SPAN 2321: Spanish in the United States
Fall 2017
Instructor: Dr. Ryan Bessett
Office: ELABS 245 (temporary)
Office Hours: M 2pm-3pm/W 1pm-3pm, or by appointment
Class Hours/Room: MW 3:05pm-4:20pm (ELABS 341/MAIN #63)
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COURSE DESCRIPTION

Drawing on an understanding of language development and use in social contexts, the course will

- focus on how Spanish language users develop and communicate ideas effectively, especially considering the multilingual contexts and effects of messages in Spanish language user contexts in the U.S.;
- foster understanding of the sociolinguistic contexts of Spanish spoken in the U.S. as well as its historical and contemporary challenges; and
- build the skills needed to effectively command oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to (bilingual/multilingual) subjects, occasions, and audiences.

Through these three goals, the course introduces students to Hispanic bilingualism and sociolinguistic issues and provides a descriptive and critical overview of the different Spanish-language communities in the United States. Students will develop critical and linguistic awareness about the relationship between language, individuals, and society in the context of Spanish language use in the United States, with special emphasis on historical migration patterns and settlements, characteristics of Spanish communication in contact with English, and language use and language attitudes towards discourse patterns.

Reading selections will be in English and in Spanish. Class discussion may be English, Spanish, or bilingual depending on the course design and target student population.

This course is designed for the General Education 090-Integrative and Experiential Learning Area’s Language Diversity & Writing category, and is aligned to 010-Communication, fostering critical thinking skills, communication skills, teamwork, and personal responsibility. No prerequisites.
CORE OBJECTIVES: 010-COMMUNICATION COMPONENT AREA
090-INTEGRATIVE & EXPERIENTIAL LEARNING AREA,
LANGUAGE DIVERSITY & WRITING

1. Courses in this category involve interdisciplinary topics or approaches and/or learning through direct experience.

2. Courses in this area must also meet the definition, criteria, and core objectives specified in (at least) one of the foundational component areas outlined above.

3. The following four core objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.

LEARNING OBJECTIVES FOR CORE CURRICULUM REQUIREMENTS

This course addresses the development of the following COMMUNICATION SLOs for the Integrative/Experiential Learning option.

1. **Communication**
   Students will identify how they can use their diverse language resources to compose texts in a variety of genres and make critical language negotiation choices as they respond to diverse contexts, audiences, and purposes. They will develop and apply communicative skills in different ways including individual, teamwork, Blackboard discussion boards, and class and group discussions. Students will both study language practice and apply what they learn to communicative activities like writing, speaking, listening, and representing through their critical work for the class (presentations, interviews, essays, and reflective projects), at least one of which will be multimodal and designed for a public audience connected to Spanish language contexts.

2. **Critical Thinking**
   Students will engage in close readings and explanation of varieties of Spanish in the United States. Students will discover and analyze the elements and forces shaping and transforming the current state of minority languages in the United States. Class discussions, group activities, assignments, and lectures will focus on developing critical thinking skills that will emphasize respect for different varieties of the language and foster student understanding and practice of language varieties.

3. **Teamwork**
   The course will require students to work with other classmates in groups to discuss different topics related to varieties of Spanish in the United States and their relationship between language, individual, and society, in the context of the use of Spanish in the United States. Part of each student’s grade will include self, peer, and instructor assessment of group activities that require multiple roles, collaborative writing, and class presentation design.
4. **Personal Responsibility**
   Students will demonstrate personal responsibility through their linguistic and behavioral responses, developing understanding of and respect for language varieties. Students will also write reflectively on communication choices they observe and make.

5. **Experiential Learning**
   Students will investigate language and literacy practices in a variety of academic and non-academic contexts as they create new knowledge by engaging in reciprocal meaning-making with the communities they study.

**COURSE LEARNING OUTCOMES**

**SLO1:** Students will demonstrate sociolinguistic awareness of varieties of Spanish in the Hispanic communities across the United States (Critical Thinking, Personal Responsibility).

**SLO2:** Students will demonstrate a broader understanding of the ways in which language reflects ideas, values, beliefs, and other aspects of Latino identity in the United States (Critical Thinking, Personal Responsibility).

**SLO3:** Students will analyze and write about the place of the Spanish language in the United States and how communication practices reflect the language and culture of Latino communities in the United States (Communication, Critical Thinking).

**SLO4:** Students will critically understand and trace the formation and development of Spanish in the U.S. context, and comprehend the historical and cultural background of Spanish in the United States (Critical Thinking).

**SLO5:** Students will demonstrate an effective use of language through different modes of expression in Spanish, English, and or a mix, developing complex questions or problems that will help to demonstrate awareness of their own principles, ideas, and preferences. They will also produce well-supported arguments considering alternative points of view (Communication).

**SLO6:** Students will produce engaging and effective oral communications in group work, class presentations, and public documents (Communication).

**SLO7:** Students will engage in activities or group projects that will foster an ethical relationship between a person and a larger society that involves intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities. Social Responsibility will be a central topic of discussion and analysis in classroom discussions, presentations, and lectures. Students may be asked to understand the importance of Spanish in the United States and present their knowledge to the rest of the class (Personal Responsibility, Critical Thinking, Communication, Teamwork).
Grading Criteria:

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

Evaluation criteria:
Participation in class & Attendance 5%
Quizzes 10%
Activities/Homework/Reflections 15%
Community Interview Project 30%
Exams (midterm and final) 40%

1. Participation in class & attendance (5%): Students are expected to come to class prepared and ready to participate in class discussion. All readings assigned for the week must be done prior to class. Every student is expected to contribute to class discussion through oral questions and comments every class.

2. Quizzes (10%): There will be several quizzes during the course of the semester consisting of multiple-choice, matching, true or false and fill in type of questions and they will cover material related to the content of the course.

3. Activities/homework/reflections (15%): Homework assignments will be given out during the semester and will entail completing questionnaires about the topics we discuss in class with short answer responses. Reflections will ask students to connect the material learned in class to their own life experiences.

4. Community interview project (30%): Students will be trained in conducting sociolinguistic interviews and asked to interview a member of the Rio Grande Valley community (this could be a family member, friend or acquaintance) about their life
experiences (5% of the final grade). Afterword, students will transcribe the interview (5% of the final grade). Lastly students will use the transcription to write a research paper (15% of the final grade) and present a short presentation to the class (5% of the final grade) that explores at least one linguistic feature relating to bilingualism and one social feature discussed during the course. The research paper will be written in English or in Spanish and will have a minimum of 6 pages (excluding the cover page, abstract, maps and charts, and works cited) using the APA/MLA/Chicago format. The deadline to turn in the paper will be the last day of class. All sources have to belong to the academic realm, and can be both printed and electronic. Unless other criteria are specified general websites like Wikipedia, etc. are invalid for this research project. Sites and databases like JSTOR, WOrldCat, MUSE or Cervantes virtual can and should be used.

5. **Exams (40%)**: There will be a midterm written exam during week 8 of classes (20%) and a final exam which will be non-cumulative (20%).

**REQUIRED MATERIALS**

**BOOKS**

Fuller, Janet. 2013. *Spanish speakers in the USA*. Bristol; Buffalo: Multilingual Matters.


Supplemental readings indicated in each week of the course schedule.

**COURSE POLICIES**

**Attendance and participation**: In addition to the exams, students will be responsible for attending class and completing homework prior to coming to class. Students will be required to actively participate in each class lecture; students may be randomly called upon to participate in class. Furthermore, the instructor reserves the right to amend the syllabus and/or schedule in class when necessary which students are responsible for.
Classroom rules: By remaining in the class students agree to the following expectations regarding class conduct:

- No cell phones or texting
- No excessive talking during lecture
- No sleeping in class
- Do not disrespect fellow students
- Do not bring work from other courses into class

Students who fail to observe these expectations will be removed from class. Should they need to be removed a second time, they will be referred to the Dean of Students with the recommendation that they be permanently removed from the class and given a disciplinary F for the course.

Make-up Policy: Students will not be allowed to make up exams and/or assignments unless they provide the instructor with documentation of a university-excused absence. The format of the make-up exam will be determined by the instructor.

Email Policy: 1. On average, the instructor will respond to email in 48 hours (except for weekends or holidays).  2. Make sure to include your name, course, section number or time and clear articulation of your query when contacting the instructor via email.

Proviso: The instructor reserves the right to amend the syllabus and class schedule at any time. Amendments will be announced in class.

UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. 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 accessibility@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 accessibility@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. Online evaluations will be available Apr 12 – May 3, 2017 for full spring semester courses. Students who complete their evaluations will have priority access to their grades.
ATTENDANCE
Students are expected to actively participate in the course from the first class day. Students 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, 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, 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 in an environment 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.
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<thead>
<tr>
<th>Week</th>
<th>Readings</th>
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<tr>
<td>W1: Aug 28-Aug 30</td>
<td><strong>Introduction: No readings</strong></td>
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| W2: Sept 4 (no class)- Sept 6 | **Dispelling myths about Languages in the USA:**  
Potowski (2010): Chapter 1 – Dispelling common myths and appreciating advantages  
| W3: Sept 11-Sep 13 | **Language Ideologies:**  
Martinez (2006): Chapter 1 – Language Ideologies  
Fuller (2013): Chapter 1 – Language Ideologies and Language Policies |
| W4: Sept 18-Sep 20 | **Language Identity:**  
Fuller (2013): Chapter 2 – Language Identity  
Escobar y Potowski (2015): Chapter 9 – El español y la identidad |
| W5: Sept 25-Sep 27 | **Race, Ethnicity, and Identity:**  
Fuller (2013): Chapter 3 – ‘Race’, Ethnicity and Spanish Speakers in the US |
| W6: Oct 2-Oct 4 | **Language Attitudes:**  
Martinez (2006): Chapter 2 – Language Attitudes |
| W7: Oct 9-Oct 11 | **Language Maintenance and Shift:**  
Martinez (2006): Chapter 3 – Language Maintenance and Shift  
Fuller (2013): Chapter 5 – Spanish Language and Shift in the US |
| W8: Oct 16-Oct 18 | **Midterm:**  
Review Oct 16  
Midterm Oct 18 |
| W9: Oct 23-Oct 25 | **Language Contact Phenomena of Spanish/English bilinguals in USA:**  
TBD |
| W10: Oct 30-Nov 1 | **Language Contact Phenomena of Spanish/English bilinguals in USA:**  
TBD |
| Week 11: Nov 6-Nov 8 | **Language Policy in the US:**  
| Patowski (2010): Chapter 16 – Language Policy in the USA  
| Week 12: Nov 13-Nov 15 | **English Only Movement:**  
| Week 13: Nov 20-Nov 22 | **Language Education Policy:**  
| Fuller (2013): Chapter 7 – Latin@ Education in the US  |
| Week 14: Nov 27-Nov 29 | **Language Discrimination:**  
| Week 15: Dec 4-Dec 6 | **Presentations**  
| **Presentations Review for Final Exam**  |
| **FINAL EXAM: TBD** |