

Rutgers, the State University of New Jersey
Department of World Languages and Cultures (Spanish)
Speaking Latino: Spanish in the US (940:292)



Professor:	Dr. Silvia Perez-Cortes
Class Hours:	Mon/Wed: 3:45-5:05 pm (Armitage Hall-205)
Office Hours:	Mon/Wed: 12:30-1:30 pm or by app. @ 405-407 Cooper st (Office #302)
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Welcome to Spanish 292 “Speaking Latino: Spanish in the US”, an introductory content course for students who want to know more about the origins, evolution and future of Latinos and their language in the US. This course features the textbook *El español de los Estados Unidos*, which will be complemented by photocopies and powerpoints provided by the instructor and available through Canvas.

I. PROGRAM LEARNING GOALS

Upon completion of a course in Spanish, students should be able to:

1. **Comprehend and produce a broad range of communicative structures**, showing sufficient control and understanding of complex critical and analytical statements in Spanish.
2. **Demonstrate a critical thinking ability** required to recognize and address complex textual analysis using appropriate tools.
3. **Recognize and understand literary, linguistic, and cultural texts** and apply digital tools across different texts and contexts.
4. **Demonstrate a foundational knowledge of Hispanic linguistics, literatures and cultures** by locating, evaluating and contextualizing valid and reliable information.
5. **Engage the world with empathy and with understanding of the diversity of human experience** across Hispanic cultures.

II. COURSE OBJECTIVES

This course aims to provide an introduction to the topic of Spanish and Latinos in the US, focusing on foundational issues such as cultural diversity and immigration, linguistic variation and change within the US, and bilingual development and education. Upon successful completion of this course, students will have:

1. Acquired a **general overview of the historic and contemporary condition of the Latino experience in the US**, including changes in Latino demographics, society, culture, identity and language.
2. Developed **advanced reading and writing comprehension skills** to foster their understanding and creation of academic texts focused on a wide variety of issues and belonging to different genres.
3. Improved their ability to **engage in complex cultural and linguistic discussions and conduct research** using the target language (Spanish).

III. REQUIRED COURSE MATERIALS

- Escobar, A.M. & Potowski, K. (2015). *El español de los Estados Unidos*, 1st Edition. Cambridge University Press.
- **Canvas course page:** canvas.rutgers.edu

Recommended resources:

- A good bilingual dictionary such as *The University of Chicago Spanish Dictionary*, *Oxford New Spanish Dictionary* or *Harper Collins Spanish Dictionary*.
- General statistics and reports for research:
 - Pew Research Center: Hispanic trends: <http://www.pewhispanic.org>
 - US Census Bureau: <https://www.census.gov>
 - Information about Camden, NJ: <http://www.camconnect.org>

IV. POLICIES AND REQUIREMENTS

- A. **ATTENDANCE:** A significant portion of your grade will depend on class work. Attendance is therefore **mandatory**. More than three unexcused absences during the course of the semester will result in lowering of the final grade. If you are absent more than the allowed number of days, then **1 point per additional absence will be subtracted from your final grade in the course**, unless you present legitimate documentation. Three **late arrivals will count as an absence**.
- *An example of the grade penalty for excessive absences: A student accumulates 5 unexcused absences during the semester. The first three do not count against the student. The additional two absences will result in 2 points being subtracted from the final grade. Therefore, if the student's final grade is 90% (A) it will be lowered to a 88% (B+).*

If you are going to miss a class or evaluation, within 24 hours of your absence you are **required** to use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. Please keep in mind that using the reporting system does not mean that your absence is automatically considered “excused,” nor that you will be offered a make up.

- B. **PARTICIPATION & PREPARATION:** You are expected to participate **actively** in class. The class will emphasize the development of aural comprehension and speaking ability by means of interactive exercises and discussions of the readings and other assigned material. These activities will provide you with an important opportunity to practice grammatical constructions, vocabulary, and idioms. Classroom interaction also includes listening carefully to other students in order to engage in thoughtful dialogue. Making mistakes is part of learning a language and it will not affect your participation grade, whereas not being prepared for class will affect your grade. **You are expected to complete homework and thoroughly review the thematic material covered in class before our meeting time** (see course calendar “assignment before class” for more information).

- C. ACCOMMODATIONS and ASSISTANCE:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at <https://webapps.rutgers.edu/student-ods/forms/registration>.
- D. TAREAS:** You will complete all 'tareas' assigned from the textbook or Sakai and additional materials provided by your professor (labelled as 'Hacer antes de clase' in the calendar at the end of this syllabus). Consult the course calendar for due dates. **Late or incomplete assignments will not be credited.** If it is necessary for you to be absent from class, it is your responsibility to submit your homework on time. Your homework grade will be based on both the completion and the quality of your work.
- E. QUIZZES:** There will be 4 quizzes administered during the semester (2 in-class, 2 take-home). Each will be focused on the material covered in several chapters. These tests will be completed during class time, and will not exceed the allocated 80 minutes. **There is no final exam for this class.** This is the preliminary calendar:

	Day	Chapters covered
First Quiz	Monday September 23 rd	Chapters 1 & 2 (take-home)
Second Quiz	Wednesday October 16 th	Chapters 3, 5 & 6
Third Quiz	Monday November 11 th	Chapter 7 and photocopies
Fourth Quiz	Wednesday December 4 th	Chapters 9 & 10 (take-home)

Make-ups: Students will only be allowed to re-take quizzes when they provide a documented excuse in case of illness or personal issues that disrupt their performance in the class.

- F. TRABAJO FINAL:** Every student will prepare a final paper on a topic previously selected or approved by the teacher. The paper will be between 7-8 pages long, and students will be expected to hand in two drafts showing their progress in different components. The deadline for each of the sections are the following:

	Day	Information needed
Selection of partners and topics	Monday September 25 th	Provide the professor with the name of the individual or pair and the topics they will be working on.
Theoretical part of the paper	Monday October 21 st	Write 3-4 pages describing the topic that will be discussed in the paper (include introduction, definition of the phenomenon or information about the group/context/phenomenon studied). Include a list of references used at the end.
Interview/Survey questions and analysis	Wednesday November 13 th	Present survey and questions used and + analysis of the responses (quotes or other types of evidence are needed to support our

		arguments/observations). This last part (analysis) should be around 4-5 pages.
Oral Presentation	Monday December 9 th + Wednesday December 11 th	Powerpoint/Prezi presentation of the project (around 15 minutes long- 10 if you do it on your own).
Final written version	Monday April 24 th	Final version of the trabajo including the following components: <ul style="list-style-type: none"> • Introduction (half page) • Theoretical part of the paper (revised) (3-4 pages) • Analysis of the survey/interview (4-5 pages) • Conclusion (half page) • Bibliography

H. **PARTICIPATION IN A LINGUISTIC EXPERIMENT:** All students will be required to take part in a linguistic experiment (conducted by the professor) which will take place outside of class.

I. **GRADE DISTRIBUTION and GRADING SCALE:** Grades will be calculated on a percentage basis. The grade will be based on the following evaluations:

GRADE DISTRIBUTION

DEPARTMENTAL GRADING SCALE

Class participation	15%	A	90%-100%
Tareas (textbook and photocopies)	24%	B+	87%- 89%
Quizzes (4)	24%	B	80%- 86%
Experimento lingüístico	3%	C+	77%- 79%
Trabajo final	34%	C	70% -76%
-Written paper		D	60% -69%
- Oral presentation		F	below 60%

J. **ACADEMIC CONDUCT:** It is the spirit of the Department of World Languages to support the authority of the instructors, and to encourage the spirit of respect and academic discipline in the classroom.

ATTENTION: MOBILE DEVICES POLICY

Cell phones must be turned off or silenced at the beginning of each class period. If a student disregards this policy, they will be marked for one absence each time they are observed using a cell phone (for texting, calls, or internet use) during the class period

To maintain an excellent classroom environment appropriate for language learning keep the following in mind:

- ◆ Arrive on time. If an emergency comes up and somebody arrives late, or has to leave before the end of the class, make sure to let your professor know beforehand. If a student is late more than 3 times a semester, subsequent tardiness will be counted as an absence.
- ◆ Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; plagiarizing of another's work; or otherwise acting dishonestly in research. Please consult <https://deanofstudents.camden.rutgers.edu/academic-integrity> for more information on academic integrity.
- ◆ Computers can be used to take notes. However, if the professor considers that the device is being used for entertainment purposes, they reserve the right of prohibiting their use in the future.

K. Course calendar: Fall 2019 (Subject to change according to the needs of the students/course)

■ No hay clase ■ Tarea/Sección del trabajo ■ Quiz

Semana	Día	En clase	Hacer antes de clase
Bloque 1: Contexto sociohistórico y patrones de uso del español en los EEUU (incluye los capítulos 1 y 2)			
1	Miércoles 4 sept.	Introducción: - Activar nuestro español - Conociéndonos mejor El sílabo: - Información general y tareas - Preguntas sobre el curso	Comprar el libro y explorar Sakai
2	Lunes 9 sept.	Capítulo 1 -Contexto sociohistórico: siglos XIX, XX y XXI (pp. 3-12) - <i>Video:</i> La huella latina en los EEUU (Univisión)	Mirar antes de clase el recurso ‘Caminos reales españoles’ en Canvas (en el tab “Recursos adiciones> semana 1”)
	Miércoles 11 sept.	Capítulo 1 - Regiones sociolingüísticas (pp. 13-17) -Estado del español en las nuevas generaciones (fotocopias + pwp)	Tarea: Ejercicio 1.5, p.7 adaptada (usar video de “Los tigres del norte de Sakai”)
3	Lunes 16 sept.	Capítulo 2 -Generación sociolingüística (pp.19-25) -Patrones generales -Lectura: <i>Cajas de cartón</i> (Jiménez) - ej: 2.9, p.33. - Hablantes de herencia	Tarea: Ejercicio 1.10, p.16 (adaptado resumen MX en NJ)
	Miércoles 18 sept.	Capítulo 2 -Regiones tradicionales y regiones nuevas (pp. 26-50 división en grupos clase)	Tarea: Ejercicio 2.4, p.24

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Semana	Día	En clase	Hacer antes de clase
Bloque 2: Lenguas, dialectos y contacto en los EEUU (incluye los capítulos 3, 5 y 6)			
4	Lunes 23 sept.	Capítulo 3 -Dialectos referenciales (pp. 51-57) - Conceptos básicos - Dialectos tradiciones y del suroeste (72-80): <ul style="list-style-type: none"> • El manitas y el isleño 	Entregar QUIZ 1
	Miércoles 25 sept.	Capítulo 6 -Dialecto vs. Lengua (pp.157-159) -Contacto de dialectos (pp.159-162) -Conceptos básicos -Resultados léxicos (experimento)	Tarea: Ejercicio 3.11, p.74 Trabajo: Comunicar parejas/individuos y tema del trabajo
5	Lunes 30 sept.	Capítulo 6 -Resultados fonéticos y morfosintácticos (pp.163-177) -Latinos mixtos (pp.177-184) -Potowski: Etnicidad mixta (fotocopias + pwp)	
	Miércoles 2 octubre	Capítulo 5 -Fenómenos de contacto lingüístico (pp. 113-130): <i>cambio de código y préstamos léxicos</i> -Video: “Habla ya” de la HBO.	
6	Lunes 7 octubre	Capítulo 5 - Fenómenos de contacto lingüístico (pp. 131-146): <i>extensiones semánticas, calcos y gramática.</i>	Tarea: Ejercicio 5.2, p.117 (frases 8-15).
	Miércoles 9 octubre	Capítulo 5 - El Spanglish y el Latino English (pp.148-155) -Videos: El inglés latino + ej. 5.22, p.152 - Language and racism (Hill)	Tarea: Ejercicio 5.14, p.137.
7	Lunes 14 octubre	Repaso del capítulo 5 y ejercicios prácticos.	

	Miércoles 16 octubre	QUIZ 2 (en clase)
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Semana	Día	En clase	Hacer antes de clase
Bloque 3: El español en la vida pública (incluye capítulo 7 y fotocopias)			
8	Lunes 21 octubre	Capítulo 7 - Política lingüística en los EEUU (pp.185-194) <i>-English only, English plus y English plus.</i>	Trabajo: Entregar sección teórica
	Miércoles 23 octubre	Capítulo 7 - El español en la política y en los servicios públicos (pp.194-206) - Noción de Hispandering - Español como positivo y negativo en la política (AOC + Julián Castro, Spanish and Dems) - <i>Videos:</i> Campañas políticas que usan español.	Tarea: Ejercicio 7.7, p.194. NPR: Primary Season Is Here And 'Hispandering' Is Back [6/27/19]
9	Lunes 28 octubre	Capítulo 7 -El español en los medios de comunicación (pp.206-215) - El español ‘estándar’ - El libro “Hablando bien se entiende la gente” y las críticas al español EEUU - Lynch & Potowski (2014)	
	Miércoles 30 octubre	Capítulo 7 -Noción de paisaje lingüístico (pp. 206-209) y ejemplos. - Preparación visita Philly. -Español y discriminación: Torres (2019): ‘Spanish is not spoken here’.	
10	Lunes 4 noviembre	Fieldtrip a Philadelphia: <i>Visita al barrio de Fairhill y los murales latinos</i>	
	Miércoles 6 noviembre	Mock Spanish y racismo: - Teoría (pp. 149-151) y ejemplos. <ul style="list-style-type: none"> • Schwarz (2016): Trump and mock Spanish. • Hill (2009): Covert Racist Discourse: Metaphors, Mocking & 	

		the Racialization of Historically Span-Sp Populations in the US	
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Semana	Día	En clase	Hacer antes de clase
Bloque 4: El español y la identidad latina (incluye capítulos 9 y 10)			
11	Lunes 11 noviembre	QUIZ 3 (en clase)	
	Miércoles 13 noviembre	Capítulo 9 - El español y la identidad hispana (pp.247-254) - Nociones de LatinX y Leeman (2019): ‘Becoming hispanic: The negotiation of ethnoracial identity in US census interviews’ (Canvas)	Tarea: Ejercicio 7.23, p.218. Trabajo: Entregar encuesta/entrevista + análisis
12	Lunes 18 noviembre	Capítulo 9 -Proficiencia en el idioma, variedad dialectal e identidad (pp.255-262) -Lectura: <i>Hunger of memory</i> de R. Rodriguez	Tarea: Ejercicio 9.2, p.250.
	Miércoles 20 noviembre	Capítulo 9 - El valor cultural del español y la identidad de los hablantes de herencia (pp.263-268) <i>Video:</i> “Latino voices” and “Selena” (article on Latinidad)	
13	Lunes 25 noviembre	Capítulo 10 -La vitalidad del español en los EEUU (pp. 269-280) - Uso del español actual	
	Miércoles 27 diciembre	No class. Observe Friday schedule.	
Thanksgiving recess Thursday November 28th - December 1st			
14	Lunes 2 diciembre	Repaso de los contenidos del curso y horas adicionales de currículo	

15	Miércoles diciembre 4	Preparación de las presentaciones y de los trabajos finales en clase	Entregar Quiz 4 (4 de diciembre)
	Lunes 9 diciembre	Presentaciones trabajo final + Entrega de la versión escrita final	
16	Miércoles 11 diciembre		
			