="list-style-type: none"> 1. Villa (2002). “Sanitizing Spanish in the Academia” 2. Martínez (2012). “Policy and Planning” 3. McEvoy (2017). “My Spanish is a Jumble” 	<p>Start working with Module III content and materials.</p> <p>Complete HW 3 and quiz 3.</p>
3/9	Summaries 1-2-3 are due	
3/12- 3/17	Spring Break	
3/20-4/6	<p>Module IV: Current approaches to teaching Spanish as a Heritage Language: Main trends in Heritage Language Pedagogy, including critical language awareness, bi- and multi-literacies, differentiation, and macro-approaches.</p>	<p>Start working with Module IV content and materials.</p> <p>Complete HW 4 and quiz 4.</p>

The syllabus/schedule are subject to change.

	<ol style="list-style-type: none"> 1. Durán-Cerda (2008). Strengthening “la Identidad” in the Heritage Learner Classroom” 2. Llombar-Huesca (2012). “A Modular Approach to Spanish for Heritage Learners Courses” 3. Wu & Chang (2010). “Heritage Language Teaching and Learning through Macro-Approaches”. 4. Correa (2010). “Heritage Language Learners Programs and Life after the Classroom” 5. Petrov (2013) “A Pilot-study of service learning” 6. NHLRC: Lesson 3-4: Teaching Heritage Language Learners: Language Foci and Sequencing. http://startalk.nhlrc.ucla.edu/default_startalk.asp 	
4/6	<i>Summaries 4-5 are due</i>	
4/7-4/27	Module V: Spanish as a Heritage Language: classroom practices. Analysis of SHL programs; implementations to teach grammar, culture, reading and writing; principles for SHL syllabus design. <ol style="list-style-type: none"> 1. Potowski (2005). “Aproximaciones pedagógicas” (Cap. 3, 45-56) 2. Burgo (2015). “Grammar Teaching Approaches for Heritage Learners of Spanish” 3. Llosa (2014). “Assessing Heritage Language Learners” 4. NHLRC: Lessons 5-8. Teaching Heritage Language Learners: Differentiated Instruction http://startalk.nhlrc.ucla.edu/default_startalk.asp 	Start working with Module V content and materials. Complete HW 5 and quiz 5.
5/4	<i>Final project is due</i>	

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer

- Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson Learning Studio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to

[myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.