

Cover Sheet: Request 13526

SPN 2340 Introduction to Reading and Writing for Bilingual Speakers

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	1/18/2019 9:46:54 AM
Updated	2/15/2019 12:32:40 PM
Description of request	Request to change title, prereq and description of all our "bilingual" courses. Please see attached document for full rationale.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward		1/18/2019
SPN2340_change-justifications.docx					1/18/2019
SPN2340_Spring2019.pdf					1/18/2019
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/15/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/15/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 13526

Info

Request: SPN 2340 Introduction to Reading and Writing for Bilingual Speakers

Description of request: Request to change title, prereq and description of all our "bilingual" courses. Please see attached document for full rationale.

Submitter: Gillian Lord-Ward glord@ufl.edu

Created: 1/18/2019 9:53:04 AM

Form version: 2

Responses

Current Prefix SPN

Course Level 2

Number 340

Lab Code None

Course Title Introduction to Reading and Writing for Bilingual Speakers

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes

Current Course Title Introduction to Reading and Writing for Bilingual Speakers

Proposed Course Title Introduction to Reading and Writing Spanish for Heritage Learners

Change Transcript Title? Yes

Current Transcript Title Intr Read/Writ Biling

Proposed Transcript Title (21 char. max) Intr Read/Write Hrtg

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 03

Change Course Description? Yes

Current Course Description An intermediate-level course for bilingual speakers of Spanish who have achieved a certain speaking and listening ability outside the classroom, but who have had little or no formal exposure to the language (e.g., one or two years of high school Spanish). Emphasizes practice in reading and developing vocabulary, and introduces grammar and orthographic rules. Includes

selected literary readings from Hispanic/Latino and Spanish or Spanish-American writers. Required of all majors and minors who are bilinguals, unless they initially placed above this level.

Proposed Course Description (50 words max) Intermediate-level course for heritage learners with some speaking and listening ability from exposure outside the classroom but with little or no formal exposure to the language. Emphasizes reading and vocabulary, introduces grammar and orthographic rules.

Change Prerequisites? Yes

Current Prerequisites Placement test or department-administered test for bilingual speakers.

Proposed Prerequisites Placement test or department-administered test for heritage learners.

Change Co-requisites? No

Rationale Please see uploaded rationale document.

SPN2340	CURRENT	REVISED
TITLE	Introduction to Reading and Writing for Bilingual Speakers	Introduction to Reading and Writing Spanish for Heritage Learners
DESCRIPTION	An intermediate-level course for bilingual speakers of Spanish who have achieved a certain speaking and listening ability outside the classroom, but who have had little or no formal exposure to the language (e.g., one or two years of high school Spanish). Emphasizes practice in reading and developing vocabulary, and introduces grammar and orthographic rules. Includes selected literary readings from Hispanic/Latino and Spanish or Spanish-American writers. Required of all majors and minors who are bilinguals, unless they initially placed above this level.	Intermediate-level course for heritage learners with some speaking and listening ability from exposure outside the classroom but with little or no formal exposure to the language. Emphasizes reading and vocabulary, introduces grammar and orthographic rules.
PREREQUISITES	Placement test or department-administered test for bilingual speakers.	Placement test or department-administered test for heritage learners .
JUSTIFICATION	<p>We are requesting two primary changes to the titles and descriptions of the three courses in our bilingual program.</p> <ol style="list-style-type: none"> 1. The first change is replacing the term “bilingual” with the term “heritage.” There are three motivations behind this request. <ol style="list-style-type: none"> a. Terminology has changed: Decades ago, the department chose the term “bilingual” over “heritage” for these courses because at the time “heritage” sounded – to some at least – like profiling someone’s racial or ethnic background, while “bilingual” clearly related to linguistic ability. While I cannot comment on the motivations for those word choices at the time since I was not here, I can say that the field of linguistics and heritage language studies, and especially the study of Spanish as a heritage language, has shifted drastically in the last one to two decades. The term “heritage”, in the field of language teaching and learning, is now exclusively used to represent this unique population of students who grew up exposed to or surrounded (to varying degrees) by the Spanish language and culture. We know that these experiences vary drastically from student to student and family to family, and the term “heritage” better encompasses this variation than “bilingual,” which seems to imply comparable abilities in both languages. b. Student perceptions are important: Students are intimidated by the term “bilingual,” thinking that the courses expect their Spanish to be as good as their English. In reality, heritage populations, especially as adults, generally feel more comfortable using the societally dominant language (in our case, English). Our courses recognize this, and we need to ensure that students, reading the titles, understand our expectations and are not scared by them. 	

	<ul style="list-style-type: none">c. Acceptance of the term “heritage”: The term “heritage learner” is the term that is used for the other languages that offer similar courses. See, for example, CHI2340, CHI2341, RUS2340 and VTN2340. These course titles and descriptions all refer to the learner population as heritage, not bilingual. What’s more, leading organizations in the field of language teaching and learning, such as the American Council on the Teaching of Foreign Languages (ACTFL), exclusively use the term “heritage” now. See, for example, their Special Interest Group: https://www.actfl.org/membership/special-interest-groups-sigs/spanish-heritage-learners.d. Additionally, this title does not currently indicate that this is a Spanish-language course. For consistency with our other departmental offerings, we are requesting the inclusion of the word “Spanish” in the title. <p>2. The other changes involve course descriptions for these classes.</p> <ul style="list-style-type: none">a. For SPN2340, this change is essentially the replacement of the “bilingual” terminology with the “heritage” terminology, for the reasons just described.b. Reduce word count to meet the ≤50 requirement.
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SPANISH HERITAGE LANGUAGE PROGRAM

SPANISH & PORTUGUESE STUDIES
UNIVERSITY OF FLORIDA

Spring 2019

SPN 2340: Introduction to Reading and Writing for Spanish Heritage Speakers

Instructor:

Oficina:

Horas de oficina:

Dirección electrónica:

Teléfono:

Períodos:

Salas de clases:

All information is available in [Canvas](#)

OUR MISSION

The mission of the Spanish Heritage Language Program at the University of Florida is to provide a supportive and effective learning environment that not only considers the bilingual/bicultural background of our diverse student body, but also fosters and encourages its appreciation and development. We hope to meet UF students' specific needs by exploring topics related to their own sociolinguistic/cultural/historical (etc.) backgrounds and by offering exciting learning opportunities both inside and outside the classroom.

COURSE GOALS AND OBJECTIVES

The main goal of this course is to support and strengthen the cultural and linguistic knowledge of Spanish heritage language learners with a focus on reading and writing development.

This main goal will be achieved by:

1. Expanding vocabulary and developing effective communicative language skills,
2. Reading and discussing a variety of texts,
3. Writing in-class short compositions which will be revised and edited as needed,
4. Reviewing and applying selected grammar topics and writing strategies and structures,
5. Carrying out a cultural project and short presentations.

COURSE MATERIALS

- **TEXTS:**
 - Conversaciones escritas: lectura y redacción en contexto (2nd Edition); Author: Kim Potowski; ISBN: 9781118744864; Publisher: Wiley.
 - Cajas de Carton: Relatos de la Vida Peregrina de un Niño Campesino; Author: Francisco Jiménez; ISBN: 978-0618226160.
- **Access to Canvas:** you will need access to Canvas to keep up to date on readings, explanatory notes, exercises, homework and any calendar adjustment. It is the student's responsibility to check Canvas regularly.
- **Laptop / e-mail account:** **ALWAYS BRING YOUR LAPTOP TO CLASS.** You must keep your e-mail account below quota and must revise it regularly. **YOU MAY BE ASKED TO SEND YOUR WRITTEN WORK VIA E-MAIL. This can happen anytime during any class.**
- **Dictionaries:** the student must have easy access to a variety of sources that will enrich the writing/reading process: Spanish-Spanish and English-Spanish dictionaries and a Spanish thesaurus. The use of translators will be considered a violation of the writing guidelines students must follow for this class and could be reported as a violation of the honor code. Evidence of use of translators will affect your grade. Two recommended online resources are:
 - Diccionario de la Real Academia <http://dle.rae.es/>
 - Word Reference <http://www.wordreference.com/>

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

Following departmental policy, this course will be taught in Spanish. Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language for students to develop language and cultural proficiency. The [American Council on the Teaching of Foreign Languages](#) recommends that language educators and their students use the target language as exclusively as possible (at least 90%) at all levels of instruction. The Department of Spanish and Portuguese Studies follows this recommendation in all coursework.

ASSESSMENT

Grade Scale and Policies

The grade scale for classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73	NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx .
A- = 92-90	C-(U) = 72-70	
B+ = 89-87	D+ = 69-67	
B = 86-83	D = 66-63	
B- = 82-80	D- = 62-60	
C+ = 79-77	E = 59-0	

Graded Course Components

- 10% → Participation
- 15% → Homework
- 15% → Cultural project
- 15% → Quizzes
- 24% → Tests (2)
- 21% → Compositions (3)

Policies

CLASS PARTICIPATION (15%)

Because this is a language course, the time you spend in class is an extremely important part of your overall success in SPN 2340. It is essential for you to be in class every day that the group meets, to prepare for each class, and to participate in all activities and class-work. You will receive points each day for class participation, and points will be taken off for lack of participation, tardiness, and/or absences.

HOMEWORK (15%)

All homework is assigned to review/consolidate topics covered previously or as a preparation for a new topic. Homework is due, typed, at the beginning of class, on the dates indicated in the calendar and will be graded on a **complete** (1. pt.) **or incomplete** (0 to 0.9) basis. If homework is not timely brought to class and sent by e-mail it will not receive full credit, even if complete. All homework is self-checked. Answers will be posted on Canvas or briefly discussed in class. As a rule, homework will not be revised in class unless specific concerns arise.

On occasion, exercises are assigned as material to be studied or reviewed but not to be handed in as a written homework. Topics on these exercises can be covered on the tests and quizzes.

CULTURAL PROJECT (15%)

The goal of this project is **to discuss and reflect on the Spanish language and the presence of Hispanics in the US.** By the end of the semester, you will create your own cultural artifact (e.g., a video, a song, a comic, a play, a poem, etc.) to explain and reflect on the Spanish language in the US from different perspectives (language use vs. official languages in US, bilingualism, English vs Spanish, identity, immigration, economy, history, and any other related field). The course project and the presentation will count as 15% of your overall course average (7.5% each). More details will be provided in class.

QUIZZES (15%)

There will be 12 quizzes that you will take during class time. At the end of the semester, the lowest 2 grades will be dropped. The dates in which these quizzes will take place are specified in your calendar. There will be no retakes for these quizzes. Quizzes **may take place** at the beginning of class on the pre-assigned dates. **Arriving late could result in a missed quiz for which there is no make-up, unless a valid excuse is provided.** (Please see university sanctioned policies). Quizzes may cover grammar or syntactical topics previously discussed in class or assigned as homework, and ideas/vocabulary of any assigned reading.

TESTS (12% x 2 = 24%)

There will be two tests (i.e., midterm and final) which will examine cultural knowledge as well as grammar, orthography, syntax and vocabulary as they apply to the writing and reading processes. Tests will be based on concepts introduced and reviewed in class, practiced in classroom exercises and homework and tested in quizzes. Questions will cover all grammar /orthographical /syntax topics reviewed in class and covered in the textbook readings and class discussions. Questions on tests are cumulative.

COMPOSITIONS (7% x 3 = 21%)

During the semester each student will write three compositions (approximately 250 words each). Each composition will be written in class (1st version) and edited (2nd version) at home. The first draft is worth 80% of the grade. The revised version will be worth 20%. (Please see **codes** used to mark errors, annex 1, and **rubric**, annex 2). Common mistakes will be reviewed in class as needed. The topic of each composition will go hand in hand with the content of the textbook *Conversaciones Escritas* or the discussions being held in class. Your three compositions will count as 21% (7% x 3) of your overall course average.

READINGS

There are three types of readings:

- Chapter readings from the textbook, which will constitute the basis for reviewing orthography and grammar as well as writing structures/strategies and
- Short articles and sections from Cajas de cartón, which will constitute the basis for oral discussion and presentations.
- Articles or essays used as the basis for presentations or class discussions.

Most readings will touch on current cultural and social issues, and these topics will be central to all work carried out throughout the semester.

ATTENDANCE & MAKE UPS

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

USE OF ELECTRONIC DEVICES

Only the use of the required lap-top for the purpose of carrying out instructor sanctioned classroom activities is permitted. The use of other electronic devices is not allowed.

CALENDAR

What follows is a tentative calendar. It will be posted and updated on Canvas regularly. As a general guide, an outline of the calendar is annexed below. During the course of the semester minor changes might be made to the calendar: for example, a practice or exercise could be added or changed or a quiz might not take place. Any substantial change will be announced in class with at least one week in advance.

	Fecha	Plan de clase...	Completar para este día...
Semana 1	7 enero	Introducción al curso Presentaciones	
	9 enero	Cap. 1 (1-5)	
	11 enero		Lectura Ejemplo de presentación
Semana 2	14 enero	Cap. 1 (6-13)	
	16 enero		Laboratorio
	18 enero		Quiz #1 Lectura Presentación
Semana 3	21 enero	No hay clase	
	23 enero	Cap. 1 (13-15)	
	25 enero		Quiz #2 Lectura Presentación
Semana 4	28 enero	Cap. 1 (16-20)	
	30 enero	Cap. 1 (20-23)	
	1 febrero		Quiz #3

			Lectura Presentación
Semana 5	4 febrero	Cap. 2 (23-26)	Preparación para proyecto cultural #2
	6 febrero	Cap. 2 (26-30)	
	8 febrero		Quiz #4 Lectura Presentación
Semana 6	11 febrero	Cap. 1: Gramática y uso (30-34)	Pre-writing #1
	13 febrero	Práctica de acentuación	Composición en clase #1
	15 febrero		Quiz #5 Lectura Presentación
Semana 7	18 febrero	Cap. 2 (40-44)	Revisión de la composición #1
	20 febrero	Cap. 2 (45-50)	
	22 marzo		Quiz #6 Lectura Presentación
Semana 8	25 febrero	Cap. 2 (51- 57)	Preparación para proyecto cultural #2
	27 febrero	Cap. 2 (57-61)	
	1 marzo	MIDTERM EXAM	
Semana 9	4 marzo	SPRING BREAK	
	6 marzo	SPRING BREAK	
	8 marzo	SPRING BREAK	

Semana 10	11 marzo	Cap. 2: Gramática y uso (61-63)	Preparación para proyecto cultural #3
	13 marzo	Cap. 2 (63-67)	
	15 marzo		Quiz #7 Lectura Presentación
Semana 11	18 marzo	Cap. 2: Gramática y uso (67-69)	Pre-writing #2
	20 marzo	Práctica de acentuación	Composición en clase #2
	22 marzo		Quiz #8 Lectura Presentación
Semana 12	25 marzo	Cap. 3 (73-79)	Revisión de la composición #2
	27 marzo	Cap. 3 (79-83)	
	29 marzo		Quiz # 9 Lectura Presentación
Semana 13	1 abril	Cap. 3 (83-85)	Preparación para proyecto cultural #4
	3 abril	Cap. 3 (85-91)	
	5 abril		Quiz #10 Lectura Presentación
Semana 14	8 abril	Cap. 3 (91-95)	Pre-writing #3
	10 abril	Cap. 3 (95-101)	Composición en clase #3

	12 abril		Quiz # 11 Lectura Presentación
Semana 15	15 abril	Cap. 3 (101-112)	Revisión de la composición #3
	17 abril	(101-112)	
	19 abril		Quiz #12 Lectura Presentación
Semana 16	22 abril	Cap. 3 (101-112)	Laboratorio <REPASO>
	24 abril		Presentación de proyecto cultural

UNIVERSITY POLICIES AND RESOURCES

ACADEMIC INTEGRITY

All students are required to abide by the Academic Honesty Guidelines of the University. The UF Honor Code reads: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information please refer to

<https://sccr.dso.ufl.edu/students/student-conduct-code/>

COUNSELING AND WELLNESS

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <https://counseling.ufl.edu/> or reached by phone at 392-1575.

CLASSROOM ACCOMODATIONS

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <https://drc.dso.ufl.edu/>

COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

RESOURCES AVAILABLE TO STUDENTS

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

PROCEDURE FOR CONFLICT RESOLUTION

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the appropriate Level Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261).

PLEASE, READ THIS IMPORTANT INFORMATION

If you think that you have been incorrectly placed in this class and that your skills are not up to this level, please contact Professor Víctor Jordán at: vjordan@ufl.edu, **no later** than the second week of the semester. Two weeks should give you ample time to determine if you are able to meet class requirements.

APPENDIX 1

CODES USED TO MARK ERRORS IN ESSAYS

These codes, when used, provide the student with a general idea of the type of grammar or syntactical mistake s/he has made. It is the student's task to find the specifics of the mistake and make the necessary corrections. There will always be ample time in class, during the days when essays will be edited, to go over common errors and students will then have the opportunity to ask for clarification if necessary.

Symbol	Error
[]	Syntactical errors. Revise and re-write the entire section in parenthesis.
¿?	Meaning unclear. Error difficult to categorize.
^	Insert missing word (article, pronoun or preposition)
O	Spelling mistake (includes accent marks)
Vb	Wrong verb, wrong verb tense, mood or conjugation.
G	Any other kind of grammar mistake not covered by other conventions (i.e.: use of wrong article, preposition, pronoun, adverb, etc.)
V	Incorrect use of word or expression / inaccurate meaning / wrong cognate /
X	Omit / take out

APPENDIX 2

RUBRIC I (ESSAY EVALUATION)

PART I	IN CLASS WRITING – 1ST DRAFT
71-80%	Demonstrates excellent command in written expression. Excellent command of conventions: orthography, variety of simple sentences, some compound (complex) sentences, effective paragraphs (organized, effective transitions). Masters basic grammar (no mistakes or almost none). Almost no common errors (gender, number, accent marks). Rich, precise vocabulary and idiomatic expression. Clear expression, occasional errors do not impede comprehensibility. Excellent use of dictionaries and other recommended/required sources. Effectively and originally presents/defends thesis/personal viewpoint.
61-70%	Demonstrates a good command in written expression. Good command of conventions: orthography, variety of simple sentences, occasional complex sentences, effective paragraphs (organized, some effective transitions). Understandable, some errors that do not impede comprehensibility. Varied and generally appropriate vocabulary and idiomatic expression. Very few common errors. (Gender, number, accents). Good use of dictionaries and other recommended/required sources. Effectively and originally presents/defends thesis/personal viewpoint.
51-60%	Demonstrates a fair competence in written expression. Controls elementary structures and common verb tenses, but frequent errors occur in complex structures. Frequent errors in orthography, paragraphing & other conventions of the written language. Vocabulary is appropriate but limited. Some common errors (gender, number, accents). Thesis is vague. Lacks some coherence. Syntactical and grammar mistakes suggest inadequate use of dictionaries and other recommended/required sources.
40-50%	Suggests lack of competence in written expression. Numerous grammatical errors even in elementary structures (gender, number, verb tense, orthography); there may be an occasional redeeming feature, such as correct advanced structure. Limited vocabulary. Pervasive English interference. Lack of organization hampers reading and comprehension. Imprecise thesis. Word count significantly below expectations. Syntactical and grammar mistakes suggest incorrect use of dictionaries and other recommended/required sources.
0 -40%	Demonstrates lack of competence in written expression. Constant grammatical errors impede communication. Insufficient vocabulary; excessive English interference. No thesis. Severe problems with orthography and common errors affect comprehension. Incoherent.

PART II – FINAL (revised) DRAFT	
15-20%	Corrections for content/ style/organization are thoroughly made. Almost no errors
10-14%	Completed most editing steps, shows considerable improvement.
5 - 9%	Completed some editing steps, shows some improvement.
0 - 4%	Lack of attention given to the editing process. Too many errors for a final edited draft.