

## Instructor



Ander Beristain



anderb2@illinois.edu



**Office:** FLB 4135

**Office hours:** Wednesdays, 2:00-3:50 PM (or by appt.)

## Course description and goals

This course provides a descriptive and critical overview of the linguistic practices of the different Spanish-speaking communities in the United States. It focuses on the Mexican, Puerto Rican, and Cuban communities, but also discusses the role of other Spanish-speaking communities, such as the Dominican, Salvadoran, Ecuadorean, Guatemalan, among others. The main objective of the course is to develop critical and linguistic awareness about the relationship between language, individual, and society, in the context of the use of Spanish in the United States, with special emphasis on historical migration patterns and settlements, characteristics of Spanish in contact with English and language use, and language attitudes patterns. Finally, we will discuss the role of Spanish in Education and the status of Spanish in the U.S. public sphere.

**Prerequisites:** SPAN 228 or consent of instructor.

## Materials

**Required textbook:** Escobar, A.M. & K. Potowski. 2015. *El español de los Estados Unidos*. Cambridge University Press.



## Important course policies

**Attendance policy:** If you miss class due to a university-sanctioned reason (illness, emergency, jury duty, religious holiday), please contact the instructor to arrange a way for you to make up participation points. If you miss class due to any other reasons, you will receive a 0 on participation that day. Arriving more than ten minutes late constitutes an absence.

**Late work policy:** No late work is accepted, except in clear cases of illness or emergency. Extensions will not be granted on the basis of technical difficulties.

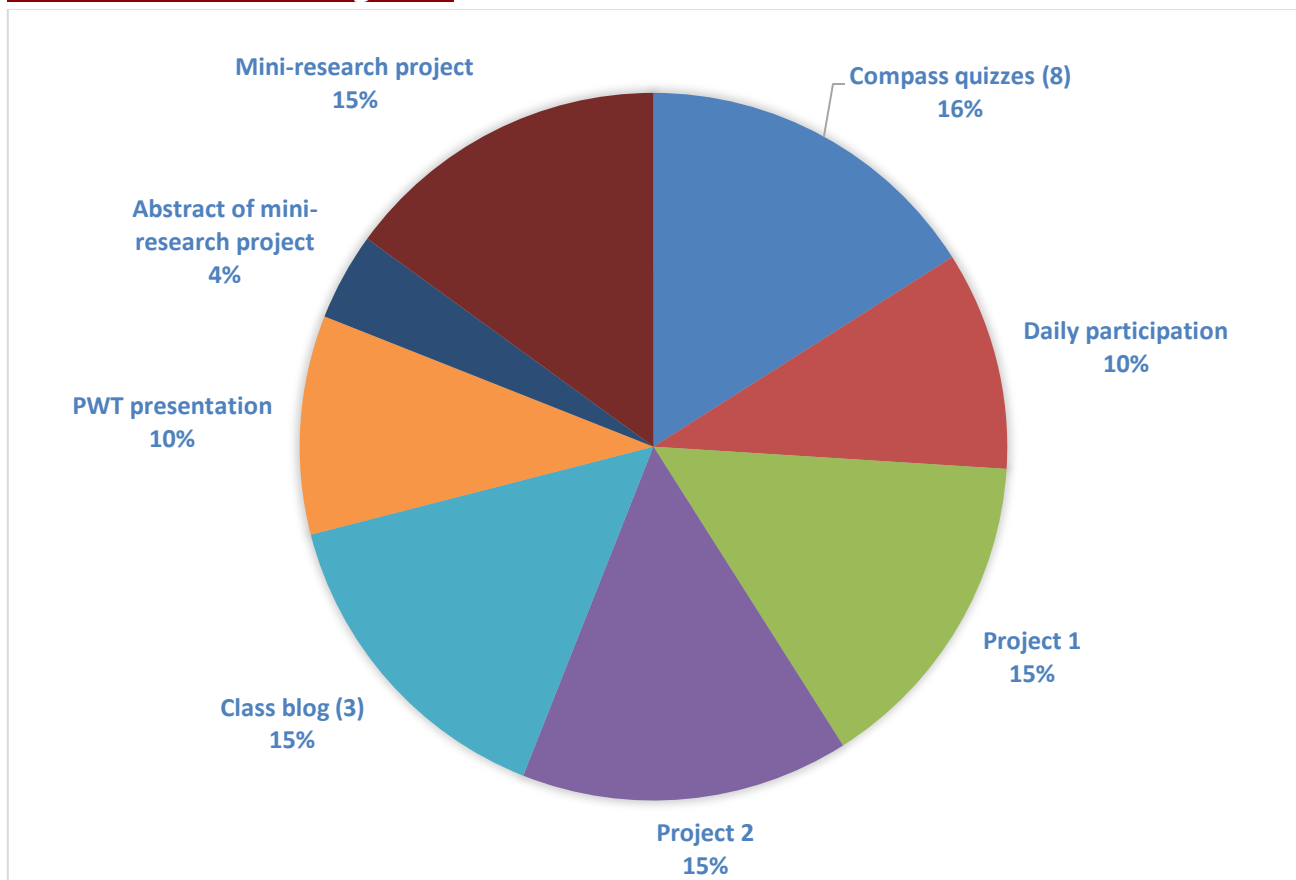
**Students with disabilities:** Please contact the instructor as early in the semester as possible if you anticipate the need for accommodation of a disability, so that we can make any necessary arrangements, in coordination with the Office of Disability Resources and Educational Services (DRES).

**James Scholars:** This year Honors credit will not be offered in SPAN 308.

## Grading scale

96.5 – 100	A+	92.5 – 96.4	A	89.5 – 92.4	A-
86.5 – 89.4	B+	82.5 – 86.4	B	79.5 – 82.4	B-
76.5 – 79.4	C+	72.5 – 76.4	C	69.5 – 72.4	C-
66.5 – 69.4	D+	62.5 – 66.4	D	59.5 – 62.4	D-
		0.00 – 59.4	F		

## Breakdown of final grade



## Daily participation (10%)

Class time will be devoted to active discussion of the assigned readings, rather than lecturing. Thus, you are expected to attend all classes and to have read the assigned materials **before** coming to class. Please note that coming to class on time is not enough to earn participation points.

Your participation will be graded as follows:

### **5 points (if ALL of the following are true)**

- Arrives for class on time.
- Participates actively both in group work and in whole-class discussions.
- Demonstrates a thorough understanding of the assigned readings.

### **3 point (if ANY of the following is true)**

- Arrives no more than 10 minutes late for class.
- Has a passive attitude when working in groups (other group members do most of the work).
- Is only partially familiar with the key concepts in the assigned readings.
- Participation is mostly limited to personal experiences or anecdotes.

### **0 points (if ANY of the following is true)**

- Arrives more than 10 minutes late for class.
- Works on assignments for other classes or is otherwise distracted on activities not related to the class, such as texting.
- Does not demonstrate any familiarity with the assigned readings.
- Does not volunteer or contribute to the class discussion.

## Compass quizzes (16%)

To help you be better prepared for class, most chapters in the book will have a short Compass quiz with computer-graded questions. You will have **2 attempts** for each quiz, so be sure to complete the reading before you attempt the quiz. The second grade will be counted as your definite grade. Don't rush through the questions or guess. If you need help as you take the quiz, you are welcome to stop by the instructor's office hours.

Quizzes are due at **12:00 PM (noon)** on the day indicated in the calendar.

## Group projects (30%)

There will be a total of **2 group projects**. Each project is worth 15% of your final course grade and will be a group project (2-3 people).

- **Project 1 (15%):** students will have to create a board game (resembling an existing one, or not) dealing with relevant contents covered through Chapters 1-4. Students will design all materials necessary to play this game. Along with that, each group will provide a short 3 pages (1.5 space) report explaining how they implemented the learned material into the game. Time to develop this project will be given in class. More information will be provided in class.

- **Project 2 (15%):** students will have to create a magazine dealing with the topic of Spanish in the U.S. Culturally relevant topics covered in the second half of the semester (Chapters 5-9) are expected to be found in it. The main topics are Spanglish, identity, Spanish in the public sphere, interdialectal contact, etc. Students will have to design a 5-6 pages magazine including what a normal magazine would include, i.e., a cover, headlines, news, ads, etc. Time to develop this project will be given in class. More information will be provided in class.

## Blog posts (15%)

Students will respond to **3 questions** posted on Compass. All should write an **individual response/comment, plus a response to one of your classmate's comments**. Main blog postings will be due on Sundays, whereas short reaction comments will be due on Wednesdays. Each individual must include a minimum of 200 words and a maximum of 300 words. The response to your classmate should include a minimum of 50 words and a maximum of 100 words.

## Abstract of mini-research project (4%)

After each student consults their topic with the instructor, students will write an abstract summarizing what they will study in their project, explaining how they intend to carry out the project, and what they expect to find. References should be reported in [APA style](#). The abstract will be written **in Spanish** (only students registered under the LLS rubric have the option of writing the abstract in English). It should include **between 250-300 words** (references do not count towards the total word-count).

## Mini-research project (15%)

Each student (individually or in groups of 2) will propose and conduct a mini-research project based on one aspect, key concept or case seen in the course. All topics must fall within the scope of the topics covered in class and must be approved by the instructor.

- Written in Spanish (\*\*students taking the course under the LLS rubric have the option of writing the paper in English).
- No fewer than 5 full pages in length (not including the cover and list of references).
- Typed, double-space, 12-point, Times New Roman, with 1" margins.
- Use of at least three print references.
- APA formatting and style.
- Deadline: **December 15, 11:59pm by Compass.**

Papers will receive a grade of “0” without opportunity to make it up if ANY of the following is true:

- Paper is not written in Spanish (except students taking the course under the LLS rubric).
- Paper is shorter than 5 full pages (not including the cover and list of references).
- Paper is submitted after deadline.
- Paper is found to be wholly or partially plagiarized.

## Presentation (10%)

Presentation of the research should be in Spanish, but students taking the course under the LLS rubric have the option of presenting in English. The speaker(s) will have 5-7 minutes to present their findings using PowerPoint in class, during the last few weeks of the semester. Other than specific data (e.g., numbers, names, etc.), the **presentation should not be read**. You should rehearse your presentation outside of class.

Classmates will then post written feedback and comments in an online forum, and that will count as participation for those weeks.

Each presentation will be graded according to the evaluation criteria below:

- ▶ Project was original and directly related to one of the aspects of the course

Completely Disagree   1            2            3            4            Completely Agree

- ▶ Project demonstrated a thorough understanding of both key concepts and broader issues.

Completely Disagree   1            2            3            4            Completely Agree

- ▶ Information on the slides was clear and contained few or no errors.

Completely Disagree   1            2            3            4            Completely Agree

- ▶ Presenter stayed all in Spanish, and comprehensibility was not affected by pronunciation or lexical errors (e.g., made-up words, false cognates, wrong word choice, etc.).

Completely Disagree   1            2            3            4            Completely Agree

## Course calendar

	Fecha	Tema	En Compass, antes de clase
S1	27 de agosto	Introducción al curso	
	29 de agosto	El estatus del español en los EE.UU.	
S2	3 de septiembre	<b>Capítulo 1:</b> Contexto socio-histórico	Quiz #1
	5 de septiembre	<b>Capítulo 2:</b> Poblaciones actuales y patrones de uso	Quiz #2
S3	10 de septiembre	Capítulo 2: Poblaciones actuales y patrones de uso	Quiz #3
	12 de septiembre	<b>Capítulo 3:</b> Características dialectales	<b>Blog 1</b> (para el domingo, 15 de septiembre, 11:59 PM en Compass)
S4	17 de septiembre	Capítulo 3: Características dialectales	
	19 de septiembre	<b>Preparación Proyecto 1</b>	<b>Reacción a Blog 1</b> (para el miércoles, 18 de septiembre, 11:59 PM en Compass)  Traigan computadoras y materiales a clase
S5	24 de septiembre	<b>Capítulo 4:</b> La adquisición del español como lengua minoritaria	Quiz #4
	26 de septiembre	Capítulo 4: La adquisición del español como lengua minoritaria	
S6	1 de octubre	Latinxs en los EE.UU.: Historias reales	Tendremos <i>guest speakers</i> en clase
	3 de octubre	<b>Exposición de Proyecto 1 (en grupos)</b>	

S7	8 de octubre	<b>Capítulo 5:</b> El español en contacto con el inglés	Quiz #5
	10 de octubre	Capítulo 5: El español en contacto con el inglés	<b>Abstracto</b> (para el domingo, 13 de octubre, 11:59 PM en Compass)
S8	15 de octubre	<b>Capítulo 6:</b> Contacto de dialectos	Quiz #6
	17 de octubre	Capítulo 6: Contacto de dialectos	<b>Blog 2</b> (para el domingo, 20 de octubre, 11:59 PM en Compass)
S9	22 de octubre	<b>Capítulo 7:</b> El español en la vida pública	Quiz #7
	24 de octubre	<b>No hay clase</b>	<b>Reacción</b> a Blog 2 (para el miércoles, 23 de octubre, 11:59 PM en Compass)
S10	29 de octubre	Capítulo 7: El español en la vida pública	
	31 de octubre	<b>Capítulo 8:</b> El español en la educación	Quiz #8
S11	5 de noviembre	Capítulo 8: El español en la educación	
	7 de noviembre	<b>Capítulo 9:</b> El español y la identidad	<b>Blog 3</b> (para el domingo, 9 de noviembre, 11:59 PM en Compass)
S12	12 de noviembre	Capítulo 9: El español y la identidad	
	14 de noviembre	<b>Preparación Proyecto 2</b>	<b>Reacción</b> a Blog 3 (para el miércoles, 13 de noviembre, 11:59 PM en Compass)  Traigan computadoras y materiales a clase
S13	19 de noviembre	<b>Capítulo 10:</b> La vitalidad etnolingüística	
	21 de noviembre	Capítulo 10: La vitalidad lingüística	

S14	26 de noviembre	<i>¡Vacaciones de Acción de Gracias!</i>	
	28 de noviembre		
S15	3 de diciembre	<b>Presentaciones de los proyectos de investigación (individual o parejas) (7)</b>	Comentarios sobre las presentaciones (en Compass)
	5 de diciembre	<b>Presentaciones de los proyectos de investigación (individual o parejas) (6)</b>	Comentarios sobre las presentaciones (en Compass)
S16	10 de diciembre	<b>Exposición de Proyecto 2 (en grupos)</b>	
	12 de diciembre	<b>Reading Day (¡no hay clase!)</b>	
	15 de diciembre	<b>ÚLTIMO DÍA PARA ENTREGAR EL <u>TRABAJO FINAL</u> (11:59 PM por Compass)</b>	



## Appendix 1 – Safety procedure

### Run > Hide > Fight

Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with any kind of emergency – like fire, severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.



#### Run

Leaving the area quickly is the best option if it is safe to do so.

- ▶ Take time now to learn the different ways to leave your building.
- ▶ Leave personal items behind.
- ▶ Assist those who need help, but consider whether doing so puts yourself at risk.
- ▶ Alert authorities of the emergency when it is safe to do so.



#### Hide

When you can't or don't want to run, take shelter indoors.

- ▶ Take time now to learn different ways to seek shelter in your building.
- ▶ If severe weather is imminent, go to the nearest indoor storm refuge area.
- ▶ If someone is trying to hurt you and you can't evacuate, get to a place where you can't be seen, lock or barricade your area, silence your phone, don't make any noise and don't come out until you receive an Illini-Alert indicating it is safe to do so.



#### Fight

As a last resort, you may need to fight to increase your chances of survival.

- ▶ Think about what kind of common items are in your area which you can use to defend yourself.
- ▶ Team up with others to fight if the situation allows.
- ▶ Mentally prepare yourself – you may be in a fight for your life.

Please be aware of persons with disabilities who may need additional assistance in emergency situations.

#### Other resources

- ▶ [police.illinois.edu/safe](http://police.illinois.edu/safe) for more information on how to prepare for emergencies, including how to run, hide or fight and building floor plans that can show you safe areas.
- ▶ [emergency.illinois.edu](http://emergency.illinois.edu) to sign up for Illini-Alert text messages.
- ▶ Follow the University of Illinois Police Department on Twitter and Facebook to get regular updates about campus safety.

<http://police.illinois.edu/dpsapp/wp-content/uploads/2016/08/syllabus-attachment.pdf>