



CIEE Barcelona, Spain

Course name:	Spanish for Heritage Learners (<i>Español para hablantes de herencia</i>)
Course number:	SPAN 4003 BASP
Programs offering course:	Barcelona Advanced Liberal Arts
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2020

Course Description

This course will analyze the main characteristics of discourse writing in Spanish from the point of view of its preparation and especially of its execution. The processes of writing to be discussed will include: planning, textualization and revision. The prototypical text typologies to be mastered by the university student will be presented and the grammatical, lexical and discursive features associated to each of them will be explained. The concepts of appropriateness, coherence, cohesion, correction, variation and style will be covered in order to achieve expertly written texts in Spanish.

In addition, the course will address the historical presence of the Spanish language in America and, in particular, in the territory of the current United States of America. Linguistic phenomena resulting from language contact with English and cultural manifestations of Latinos in the United States will be treated.

Learning Objectives

At the end of this course, students will be able to:

- **Analyze** the characteristics of the planned written discourse in Spanish and internalize and apply them in the creation of appropriate texts that respect writing standards.
- **Apply** the formal rules of academic writing in the Spanish language.
- **Present** different text typologies.
- **Explain** specific grammatical, discursive and lexical strategies associated with different types of text.
- **Combine** the necessary resources and strategies to compose texts in Spanish that have clarity, fluency and expressive richness.
- **Analyze** the Spanish of the United States in its historical, geographic, sociocultural and situational diversity.
- **Differentiate** the forms of contact with the English that Spanish adopts in the United States.

Course Prerequisites

Native level of inheritance or similar.

Methods of Instruction

Classes will have an eminently practical character. Reading of texts, scheduled discussions and exercise work of different types will be combined in class. Active work and the preparation and timely delivery



of written texts and assignments on grammar, accuracy and lexical richness will be required.

Assessment and Final Grade

1. Midterm exam:	20 %
2. Final exam:	30 %
3. Essays:	30 %
4. Oral presentation:	10 %
5. Active and collaborative participation in exercises conducted in class:	10 %

Course Requirements

Exams

They will consist of three parts:

- 1) regulatory aspects of Spanish (e.g. accentuation, punctuation, questions on grammar, questions related to lexical precision...);
- 2) reading comprehension test;
- 3) production of a written text.

Essays

Students will prepare weekly compositions. The essays will respond to the different text typologies presented in the classroom and must respect the specific linguistic strategies associated with each one of them.

Oral presentation

Students will make an oral presentation on a topic related to Spanish language or culture (10-15'). The professor will provide a guide for its proper preparation.

Class Participation

Students are expected to participate in class by asking questions that show their active engagement in class and by being able to comment on the readings due for each session. The level of engagement with the class materials, as evidenced in written work and class participation, will be one of the factors of the final grade.

Students are responsible for the material covered in regular classes, on-site classes, discussions, peer presentations and readings.

CIEE Barcelona Attendance Policy

Students are expected to attend all scheduled class sessions on time and be prepared for the day's class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transportation delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.



No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 6 class sessions, students' final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence, and an 85 if they reach the 5th absence). **Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 6 absences).**

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization etc.

Students arriving more than 10 minutes late to the class will be considered absent for a day.

Weekly Schedule

Week 1

- 1.1 Course, professor & students' presentation
CNN «American Dream» and «Borders to the Limit-Border of the Beast» (Non-fiction documentaries by Joel N. Clark, and Pablo Guerenabarrena and Jaime Silva).
- 1.2 Writing processes
Plan and document: context of the text (for whom it is written and for what purpose), research, organization of ideas and presentation. Keywords and preliminary outline.
Textualize the text. Structure and linguistic activities used in the production of written texts.

Week 2

- 2.1 Introduction and conclusion.
The paragraph and its importance in planned written texts.
Review, reformulate and correct the text. Self-revision and the correction of others.
- 2.2 Prototypical text genres. Essential characteristics.
How to write biographical and autobiographical texts.
Narrative texts in the past tense.

Week 3

- 3.1 Specific linguistic strategies.
Discourse markers. Time clauses.
- 3.2 Bilingualism, diglossia and linguistic attitudes around Spanish in the United States
(Read the chapter of Lipski (2005), «El español de América: los contactos bilingües», in R. Cano (coord.), Historia de la lengua española, Barcelona, Ariel, pp. 1117-1138).

Week 4

- 4.1 How to write descriptive texts.
Descriptions in planned written texts in Spanish.

4.2 Specific linguistic strategies.

Week 5

5.1 The distribution of information in the text.

5.2 Discourse markers. Information organizers.

Week 6

6.1 Americanism concept (Read the chapter 6 «Léxico y formación de palabra» of Enguita, J.M. in Aleza, M. y Enguita, J.M., (coords) (2010), *La lengua española en América: normas y usos actuales*, Valencia, Universitat de València, pp. 261-315).

6.2 How to write expository texts.
The canonical structure of an expository text: introduction, body and conclusion.
Thematic progression.

Week 7

7.1 Objectivity as the main characteristic of an expository text. Mechanisms of objectification in written Spanish.

7.2 Variation and dialects of Spanish (Read the text of Azucena Palacios (2006), «Variedades del español hablado en América: una aproximación educativa», in Elena de Miguel y María Cruz Buitrago Gómez (Coords.), *Las lenguas españolas: un enfoque filológico*, Madrid, Ministerio de Educación y Ciencia, pp. 175-196).

Week 8

8.1 How to write argumentative texts and opinion articles.

8.2 Arguments in planned written texts in Spanish.

Week 9

9.1 Partial exam

9.2 Specific linguistic strategies.
Brevity, clarity and conciseness, essential characteristics of the thesis.

Week 10

10.1 Formulation of arguments and counterarguments.
Discourse markers in argumentative texts: causal, consecutive, concessive, counter-argumentative.

10.2 Latin groups in the United States and linguistic varieties (1) (Read the essay of Antonio Torres (2005), «El español en los Estados Unidos como expresión de identidades mixtas», in E. Martinell y E. Erlendsdóttir (eds.), *La conciencia lingüística europea: Nuevas aportaciones de impresiones de viajeros*, Barcelona, Promociones y

Publicaciones Universitarias, pp. 93-110).

Week 11

11.1 Latin groups in the United States and linguistic varieties (2).

11.2 Rules of accentuation: general rules and diacritical accentuation (1 and 2).

Week 12

12.1 Spanish punctuation and syntax. General uses of punctuation marks (1 and 2).

12.2 Grammatical aspects of advanced Spanish writing.
Expression of grammatical gender and its association with sociolinguistic questions
Grammatical number. Matters of agreement.
Use of determinants: contexts of obligatory use; use of different determinants and semantic consequences; possible and impossible combinations of determinants in Spanish.

Week 13

13.1 Form and standard usage of verbs.
Usage and the importance of prepositions. Popular prepositional phrases and prepositional phrases not recommended for use.
Lexical aspects of educated Spanish writing.
Undesirable repetitions, catch-all words and lexical poverty.

13.2 Lexical precision, a requirement of advanced Spanish writing.
Collocations in Spanish. Reference sources.
Colloquialisms and cultismos.

Week 14

14.1 Spanglish: emergence of the concept and main meanings (Read the texts of Silvia Betti (2009), «Spanglish en los Estados Unidos: Apuntes sobre lengua, cultura e identidad», CONFLUENZE. Rivista di studi iberoamericani, vol. 1, nº 2, pp. 101-121, and of Antonio Torres (2015), «Sobre el spanglish en los Estados Unidos: implicaciones de un caleidoscopio de perspectivas», in S. Betti y D. Jorques (eds.), Visiones europeas del spanglish, Valencia, Uno y Cero, pp. 96-109).

14.2 Spanglish: main linguistic characteristics (Read chapter 9 of «El español de América en los Estados Unidos» by Antonio Torres in Aleza, M. y Enguita, J.M., (coords) (2010), La lengua española en América: normas y usos actuales, Valencia, Universitat de València, pp. 403-427).

Week 14

14.1 Conclusions.

14.2 Final exam.

Course Materials

Reference bibliography for the Spanish of America:

- ALEZA, M. y ENGUITA, J.M., (coords) (2010), *La lengua española en América: normas y usos actuales*, Valencia, Universitat de València. With the collaboration of Marta Albelda Marco, Antonio Briz Gómez, Miguel Calderón Campos, Eduardo España Palop, Alejandro Fajardo Aguirre, Félix Fernández de Castro, David Giménez Folqués, Rosario Navarro Gala y Antonio Torres Torres. Online publication: <<http://www.uv.es/aleza/esp.am.pdf>>.
- BETTI, S. (2009), «*Spanglish* en los Estados Unidos: Apuntes sobre lengua, cultura e identidad», *CONFLUENZE. Rivista di studi iberoamericani*, vol. 1, nº 2, pp. 101-121.
- CLARK, J. N. (producer) (2018), *American dream* [documentary film], Atlanta, Cable News Network (CNN), Time Warner. Available on <https://cnnespanol.cnn.com/2018/10/29/latinos-los-que-mas-creen-en-el-sueno-americano-aunque-reconocen-que-es-dificil-de-alcanzar-segun-reporte/>
- CORTÁZAR, M. (2009), «¿Por qué escribir en español en los Estados Unidos?», in H. López Morales (coord.), *Enciclopedia del español en los Estados Unidos*, Madrid, Instituto Cervantes / Santillana, pp. 599-601.
- FRAGO GRACIA, J. A. (1999), *Historia del español de América*, Madrid, Gredos.
- FRAGO GARCÍA, J.A. y FRANCO FIGUEROA, M. ([2001] 2003), *El español de América*, Cádiz, Servicio de Publicaciones de la Universidad.
- GUERENABARRENA, P. (producer), y SILVA, J. (direction) (2015), *Fronteras al límite-Frontera de la bestia* [documentary film], Madrid, Radio Televisión Española (RTVE), Corporación de Radio y Televisión Española. Available on <http://www.rtve.es/alcarta/videos/fronteras-al-limite/fronteras-limite-frontera-bestia/3126663/>
- INSTITUTO CERVANTES, *Portal de los Congresos Internacionales de la Lengua Española* <<http://www.congresosdelalengua.es/>>.
- LIPSKI, J.M. (2005), «El español de América: los contactos bilingües», in R. Cano (coord.), *Historia de la lengua española*, Barcelona, Ariel, pp. 1117-1138.
- LÓPEZ MORALES, H. (coord.) (2009), *Enciclopedia del español en los Estados Unidos*, Madrid, Instituto Cervantes/Santillana.
- MARTINELL, E. (1992), *La comunicación entre españoles e indios: palabras y gestos*, Madrid, Mapfre.
- MORENO FERNÁNDEZ, F. ([2009] 2014), *La lengua española en su geografía*, Madrid, Arco Libros.
- PALACIOS, A. (coord.) (2008), *El español en América. Contactos lingüísticos en Hispanoamérica*, Barcelona, Ariel.
- PALACIOS, A. (2006), «Variedades del español hablado en América: una aproximación educativa», in Elena de Miguel y María Cruz Buitrago Gómez (Coords.), *Las lenguas españolas: un enfoque filológico*, Madrid, Ministerio de Educación y Ciencia, pp. 175-196.

- POTOWSKI, K. (2011), *Bilingual Youth: Spanish in English-Speaking Societies*, Ámsterdam, John Benjamins.
- POTOWSKI, K. (2010), *Language Diversity in the United States*, Cambridge, Cambridge University Press.
- POTOWSKI, K. (2005), *Fundamentos de la enseñanza del español a los hablantes nativos en los Estados Unidos*, Madrid, Arco/Libros.
- POTOWSKI, K. y CARREIRA, M. (2004), «Teacher Development and National Standards for Spanish as a Heritage Language», *Foreign Language Annals*, 37 (3), pp. 427-437.
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- TORRES, A. (2013), «Del castellano de “un pequeño rincón” al español internacional», *Normas. Revista de estudios lingüísticos hispánicos*, 3, pp. 205-224. Online: <http://www.uv.es/normas>
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- TORRES, A. (2005), «El español en los Estados Unidos como expresión de identidades mixtas», in E. Martinell y E. Erlendsdóttir (eds.), *La conciencia lingüística europea: Nuevas aportaciones de impresiones de viajeros*, Barcelona, Promociones y Publicaciones Universitarias, pp. 93-110.
- TORRES, A. (2004), *Procesos de americanización del léxico hispánico*, Valencia, Universitat de València (Anejo nº 57 de la Revista *Quaderns de Filologia*).

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