SPAN 2321: Spanish in the United States
Fall 2018
Instructor: Dr. Ryan Bessett
Office: ELABS 234
Office Hours: T 9:30am-10:30am; 3pm-4pm /R 3:30pm-4:30pm, or by appointment
Class Hours/Room: TR 1:40pm-2:55pm MATH & Gen Classrooms 1.402
Email: ryan.bessett@utrgv.edu

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 of 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.

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: Evaluation criteria:
A: 90% - 100% Participation in class & Attendance 10%
B: 80% - 89.9% Quizzes 10%
C: 70% - 79.9% Activities/Homework/Reflections 20%
D: 60% - 69.9% Community Research Project 20%
F: less than 60% Exams (midterm and final) 40%

1. Participation in class & attendance (10%): 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 (20%): 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 research project (20%): Students will choose one of the following projects to conduct in the RGV community: linguistic landscape, language choice, or codeswitching. The students will collect data in the RGV community and then put together a short Power Point presentation that documents the results found. More details will be given of this project later in the semester.

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: Attendance to this course of vital importance. Students have the possibility of being absent to two (2) classes during the course of the semester without their final grade being affected. Every absence after the second will result in a deduction of two (2) percentage points from the final course grade. Two tardy arrivals by more than 10 minutes will count as an absence.

Students who are absent for medical reasons, must provide proper documentation that justifies the absence. Any absence excused by the Dean of Students or those due to religious events recognized by UTRGV will be respected as long as the student provides the proper documentation.

Classroom guidelines:
1. The student who is missing from a session must be responsible for the tasks and contents of the session that was missed and the next. Remember: an absence does not excuse not turning in assigned tasks or activities. Missing students are responsible for learning about the session they missed (from Blackboard and communication with someone else in the class).

2. The Blackboard site should be reviewed frequently as it will be a means of communication between the students and the professor.

3. The use of cell phones in class will not be allowed. All phones must remain stored away during the session.

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 professor.

Email Policy:
1. The Teacher will answer email within 48 hours (except during weekends or holidays).
2. Students should use the expected etiquette in formal academic emails (including a subject, start with the name of the professor, a clear and direct message, etc). If you have any questions, please refer to this article: https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087.
   a. An email to a professor does not start with "Dude", "Hey", "Sup" or anything similar
   b. Lack of etiquette may result in the professor not answering your mail.
3. By university policy, the professor cannot discuss a specific grade through email. The grades will always be in Blackboard so that the students can access them.

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

Calendar of Activities
Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for fall 2018 include:

- August 27         First day of classes
- August 30        Last day to add a course or register for fall 2018
- September 3      Labor Day – NO classes
- November 14      Last day to drop a course; will count toward the 6-drop rule
- November 22 - 24 Thanksgiving Holiday – NO classes
- December 6       Study Day – NO classes
- December 7 - 13   Final Exams
- December 14 – 15 Commencement Exercises

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.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility 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 on or about:

Module 1          October 4 – 10
Module 2          November 29 – December 5
Full Fall Semester  November 15 – December 5

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, 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.

STUDENT SERVICES:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the
Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
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<tbody>
<tr>
<td>W1: Aug 28-Aug 30</td>
<td><strong>Introduction: No readings</strong></td>
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<td>W2: Sept 4 (no class)- Sept 6</td>
<td><strong>Dispelling myths about Languages in the USA:</strong></td>
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<td>Potowski (2010): Chapter 1 – Dispelling common myths and appreciating advantages</td>
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<td>Harlow (1998): Myth 2— Some languages are just not good enough</td>
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<td>W3: Sept 11-Sep 13</td>
<td><strong>Language Ideologies:</strong></td>
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<td>Martinez (2006): Chapter 1 – Language Ideologies</td>
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<td>Fuller (2013): Chapter 1 – Language Ideologies and Language Policies</td>
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<td>W4: Sept 18-Sep 20</td>
<td><strong>Language Identity:</strong></td>
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<td>Fuller (2013): Chapter 2 – Language Identity</td>
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<td>W5: Sept 25-Sep 27</td>
<td><strong>Race, Ethnicity, and Identity:</strong></td>
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<td>Fuller (2013): Chapter 3 – ‘Race’, Ethnicity and Spanish Speakers in the US</td>
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<td>W6: Oct 2-Oct4</td>
<td><strong>Language Attitudes:</strong></td>
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<td>Martinez (2006): Chapter 2 – Language Attitudes</td>
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<td>Week</td>
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<td>W8</td>
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<td>Nov 27-Nov 29</td>
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<td>W15</td>
<td>Dec 4-Dec 6*</td>
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*No class on this day

**FINAL EXAM:**
Tuesday, December 11 at 1:15pm-3:00pm