Span 6318: Special Topics in Spanish Linguistics  
Sociolinguistically Informed Heritage Language Teaching  
University of Texas Rio Grande Valley  
Fall 2017

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Office hours: M 2pm-3pm/W 1pm-3pm, or by appointment

Course description:  
This course provides an intensive graduate-level overview of the relevant literature in Heritage Language Teaching with an emphasis on Spanish as a Heritage Language in the United States. We will also survey basic sociolinguistic concepts that are relevant to teaching Spanish as a Heritage Language in a US context. Our main focus will be to explore the specific differences and needs of Heritage Language learners as compared to second language learners.

Course Objectives:  
- Introduce students to the field of HLT and the type of research that is conducted  
- Develop sociolinguistic awareness that will guide pedagogically practice of teaching HLL  
- Promote linguistic diversity in the Spanish classroom  
- Provide students with the tools to design HL courses

Required Readings:  

Supplemental readings indicated in each week of the course schedule.

Grading Scale:  
A: 90% - 100%  
B: 80% - 89.9%  
C: 70% - 79.9%  
D: 60% - 69.9%  
F: less than 60%

Evaluation Criteria:  
- Class discussion 10%  
- Weekly response summaries (10) 20%  
- Presentation of an article (2) 20%  
- Final paper/project 35%  
- Presentation of Final paper/project 15%
1. **Class discussion (10%)**: Students are expected to show up on time to class and to have read the weekly readings prior to the start of class. This course will be discussion oriented, students will be expected to ask questions, provide comments and to make connections with the reading and practical applications for teaching Spanish to HLL. It is extremely important, however, that your participation is based on previous reading and preparation for the class.

2. **Weekly response summaries (20%)**: The weekly readings in the course are classified into two main types, overview chapters and articles. The overview chapters serve as an introduction to the theme of the week and provide basic terminology. The articles are of specific studies that detail the theme of the week. Students will write a response summary for all required articles. These response summaries must be written in Spanish and are due by 6 am the day of class. For each article, students will write a well-written paragraph containing a brief (3-4 sentence) summary about the paper, a brief (1-2 sentence) comment about the article explaining how it contributes to our understanding of the topic, and a question about something that you did not understand or an expansion of your own ideas about the article. After the paragraphs explaining each article, students will also write a closing paragraph linking the articles to each other and their general contribution to your understanding of the week’s topic. Students must turn in a total of 10 weekly response summaries, but may turn in all 13. The highest 10 scores will be counted for the final grade.

3. **Presentation of an article (20%)**: Students will choose two of the weekly articles listed in the syllabus to present to the class. The presentation should last 10 minutes and should present an overview of the article as well as a critique. After the presentation, the presenter will lead the class discussion on the article.

4. **Final paper/project (35%)**: Students will have the option of writing a research paper based on one of the topics discussed in class or creating a project that incorporates elements of the class into a practical use.
   
   a. **Research paper option**: In this option students will choose a topic discussed in class and explore it in greater detail in a 18-20 page literature review. The paper should consistently follow APA or Chicago style formatting. In addition to a summary of the readings explored in class, the review must include the current literature on the assigned topic. The paper should be a summary of the current findings as well as a critique. The last section of the paper before the conclusion should be a suggestion for future avenues of research based on the gaps discussed in the paper.

   b. **Final project option**: In this option students will prepare a portfolio that will put into practice the information learned during the course about teaching Spanish to HLL. The portfolio should include: a summary of the HLL population (including specific details for your local community/institution), a summary of the linguistic abilities of HLL and how they differ from L2 learners, an explication of how to identify HLL, and a sample course syllabus (including course description, evaluation criteria, textbook, plan of weekly activities, 4 lesson plans, and a two sample exams). This project may be done in pairs.
5. Presentation of final paper/project (15%): During the last two weeks of the semester, students will present an overview of the final paper or project. This presentation should last 20 minutes and students should be prepared to answer 10 minutes of questions following their presentation.

STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:
Fall 2017 Module 1 Oct. 5 – Oct. 11
Fall 2017 Module 2 Nov. 29 – Dec. 5
Fall 2017 (full semester) Nov. 15 – Dec. 6

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.
(Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**COURSE DROPS:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**Course Schedule:**

**Note:** This schedule is tentative and may change.


**Week 1: Introduction**

HLT Chapter 1: Heritage Language Teaching in the United States: An introduction


**Week 2: Spanish in the US**


**Week 3: Defining Heritage Language Students**

**Required:**

HLT Chapter 3: Who are Heritage Language Learners?


**Suggested:**


**Week 4: Identity and Heritage Learners**

**Required:**


Urciuoli, B. (2008). Whose Spanish? The Tension Between Linguistic Correctness and
Cultural Identity” In M. Niño-Murcia & J. Rothman (Eds.), *Bilingualism and Identity: Spanish at the Crossroads with Other Languages* (pp. 257-277). John Benjamins: Amsterdam/Philadelphia.


**Suggested:**


**Week 5: ‘Standard’ versus ‘non-standard’ variety in the HL classroom**

**Required:**


**Suggested:**


**Week 6: Language Variation in the Heritage Language classroom**


**Week 7: Pedagogical Approaches for the Heritage Language classroom 1**

**Required:**

HLT Chapter 4: Goals and Principles in Heritage Language Instruction


**Suggested:**


**Week 8: Pedagogical Approaches for the Heritage Language classroom 2**

**Required:**


**Suggested:**


**Week 9: Sociolinguistic Awareness for the Heritage Language classroom**

**Required:**

HLT Chapter 2: General Sociolinguistic Considerations


**Suggested:**


**Week 10: Developing Listening and Speaking skills in HL learners**

HLT Chapter 5: Developing Listening and Speaking Skills


**Week 11: Developing Literacy skills in HL learners (Reading and Writing)**

**Required:**

HLT Chapter 6: Developing Literacy Skills: Reading

HLT Chapter 7: Developing Literacy Skills: Writing

**Suggested:**


**Week 12: Teaching Grammar in the Heritage Language classroom**

HLT Chapter 8: Approaches to Grammar Instruction


**Week 13: Administrative considerations for Heritage Language Programs**

**Required:**

HLT Chapter 10: Program and Administrative Considerations


Suggested:


**Week 14: Presentations**

**Week 15: Presentations**