¡Bienvenidos a Español 2340!!

If Spanish and English are part of your life y estás dispuesto a seguir aprendiendo y a fortalecer tu español, esta es tu clase! This class will help you strengthen your Spanish, work on the weaknesses you may have and gain confidence in your language and cultural competence. Enjoy the class!

My name is Dr. Marisa Filgueras Gómez and I am an Assistant Professor of Spanish Applied Linguistics here at FIU. I look forward to working with you this semester.

E-mail: mfilguer@fiu.edu
Office Hours: 3:00-4:00 and by appointment by Zoom -- please email me for an appointment

This is a Global Learning foundations course that counts toward your global learning graduation requirement.

NOTE: THIS COURSE COUNTS TOWARD THE MINOR IN SPANISH.

Required materials
All materials will be provided on our Canvas course site for you. Many of our resources will come from this book:


However, you do not need to buy any textbook.

Recommended materials
Diccionario de la Real Academia: www.rae.es
App for the Smart phones: DEL (Diccionario de la lengua española)
A bilingual dictionary such as Wordreference (www.wordreference.com)

Course description
SPN 2340 is an intermediate course for students who are heritage speakers of Spanish, that is, students who have learned Spanish at home or in informal settings, and have completed at least high school or formal education in English. This class at the intermediate level is the first of the Spanish as a Heritage Language (SHL) Program offered in the Modern Languages department.
Spanish is the official language in twenty-one countries and is the first non official language in the U.S. The multi-national and multi-cultural setting of South Florida offers the ideal environment to promote awareness of the diversity of the Spanish-speaking world.

This course contributes to an understanding of cultural diversity in contemporary U.S. society by making sure learners become better aware of and deepen their knowledge of their cultural heritage, and develop an appreciation for the cultural and linguistic variation present in the Spanish-speaking world. There is a special emphasis on learning about cultural topics relevant to different Latin American countries and Latinos in the US. Linguistically, the focus of SPN 2340 is to expand students’ bilingual abilities by working on their speaking, writing, listening, and reading in Spanish in a confidence-building environment. The different activities and components of the class (e.g., reading and listening activities, written assignments, discussions, community projects) will help students to achieve greater flexibility in their abilities in the language. Grammar and/or spelling issues are also reviewed to support students’ language development.

**Course Learning outcomes**

In this class, students will:

- Study the varieties of the Hispanic communities through their history, politics, gastronomy, dialectal regions, traditions, festivities, etc.
- Make connections to other disciplines such as art, history, music, politics, geography and literature.
- Make connections between their own Hispanic culture and other Hispanic cultures.
- Explore Spanish-speaking communities in real-life situations and enhance their membership of those communities.
- Address some issues that affect Hispanic communities in a collaborative manner.
- Strengthen their communicative competence in all language modes.
- Develop fluency in writing.
- Be able to write a well-structured paragraph and essay in Spanish.
- Improve command of spelling and use of written accents in Spanish.
- Strengthen and expand their use of grammatical structures.
- Expand their lexical repertoire in Spanish.

**Global Learning Course Outcomes**

Upon completion of this course students will:

- Demonstrate knowledge of their own cultural heritage and the nature and extent of language and culture variation in the Spanish-speaking world. (Global Awareness)
- Be able to analyze from multi-perspectives the many local, international, and intercultural differences among Spanish speakers in Spain, Latin America, and in the United States. (Global Perspective)
• Be able to collaborate and engage in local, global, international, and/or intercultural problem solving involving Hispanic societies by applying their cultural knowledge and practical skills (Global Engagement).

**Active Learning Strategies**
The instructor will engage learners with exposure to discussion topics regarding U.S. Latino communities and Spanish-speaking communities and countries, as well as out-of-class assignments linked to the course weekly topics and related to the local Latino communities. Students will participate in different activities including:

- Discussions
- Presentations
- Group Community Project
  - Video-recorded interviews
  - Website creation
- Readings, songs, videos

**Course Components**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation in Discussion board</td>
<td>10%</td>
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<tr>
<td>Homework and written work</td>
<td>20%</td>
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<tr>
<td>Oral and video interaction</td>
<td></td>
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<tr>
<td>Community Project</td>
<td>15%</td>
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<tr>
<td>Presentation of community project</td>
<td>5%</td>
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<tr>
<td>Compositions (2)</td>
<td>20%</td>
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<tr>
<td>Partial Exams (2)</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
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**Participation (Discussion board)**
Across the entire course, your instructor will evaluate your participation. It is expected that each student:

- Participates actively and enthusiastically.
- Has a positive and respectful attitude towards the instructor and their peers.
- Completes work on time

**Homework**
There will be homework assignments each week. You are expected to submit the assigned homework on the due dates. If you have internet issues when the assignment is due, you are still responsible for the assignment and can submit it through email.

**Oral and video interaction for the weekly homework**
At times, as part of the weekly homework, you will be required to turn in a video of yourself or record a video and upload it to your group.
Community Project
Students will do a project to be carried out in their community. They are encouraged to work in small groups, but are allowed to do it individually. This project will have the form of a website and/or a video. More details about this project will be provided. Some of the topics that can be explored are:
- Identity tags: Latinx, Latino, Hispano, Americano, Cubano-americano, etc.
- Being multicultural
- Traditions in a Latin American country.
- Cultural event
- Use of Spanglish
- Community services
- Interviews in the community
- Etc.

Check out some past projects:
- La educación bilingüe: https://laeducacionbilingue.weebly.com/
- Latinos en América: https://acham040.wixsite.com/latinos-en-america
- Manteniendo los lazos de nuestra herencia: https://vgonz206.wixsite.com/fiu-spanish
- Multiculturalismo: https://multculturalism.weebly.com/

Video presentation of the Community Project
At the end of the semester, each group will upload a presentation of their project so that we can all see it. More details about how to do this will be provided.

Compositions
There will be two compositions and two re-writes along the semester. The topics will give the students the opportunity to explore who they are based on something they experienced in the past and who they want to be in the future. In the first draft of each composition (called “versión 1”), the students will receive feedback but not a grade. The second version (“versión 2”) will be graded by the instructor following the rubrics that can be found on Canvas. More details about the compositions will be provided.

Partial Exams
There will be two partial exams along the semester. To be successful in the exams, it is essential that you complete the weekly homework and assignments of the class. No makeups will be allowed unless there is a documented and valid excuse.

Final Exam
The final exam will take place on the week of finals, date to be announced. No makeups will be given unless there is a documented and valid excuse.

Grade Scale
- A  93.0 - 100
- A-  90.0 - 92.9
- B+  87.0 - 89.9
- C+  77.0 - 79.9
- C   70.0 - 76.9
- D   60.0 - 69.9
Academic dishonesty: All course work must be the work of the student; otherwise, it is considered cheating. Plagiarism, cheating, and forgery are serious offenses and will not be tolerated as stated in the Academic Misconduct (Links to an external site.) section of FIU’s Academic Affairs Policies, Manuals, and Handbooks.

Students with disabilities: Please visit our ADA Compliance (Links to an external site.) webpage for information about accessibility involving the tools used in this course. Please also visit Blackboard's Commitment Accessibility (Links to an external site.) webpage for more information. It is the responsibility of any student with a disability who requests a reasonable accommodation to contact the Disability Resource Center (DRC) (Links to an external site.). DRC will then contact the instructor so that a reasonable accommodation can be made. For additional assistance please contact FIU’s Disability Resource Center (Links to an external site.).

Early Alert: In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students’ academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

Course calendar
<table>
<thead>
<tr>
<th>FECHAS</th>
<th>QUÉ HACER</th>
<th>PLAZO MÁXIMO DE ENTREGA</th>
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<tbody>
<tr>
<td>Semana 1 24-30 agosto</td>
<td>• Cuestionario 1 &lt;br&gt; • Discussion Board (DB) 1: ¡A conocerse! &lt;br&gt; • Lectura “El año que viene estamos en Cuba” &lt;br&gt; • Quiz 1. Comprensión “El año que viene estamos en Cuba” &lt;br&gt; • DB 2. “El año que viene estamos en Cuba”. Biculturalismo</td>
<td>30 agosto</td>
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<td>Semana 2 31 agosto-6 septiembre</td>
<td>• Lectura “Lenguaje decolonial” &lt;br&gt; • Quiz 2. Comprensión “Lenguaje decolonial” &lt;br&gt; • DB 3: Lenguaje decolonial &lt;br&gt; • DB 4: “I’m ashamed of my accent” &lt;br&gt; • Ortografía. Reglas de acentuación (Lectura y Vídeo) &lt;br&gt; • Quiz 3. Ortografía. Reglas de acentuación</td>
<td>13 septiembre</td>
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<tr>
<td>Semana 3 7-13 septiembre</td>
<td>• Ortografía. Dipontongos/triptongos/hiatos y monosílabos (Lectura y Vídeo). &lt;br&gt; • Quiz 4. Ortografía. Dipontongos/triptongos/hiatos, y monosílabos &lt;br&gt; • Lectura “Cuba: modelo de sincretismo cultural” &lt;br&gt; • Quiz 5. Comprensión “Cuba: modelo de sincretismo cultural” &lt;br&gt; • DB 5: Los Orisha &lt;br&gt; • Composición 1, 1</td>
<td>13 septiembre</td>
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<td>Semana 4 14-20 septiembre</td>
<td>• DB 6: Video sobre tu y tu familia. &lt;br&gt; • Ortografía. Usos de la letra h &lt;br&gt; • Quiz 6. Ortografía. Uso de la letra h. &lt;br&gt; • Vocabulario. Falsos cognados (vídeo) &lt;br&gt; • Quiz 7. Vocabulario. Falsos cognados &lt;br&gt; • Lectura “El cine mexicano del nuevo milenio” &lt;br&gt; • Composición 1, 2.</td>
<td>20 septiembre</td>
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<td>Semana 6 8-18 septiembre-4 octubre</td>
<td>• Ortografía. Usos de g/j. &lt;br&gt; • Gramática. Participio pasado. &lt;br&gt; • Quiz 11. Ortografía. Usos de g/j y Gramática participio. &lt;br&gt; • Lectura. “Lo que las lenguas revelan y lo que pensamos que revelan” &lt;br&gt; • Quiz 15. Comprensión “Lo que las lenguas revelan y lo que pensamos que revelan” &lt;br&gt; • DB 7. “Lo que las lenguas revelan y lo que pensamos que revelan” &lt;br&gt; • Composición 1, 2</td>
<td>4 octubre</td>
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<td>Semana 7</td>
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<td>• 📚 Gramática. Tiempos perfectos en indicativo (Lectura y Vídeo)</td>
<td>11 octubre</td>
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<td>• Quiz 14. Gramática. Tiempos perfectos</td>
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<td>• 📚 Ortografía. Usos de c, s y z</td>
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<td>• Quiz 13. Ortografía. Usos de c, s y z</td>
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<tr>
<td>• <strong>DB 7.</strong> part 2. “Lo que las lenguas revelan y lo que pensamos que revelan”</td>
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<th>Semana 8</th>
<th>12-18 octubre</th>
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<tr>
<td>• Lectura “Mitos y leyendas de la zona andina”</td>
<td>18 octubre</td>
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<tr>
<td>• Quiz 16. Comprensión “Mitos y leyendas de la zona andina”</td>
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<td>• 📚 Ortografía. Usos de B/V</td>
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<td>• Quiz 17. Ortografía. Usos de b/v</td>
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<td>• <strong>EXAMEN PARCIAL 1</strong></td>
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<th>Semana 9</th>
<th>19-25 octubre</th>
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<tr>
<td>• DB 8: Mito de la Pacha Mama</td>
<td>25 octubre</td>
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<td>• DB 9: Música sobre Pacha Mama: Arbolito y Tekki</td>
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<tr>
<td>• 📚 Ortografía. Usos de y/ll</td>
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<td>• Quiz 18. Usos de y/ll</td>
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<tr>
<td>• <strong>Composición 2, 1.</strong></td>
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<th>Semana 10</th>
<th>26 octubre - 1 noviembre</th>
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<tr>
<td>• 📚 Gramática. Futuro y Condicional de indicativo</td>
<td>1 noviembre</td>
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<tr>
<td>• Quiz 19. Gramática. Futuro y condicional</td>
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<td>• 📚 Ortografía. Usos de c, k, q</td>
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<tr>
<td>• Quiz 20. Ortografía. Usos de c, k, q</td>
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<tr>
<td>• 📚 Gramática. El presente de subjuntivo</td>
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<td>• Quiz 21. Gramática Presente subjuntivo</td>
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<tr>
<td>• Guion y plan de acción del proyecto cultural</td>
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<tr>
<th>Semana 11</th>
<th>2-8 noviembre</th>
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<tr>
<td>• <strong>EXAMEN PARCIAL 2</strong></td>
<td>8 noviembre</td>
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<tr>
<td>• Lectura: “La identidad hispana en los EE.UU.”</td>
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<tr>
<td>• Quiz 22. Comprensión “La identidad hispana en los EE.UU.”</td>
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<tr>
<th>Semana 12</th>
<th>9 - 15 noviembre</th>
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<tr>
<td>• 📚 Ortografía. Errores comunes</td>
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<tr>
<td>• Quiz 23. Ortografía. Errores comunes. Parte A</td>
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<tr>
<td>• <strong>Composición 2, 2.</strong> Primera entrega (revisión) del proyecto cultural. (Me dan acceso a su página web para que pueda verla antes de que terminen el proyecto)</td>
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<tr>
<th>Semana 13</th>
<th>16-22 noviembre</th>
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<tr>
<td>• Quiz 24. Ortografía. Errores comunes. Parte B</td>
<td>22 noviembre</td>
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<tr>
<td>• 📚 Gramática. Imperfecto de subjuntivo</td>
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<td>• Quiz 25. Gramática Imperfecto subjuntivo</td>
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<td>• DB 11: Video “My Spanish”</td>
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<th>Semana 14</th>
<th>23-25 noviembre</th>
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<td>• Cuestionario 2</td>
<td>25 noviembre</td>
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**Semana para ponerse al día (catching up time)**
<table>
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<tr>
<th>Semana 14</th>
<th>ACCIÓN DE GRACIAS 😊</th>
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<td>26-29 noviembre</td>
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<th>Semana 15</th>
<th>5 diciembre</th>
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<tr>
<td>30 noviembre-5 diciembre</td>
<td>PRESENTACIONES DE LOS PROYECTOS CULTURALES (videos to post in Discussion Boards)</td>
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<th>EXAMEN FINAL</th>
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<tr>
<td>7-12 diciembre</td>
<td>Entrega final del Proyecto cultural. Envío del enlace de página web (12 diciembre)</td>
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