

## Cover Sheet: Request 13527

### SPN 3350 Spanish Grammar and Composition 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 9:51:30 AM
Updated	2/15/2019 12:32:22 PM
Description of request	Request to change description, title and prerequisite wording

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward		1/18/2019
SPN3350_change-justifications.docx					1/18/2019
SPN3350_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 13527

### Info

**Request:** SPN 3350 Spanish Grammar and Composition for Bilingual Speakers  
**Description of request:** Request to change description, title and prerequisite wording  
**Submitter:** Gillian Lord-Ward glord@ufl.edu  
**Created:** 1/18/2019 9:48:41 AM  
**Form version:** 1

### Responses

**Current Prefix** SPN  
**Course Level** 3  
**Number** 350  
**Lab Code** None  
**Course Title** Spanish Grammar and Composition 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** Spanish Grammar and Composition for Bilingual Speakers  
**Proposed Course Title** Spanish Grammar and Composition for Heritage Learners  
**Change Transcript Title?** Yes  
**Current Transcript Title** Span Gram/Comp Biling  
**Proposed Transcript Title (21 char. max)** Spn gram/comp 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** Emphasizes the normative aspects of the language and grammar that are problematic for students who have learned the language through extended exposure outside the classroom (formal training of three or four years in high school) and whose speaking and comprehension abilities are more developed than their writing and reading skills. Develops

vocabulary, style and ability to use different levels of language. Weekly compositions. This course (or SPN 3300 for non-bilinguals) is a prerequisite for most 3000/4000-level Spanish courses.

**Proposed Course Description (50 words max)** Emphasizes aspects of the language and grammar for students who have learned Spanish through exposure outside the classroom in addition to some formal exposure in school settings, and whose speaking and comprehension abilities are generally more developed than their writing and reading skills.

**Change Prerequisites?** Yes

**Current Prerequisites** Placement test or department-administered test for bilingual speakers, or bilingual sequence coordinator permission, or SPN 2340 with minimum grade of B.

**Proposed Prerequisites** Placement test or department-administered test for heritage learners, or heritage program coordinator permission, or SPN 2340 with minimum grade of B.

**Change Co-requisites?** No

**Rationale** Please see uploaded rational document.

SPN3350	CURRENT	REVISED
<b>TITLE</b>	Spanish Grammar and Composition for Bilingual Speakers	Spanish Grammar and Composition for Heritage Learners
<b>DESCRIPTION</b>	Emphasizes the normative aspects of the language and grammar that are problematic for students who have learned the language through extended exposure outside the classroom (formal training of three or four years in high school) and whose speaking and comprehension abilities are more developed than their writing and reading skills. Develops vocabulary, style and ability to use different levels of language. Weekly compositions. This course (or SPN 3300 for non-bilinguals) is a prerequisite for most 3000/4000-level Spanish courses.	Emphasizes aspects of the language and grammar for students who have learned Spanish through exposure outside the classroom <b>in addition to some formal exposure in school settings</b> , and whose speaking and comprehension abilities are <b>generally</b> more developed than their writing and reading skills.
<b>PREREQUISITES</b>	Placement test or department-administered test for bilingual speakers, or bilingual sequence coordinator permission, or SPN 2340 with minimum grade of B.	Placement test or department-administered test for <b>heritage learners</b> , or <b>heritage program</b> coordinator permission, or SPN 2340 with minimum grade of B.
<b>JUSTIFICATION</b>	<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"> <li>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"> <li>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.</li> <li>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</li> </ol> </li> </ol>	

	<p>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.</p> <p>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: <a href="https://www.actfl.org/membership/special-interest-groups-sigs/spanish-heritage-learners">https://www.actfl.org/membership/special-interest-groups-sigs/spanish-heritage-learners</a>.</p> <p>2. The other changes involve course descriptions. In the case of SPN3350, the description no longer reflects the reality of what our students need.</p> <ol style="list-style-type: none"> <li>Reduce word count to meet the ≤50 requirement.</li> <li>Replace the “bilingual” terminology with the “heritage” terminology, for the reasons just described.</li> <li>We would like to remove the phrase “normative aspects” from the course description. This phrase implies that there is only one correct way to express things in Spanish, which goes against the mission of the heritage language program.</li> <li>We are also requesting removal of specifics such as “extensive” exposure, or “three to four years” of high school Spanish, as these conditions are often not the only ones that define a student’s aptitude for this level. The heritage population is widely heterogeneous, and we would like the descriptions to better represent that.</li> <li>Remove the statement about weekly compositions. Some instructors do this, others don’t – it often depends on the specific needs of the students in a particular semester. By removing it from the description we would not be required to do so, but would still be able to if necessary.</li> </ol>
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## DEPARTMENT OF SPANISH & PORTUGUESE STUDIES



**Spring 2019**  
**SPN 3350: Spanish**  
**Grammar & Composition**  
**for Heritage Speakers**

**Instructor:** Dr. Víctor M Jordán-Orozco

**Oficina:** Dauer 147

**Horas de oficina:** Mon., Wed., Fri.: 9:30 -11:00  
 Mon., Wed.: 3:00 – 4:00.

**Dirección electrónica:** vjordan@ufl.edu

**Tel (Off.):** (352) 273-3773

**Períodos:** 6 (12:50 – 1:40) y 7 (1:55 -2:45)

**Salas de clases:** **FLO 0110** (periodo 6) y  
**MAT 0108** (periodo 7)

**All information is available in Canvas**

### 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.

### COURSE GOALS AND OBJECTIVES

The main objective of this course is to further the development of **effective oral, writing and reading skills** through a variety of tasks and exercises which expose the students to current, cultural and social authentic materials as they continue to prepare for upper division courses.

This main goal will be achieved by:

1. **Reading and discussing** an assigned novel and news articles selected by the students,
2. Writing short **reaction papers, letters, reviews, reports, summaries and/or essays** which will be revised and edited as needed,
3. Reviewing and applying selected **grammar** topics and **writing strategies and structures**,
4. Carrying out **short presentations**,
5. Expanding **vocabulary** and developing **style and ability** to use different **registers**.

## COURSE MATERIALS

- **TEXTS:**
  - Conversaciones escritas: lectura y redacción en contexto (2<sup>nd</sup> Edition); Author: Kim Potowski; ISBN: 9781118744864; Publisher: Wiley.
  - La distancia entre nosotros; Author: Reyna Grande; ISBN: 9781476710402.
- **Access to Canvas:** you will need permanent 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 WILL OFTEN BE SENDING 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/>

## 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	<b>NOTE:</b> 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 <a href="https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx">https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx</a> .
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

5% → Attendance  
 10% → Participation (Classroom exercises)  
 10% → Homework  
 15% → Oral presentations & discussions  
 15% → Quizzes  
 25% → Tests (3)  
 20% → Compositions (3)

## Policies

### COMPOSITIONS

During the semester each student will write three compositions (approximately 270 words each). Each composition will be written in class (1<sup>st</sup> version) and edited (2<sup>nd</sup> 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.

### HOMEWORK

**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.

### READINGS

There are three types of readings:

- Chapter readings from the textbook, which will constitute the basis for reviewing grammar and syntactical issues as well as writing structures and strategies and
- Short articles and sections from La distancia entre nosotros (an autobiography), 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.



### **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**

There will be three tests which will examine 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.

### **ATTENDANCE & MAKE UPS**

**"If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory."**

Attendance to class is important. Not coming to class will not only impact your attendance grade but could affect your grade in quizzes unless you have a valid excuse. Your grade in Canvas for attendance will be a 100% at the start of the class. It will come down proportionately after any unexcused absence.

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**

The calendar will be posted and updated on Canvas. 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. **Writing days, lab days and exam days will not change.**

	Date	Topic (In class)	Homework (Details -TBA)
<b>JANUARY</b>	7	Introduction	
	9	Review	Grammar- Writing
	11	<i>La distancia... Libro I</i> -Prólogo, Capítulo 1	Reading
Semana II	14	LAB	-----
	16	Review – Cap. 4. Text p.121-122	
	18	<i>La distancia...</i> Capítulos 2-3	Reading – Oral presentations
Semana III	21	NO CLASS – MLK	
	23	Artículos definidos Cap. 4. Text p.117-119	Grammar - Writing
	25	<i>La distancia...</i> Capítulos 4-5	Reading – Oral presentations
Semana IV	28	Lectura 2 – Cap. 4. Text p.117-119	
	30	El gerundio – Otras maneras de narrar	Grammar- Writing
<b>FEBRUARY</b>	1	<i>La distancia...</i> Capítulos 6-9	Reading – Oral presentations
Semana V	4	Lectura 3 - Cap. 4. Text p.129-132	
	6	Infinitivo y Gerundio	Grammar -Writing
	8	<i>La distancia...</i> Capítulos 10-13	Reading – Oral presentations
Semana VI	11	Exam 1	Preparation for exam
	13	Composition 1	Writing
	15	<i>La distancia...</i> Capítulos 14-16	Reading – Oral presentations
Semana VII	18	Cap. 5 – lectura 1 - Text p.147-153	
	20	El verbo <i>haber</i> p.159-161	Grammar - Writing
	22	<i>La distancia...</i> Capítulos 17-20	Reading – Oral presentations
Semana VIII	25	Lectura 3 -Text p.162-166	
	27	Sino, pero y sino que / Oraciones complejas	Grammar - Writing
<b>MARZO</b>	1	<i>La distancia...</i> Libro II – Prólogo 1-3	Reading – Oral presentations
Semana IX	4-8	NO CLASSES -SPRING BREAK	
Semana X	11	Correos electrónicos - Text p. 166-167	
	13	Oraciones complejas cont. p.169-172	Grammar - Writing
	15	<i>La distancia...</i> Capítulos	Reading – Oral presentations
Semana XI	18	Exam 2	Preparation for exam
	20	Composition 2	Writing
	22	<i>La distancia...</i> News Articles	Reading – Oral presentations
Semana XII	25	Cap. 6. Lectura 1 – p. 178-180	
	27	Las preposiciones – El verbo decir p.190-192	Grammar - Writing
	29	<i>La distancia...</i> News Articles	Reading – Oral presentations
Semana XIII	1	Lectura 2 – p. 181-184	
<b>APRIL</b>	3	El pasado del subjuntivo y clausulas con si	Grammar - Writing
	5	<i>La distancia...</i> News Articles	Reading – Oral presentations
Semana XIV	8	Lectura 3 – p. 186-189	
	10	Oraciones complejas cont. p.205-207	Grammar - Writing
	12	<i>La distancia...</i> News Articles	Reading – Oral presentations
Semana XV	15	Final review	Review
	17	Exam 3	Preparation for exam
	19	Composition 3	Writing
Semana XVI	22	LAB	-----
	24	Edición composición final – cierre del curso	Writing

## 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](mailto: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](mailto: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).

## ANNEX 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.

<b>Symbol</b>	<b>Error</b>
[ ]	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

<b>ANNEX 2</b>
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**RUBRIC I (ESSAY EVALUATION)**

PART I	IN CLASS WRITING – 1 <sup>ST</sup> DRAFT
71-80%	<b>Demonstrates excellent command in written expression.</b> 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%	<b>Demonstrates a good command in written expression.</b> 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%	<b>Demonstrates a fair competence in written expression.</b> 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%	<b>Suggests lack of competence in written expression.</b> 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%	<b>Demonstrates lack of competence in written expression.</b> 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.