



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>SILC</u>	Department	<u>Spanish & Portuguese Section</u>
Subject	<u>SPA</u>	Title	<u>Spanish conversation and composition for bilinguals</u>
Number	<u>316</u>	Units:	<u>3</u>

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
Course description:
Emphasizes comparing standard Spanish with regional Southwest Spanish.

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
 - Mathematics core courses (MA)
 - Computer/statistics/quantitative applications core courses (CS)
 - Humanities, Fine Arts and Design core courses (HU)
 - Social and Behavioral Sciences core courses (SB)
 - Natural Sciences core courses (SQ/SG)
 - Global Awareness courses (G)
 - Historical Awareness courses (H)
 - Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 4/7/15
Chair/Director (Signature):

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	syllabus

Course Prefix	Number	Title	General Studies Designation
SPA	316	Advanced Spanish Conversation and Composition for Bilinguals II	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
C1	In this course, cultural, language, and identity topics regarding different groups of Hispanics in the United States are studied and discussed. There is an emphasis in studying the diversity of languages and cultures within the big group.	See Syllabus p. 1
C2a	Students actively reflect and discuss cultural matters for Hispanics in their writing, readings, and class discussions. Also, students go out to their communities, as well as other Hispanic communities and to apply and research what they have learned in class.	See Syllabus p.2, 4,-5
C2b	Students will have the opportunity to compare the variety of dialects in Spanish.	See Syllabus p. 9
C2c	Students have the opportunity to read different perspectives of several controversial topics relevant to the Hispanic experience, such as illegal immigration, bilingual education, and politics of identity, languages policies.	See Syllabus p. 8-9

SPRING 2015

Arizona State University
School of International Letters and Cultures

SPA 316
Spanish Conversation and Composition for Bilinguals II

Instructor: E-mail:	Oficina: Horas de oficina:
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Pre-requisite: SPA 315 or instructor approval.

DESCRIPTION AND OBJETIVES

This is the fourth course in the Spanish Heritage program: SPAN 203, 204, 315 y 316. It offers the student the opportunity to continue perfecting his/her writing abilities for the professional and academic use. Through the study of political, educational, cultural, sociolinguistic, and literary topics related with Hispanics and Spanish in the United States. Students will learn to write different types of texts, such as an argumentative composition and a research paper. They will be exposed to the writing process with activities such as brainstorming, collaboration, planification, outline, revision and editing. Additionally, students will have the opportunity to develop their speech through debates, speeches, formal presentations, etc. Orthography and grammar will be treated only in response to the specific needs of the students and according what is required in different contexts.

The principal objective of the course si that you continue to develop your bilingualism in order to use Spanish with confidence in the professional and academic setting. Our specific goals are the the student:

- (1) expand academic and professional register in Spanish
- (2) develop advanced writing skills
- (3) develop speech
- (4) perfect the use of orthography and grammar
- (5) comprehend and analyze literary texts
- (6) know and appreciate different aspects of bilingualism and bilingual education
- (7) have awareness of the economic, social, and political situation that surrounds the use of the linguistic variety in a society
- (8) explore the history, literature, and culture of Hispanics in the United States
- (9) develop critical thinking skills by analyzing topics such as bilingualism, maintaining the language, dialectical varieties, cultural and linguistic identity, Spanish in the United States, and the roles of Spanish and English.

As part of the philosophy of this course, there will be an appreciation of the diversity in Hispanic cultures and their corresponding dialect. There will be a concientization of the dialectical differences of Spanish and the political, social and economic backgrounds of the use of each variety or register. Our goal is that you develop the dialectical flexibility so that you may manage the varieties and/or registers of the language according to the context and your own election.

TEXTBOOKS (required)

- Potowski, Kim. *Conversaciones escritas: lectura y redacción en contexto*. Hoboken, NJ: John Wiley & Sons, 2011.

-A good bilingual dictionary and/or a Spanish dictionary (to use in class and for homework)

EVALUATION:

Will be based on the grade of the student in the following activities:

Oral component (20%)	Participation in class (10%)		10 %
	Presentations (10%)	Debate	5%
		Presentación oral I	5 %
		Presentación oral II	8 %
Writing component (80%)	Homework and Mini-Projects (22%)	Tareas	10%
		Community and Investigative Projects (4)	12%
	Quizzes (5%)		5%
	Portfolio (30%)	Composition I	10%
		Research Paper	15%
		Reflections (2)	3%
		Free writing assignments	2%
	Exam (15%)	Exam	15 %

Grades: The +/- system will be used, according to the following scale:

A+ 97-100	A 93-96	A- 90-92	
B+ 87-89	B 83-86	B- 80-82	
C+ 77-79	C 70-76	D 60-69	E 0-59

No hay notas como C-, D+ o D-.

A. PARTICIPATION (10%):

It is expected of the student active participation in the process of their learning. Their participation grade will be based on, among other factors, in 1) preparation for class, 2) the use of Spanish, 3) the cooperation of group work in class, 4) punctuality and 5) assistance to class.

Class assistance is required because it influences the academic progress of the student. Only two absences without excuse are permitted. Two tardies will be considered an absence. After the two permitted absences, any other unexcused absence will affect adversely the progress of the student in the class and their participation grade. One percentage point (1%) will be taken away for each additional unexcused absence after the two permitted absences.

The student’s participation in the oral and writing activities in class is of fundamental importance. This grade will be calculated based on the willingness to participate, as well as the frequency and quality of the participation of the student.

The addressing of sexual, religious, political, and violent topics in the compositions and presentations should always be of academic nature, and never propaganda, autobiographic or sarcastic. During this course, there will be many opportunities to express opinions about controversial topics, and it is requested that there be an respectful and tolerant attitude toward the opinions of your fellow students.

If you have any questions regarding the participation in class (or any other grade), it should be directed to your instructor during his/her office hours. Do not hesitate to ask for help from your instructor when you need it.

If you are absent from class, it is your responsibility to find out what was covered that day and what is the homework for the next class. It is important to exchange telephone and email information with two or three fellow students to be able to inquire about these things. Those days you will receive a 0 for your participation grade, but you may speak with your instructor about the possible ways to receive credit.

Name	Telephone	E-mail
1		
2		
3		

Religious holidays: Students who need to be absent from class due to religious observances or due to participation in university- sanctioned activities, should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

OBLIGATIONS OF THE STUDENT

- Read the assigned material, and do all the homework before class.
- Actively participate in the conversation of the class.
- Actively collaborate and contribute information voluntarily

Important:

- a) Cellphone use is not permitted in class.
- b) Do not arrive late to class.
- c) Late assignments, compositions and homework will not be accepted late. No exceptions.
- d) Arrive to class prepared (with books, notebooks, pencils, pens, homework ready and prepared to participated). Read the assigned material as homework to arrive prepared for class.

B. PRESENTATIONS (15%):

In this course there will two presentations and a debate, with the goal of developing your oral skills in public settings.

1. *The debate:* In pairs or individually (according to what the instructor decides) students will be in charge of presenting and moderating a debate regarding a controversial topic of interest. Students will have to prepare a reading about the topic with general information, points in favor and against, and a glossary that consists of at least 15 academic and professional terms regarding the topic. These things will be turned in to the instructor a week before the debate. The first debate will be moderated by the instructor, and they will be 30 minutes long. It is recommended that you visit your instructor in office hours to go over possible topics.
2. *Presentation I:* All students will write a speech and will then present it in front of their classmates or in a video that was recorded at home, according to the instructions of the instructor and the preference of the student. The student will choose a topic that relates to his/her community, and will develop a calling about that specific topic.
3. *Presentation II:* There will also be a final oral presentation regarding the topic that was chosen and developed for the Research Paper. The content and use of formal Spanish will be evaluated in this presentation, as well as how the student has progressed since the beginning of the semester.

C. HOMEWORK AND COMMUNITY/INVESTIGATIVE PROJECTS (20%)

The homework will be collected when the instructor deems convenient. Every homework is worth 10 points. The instructor will give 5 points for the completion of the homework, and 5 points for the content and structural and grammatical elements. An average of these grades will be given

There will be four community/investigative projects, whose objectives are to connect students to the Hispanic community, applying what they have learned in class. The topics will be:

- 1) Attitudes towards Spanish and bilingualism in the United States;
- 2) Spanish in Southwestern Arizona;
- 3) A community event;
- 4) Service learning: This project combines service in the community with the objective of the course to develop your oral ability in formal and informal contexts. This way, you will have the opportunity to learn and help the community at the same time.

D. QUIZZES (5%)

There will be quizzes or pop quizzes during the course that will measure the preparedness to class and your academic progress in the concepts seen in class.

E. THE PORTFOLIO (30%)

1. Compositions:

There will be two compositions, one argumentative and one research paper. The compositions will have three versions and each one will receive feedback from your instructor and your classmates.

All the compositions should be written **in a word processor (MW), with 12 font, double space, 1” margins and stapled. Hand-written compositions will not be accepted.** The compositions should contain the following information on the first page:

Student Name:	Turn in date:
SPA 315 – (time of class)	Composition (no. 1, 2)
Version (no. 1, 2, final)	
Título:	

See rubric for the composition in Bb for more information.

The format utilized for the compositions will be given to you in class.

2. The reflections :

After every composition, you will write an auto-reflection of at least 500 words in which you will examine your challenges, achievements, and goals in Spanish class, your spoken Spanish, and written Spanish in general. For the last reflection you should have in mind the changes that you notice between the first and second diagnostic test.

3. Free-writing assignments:

These are writing exercises in class to practice free-writing and the application of grammatical and orthographical concepts seen in class.

F. EXAM (15%)

In the semester there will be an exam to evaluate your ability to express yourself in written form, as well as assess the concepts you have learned in the course.

There will not be any make-up exams for either of the two exams. If any student cannot attend class for the exam, he/she should bring to the instructor a legitimate written excuse (such as a note from a physician).

SPECIAL NEEDS

If you have a physical or psychiatric impediment, or a specific problem in learning that requires special aid, please communicate this information to your instructor at the beginning of the semester to ensure your needs are met. To guarantee the accomodation you need, you will need to turn in the necessary documentation that is offered by *Disability Resources* located in *Mathews Center*.

TUTORING

The Spanish program offers free tutoring to all of its students at the “Writing and Tutoring Center”. Consult with your instructor about location and times.

EXPECTED STUDENT BEHAVIOR

Students are **REQUIRED to read and act in accordance** with ASU and Arizona Board of Regents' policies, including:

A. Academic Integrity Policy:

In accordance with this policy, it is expected that **all work** (exams, compositions, Workbook activities **or any other evaluation assigned** or offered for a grade or credit) **will be the student's own work.**

A tutor or other qualified person may help with **explanations of grammatical points and/or answer specific questions.** However, compositions and all other graded assignments are to be **done and corrected by the student without assistance.**

ALSO, the use of electronic or any other written information (including online translation programs and web pages) is prohibited. You may consult sources, but may not incorporate their writing into your own. For more detailed information about unauthorized use of materials (plagiarism), please refer to the Computer, Internet and Electronic Communications Policy at <http://www.asu.edu/aad/manuals/acd/acd125.html>.

Sanctions:

Students violating the Academic Integrity Policy will receive the following sanctions:

1. The first time a student violates the Academic Integrity Policy he/she will receive a **0** for the assignment/exam/homework **with no option to rewrite or retake.**
2. If there is a second violation, the student will receive a **0** for the rubric (exam / composition / workbook assignment, etc.).
3. A third violation will result in the assignment of the grade of "XE" (the XE grade may not be appealed through the grade appeal process) for the course.

To see the entire ASU Student Academic Integrity Policy, please go to:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.

B. Student Code of Conduct.

Students are expected to act in accordance with the Student Code of Conduct. This includes, **but is not limited to:** NOT “endangering, threatening or causing harm to any member of the university community or to oneself or causing reasonable apprehension of such harm.” For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to: <http://www.asu.edu/aad/manuals/sta/sta104-01.html>.

Horario del curso

CA: Cuaderno de actividades

Week	Content	Grammatical and Orthographical Objectives	Class Activities	Announcements and important due dates*
Week 1 (1-12/1-15)	-Introduction to the course and explanation of the program -How to have success in the class: Suggestions and expectations	Use the revision of orthography in Spanish program (p. 17-18)	-Activities to get to know each other -Diagnostic Test written in class - Hispanics in the United States (PowerPoint)	- Linguistic and Cultural Questionnaire Cuestionario (survey on Blackboard) -Visit instructor in his/her office hours - Workbook (WB): Activities 1-2 (p. 3-4)
Week 2 (1-19/1-22) - <i>Immigratio n</i>	<u>Chapter 1:</u> <u>Readings:</u> - <i>Cómplice de los indocumentados</i>	Accent marks: rules of accentuation	- Model debate: Undocumented Immigrants - Free-write 1: "Defining oneself as a cultural being" - Quiz 1	- WB: Activities 1-2 (p. 1-2) - Activity 1 (p. 34)
Week 3 (1-26/1-29) - <i>Immigratio n</i>	<u>Chapter 1:</u> <u>Readings:</u> - <i>Qué aportan los inmigrantes a Estados Unidos?</i>	Accent marks: Third person preterite (p. 34-35)	- Review of accent marks (p. 34) - Preparation for Composition I: The parts and thesis (p.13)	- WB: Activity 2 [Focus on writing], Activities 2-3 [Grammar and use] (p. 6-7)
Week 4 (2-2/2-5) - <i>Immigratio n</i>	<u>Chapter 1:</u> <u>Readings:</u> - <i>Un ensayo sobre la inmigración desde la perspectiva de los Minutemen</i>	Accent marks: Homonyms (p. 36)	- Preparation for Composition I: sources (p.25) - Debate I - Quiz 2	- <i>Investigative Project 1: Attitudes</i> - WB: Activity 1 (p. 6)
Week 5 (2-9/2-12) - <i>Latino</i>	<u>Chapter 2:</u> <u>Readings:</u> - <i>Latinos o hispanos: "Un</i>	"ha" vs. "a" (p. 49)	- Preparation for Composition I: "Se dice..." (p. 52) - Free write 2:	-Turn in proposal and outline for Composition I - WB: Activities 1-

<i>Identity</i>	<i>debate sobre la identidad</i> "(Prueba 4)		"Internal Perspectives on Foreign Culture"	2 (p. 15-16)
Week 6 (2-16/2-19) <i>-Latino Identity</i>	Chapter 2: Readings: <i>Latinos o hispanos: Qué sigue? Algunas reflexiones sobre las políticas de identidad en Estados Unidos</i>	The use of "a" in verbal periphrasis (p. 67-68)	- Debate II - Quiz 3	-Turn in Composition I: Version I - WB: Activity 1 (p. 17)
Week 7 (2-23/2-26) <i>Spanish in the United States and Bilingualism</i>	Chapter 3: Readings: <i>-Hambre de memoria: la educación de Richard Rodríguez</i>	More about accent marks (p. 74-75)	- Free writes 3: "External Perspectives of your own culture"	- Turn in Composition I: Version II - WB: Activities 1-3 (p. 9-12)
Week 8 (3-2/3-5) <i>Spanish in the United States and Bilingualism</i>	Chapter 3: Readings: -Es el Spanglish un idioma? -Pardon my Spanglish – porque because!	Other words with accent marks and the preterite "hablé" v. subjunctive "hable". (p. 89-90)	- Debate III - Quiz 4 - Powerpoint: "Spanish in the United States"	- Turn in Composition I: Version III - Reflection I - WB: Activities 1-2 (p. 25)
Week 9 (3-9/3-13)	Spring Break			
Week 10 (3-16/3-19) <i>Spanish in the United States and Bilingualism</i>	Chapter 3: Readings: -¿Traje de baño o traje de gala?: respetar el Spanglish en la clase de español -"Bilingüe": una palabra dirty en la educación pública	Identification of informal uses (p. 108-109)	- Preparation of Presentation I: The Speech - Free write 4: Politics of language -Reading: "Does the United States Need a Language Policy?" (Spolsky 2011)	- Survey of your opinion about the course (in Blackboard) - <i>Investigative Project II: Spanish in Phoenix</i> - WB: Activity 1 (p. 26-28)

<p>Week 11 (3/23-3/26)</p> <p><i>The World of Labor</i></p>	<p><u>Chapter 4:</u> <u>Readings:</u> “Immokalee: tierra fértil para que la esclavitud florezca”</p> <p>“Asfixiados por el salario mínimo”</p>	<p>Definite Articles (p. 128-129)</p>	<p>- Oral presentations - Quiz 5 -Bilingualism (PowerPoint)</p>	<p>- WB: Activity 1 (p. 31)</p>
<p>Week 12 (3-30/4-2)</p> <p><i>The World of Labor</i></p>	<p><u>Chapter 4:</u> <u>Readings:</u> “El precio de la maternidad”</p>	<p>Infinitive v. Gerund (p. 149-150)</p>	<p>- Preparation for the Research Paper - Debate IV -Special guest (use of Spanish in the professional setting)</p>	<p>- Bibliography for the Research Paper - WB: Activities 1-2 (p. 33)</p>
<p>Week 13 (4-6/4-9)</p> <p><i>Hispanic Literature</i></p>	<p><u>Chapter 8:</u> <u>Readings:</u> - “Introducción a la literatura chicana” (pdf) -“Primera comunión”</p>	<p>The verb “haber” (p. 168-169) Sino v. pero (p. 185) Relative Pronouns</p>	<p>- Debate V - Preparation for the Research Paper</p>	<p>- Outline for the Research Paper <i>Community Project III: A cultural event</i> - WB: Activities 1-2 (p. 35-36) - WB: Activity 1 (p. 37)</p>
<p>Week 14 (4-13/4-16)</p> <p><i>Hispanic Literature</i></p>	<p><u>Chapter 8:</u> <u>Readings:</u> -“Odisea del Norte” -“El Súper”</p>	<p>Passive Voice (p. 279) Relative Pronouns (p. 292-293)</p>	<p>-Free write 5: -Response to the video “Paraíso” - Quiz 6</p>	<p><i>Community Project IV: My Opportunity for Service Learning</i> - WB: Activities 1-2 (p. 52-54)</p> <p>-Survey about the course and Spanish Heritage program (in blackboard)</p>
<p>Week 15 (4-20/4-23)</p> <p><i>Hispanic Literature</i></p>	<p><u>Chapter 8:</u> <u>Readings:</u> -“Paletitas de Guayaba”</p>	<p>Relative pronouns (p. 292-293)</p>	<p>- Debate VI -Peer editing -Study guide for the exam</p>	<p>-Turn in Research Paper: Version I - WB: Activities 1-3 (p. 54-56)</p>

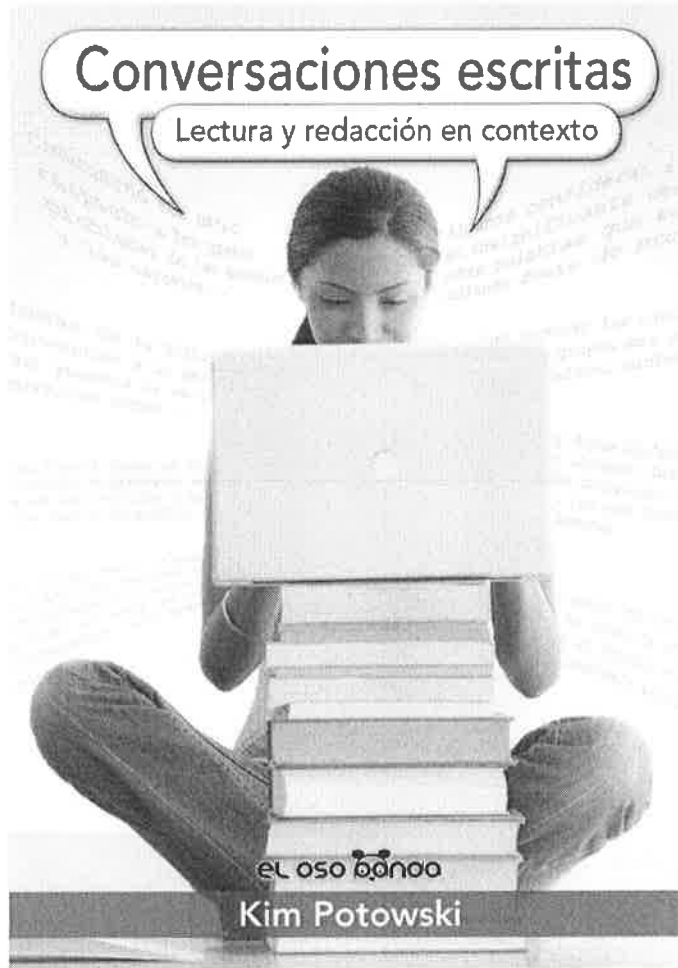
				-Prueba de progreso escrita en clase
Week 16 (4-27/4-30)	-Final Oral Presentations			-Turn in Research Paper: Version II - Turn in Research Paper: Final version - Turn in electronic portfolio - Reflection II
Week 17 (5-4/5-7)	Final Exam https://students.asu.edu/final-exam-schedule			

*** Topics, readings, and due dates of the course are subject to change with prior notice to students, at the discretion of the instructor and according to the needs of the students. ***

*This does not represent a complete list of homework because the instructor may omit or add homework depending on the needs of the students and the development of the course.

Conversaciones escritas

Lectura y redacción en contexto



el oso bonoo

Kim Potowski

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Conversaciones escritas

Lectura y redacción en contexto

Kim Potowski

University of Illinois at Chicago



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Preface

This textbook takes a fresh approach to writing for both **second-language learners and heritage speakers**. It draws from best practices in:

- Native English language arts composition
- Second-language writing
- Heritage speaker pedagogy

... resulting in a complete program that develops Spanish language proficiency, general academic writing, and knowledge of contemporary social issues. It has been successfully class tested with both heritage speakers and second-language learners.

The primary features of *Conversaciones escritas* include:

- A focus on **argumentative writing**. Students are guided to keep in mind the “written conversations” they are entering: who has said what, the arguments they want to add, and how their ideas differ from what has already been said.
- Engaging texts organized into thematic chapters dealing with **contemporary topics** primarily centered in the United States. These simultaneously promote reading skills and serve as examples of good writing; students are shown how to read like a writer and to write like a reader.
- **Reading support** through vocabulary identification activities, comprehension checks, and post-reading questions that lead students to synthesize information and apply it to a broad array of contexts, ranging from personal experience to public policy debates.
- **Grammar/language use** points linked to the chapter topics and specifically tailored to students at this level of Spanish study, especially the particular needs of heritage speakers.

BOOK STRUCTURE

Each chapter consists of the following sections:

Antes de leer

Questions about the topic of the reading and a vocabulary activity prepare students for greater comprehension; contains frequent suggestions for video clips and websites to support students’ knowledge of the topics presented.

Lecturas

Between three and six per chapter, usually opinionated, well written, and thought provoking, representing the vibrant and debatable opinions of their authors; “during reading” activities are included when a text is particularly long or complex.

Después de leer

After general reading comprehension questions, students analyze the structure of the text and then make connections to their own experiences and to other social issues.

Enfoque de redacción

Two per chapter. These present an aspect of writing, such as forming strong thesis statements, analyzing the quality of Internet resources, or addressing the question of “So what?” in our writing.

Gramática y uso

Two per chapter. Activities related to grammar and use, focusing on structures and uses that are challenging to heritage speakers and second-language learners alike.

Entrando a la conversación

Two short writing assignments and one major essay per chapter. These guide students in generating reactions to what they’ve read, utilizing the writing focus of the chapter as well as recycling writing focuses from previous chapters. Most importantly, students are given an audience and a purpose for every text they write. Every major essay also includes an instructor grading rubric and a peer review rubric, both in the textbook and electronically on the Wiley website.

En breve

One short reading per chapter that develops students’ understanding of issues related to the chapter topic.

Conexiones con la comunidad

These are for instructors who wish to assign an activity that requires students to interact with people and organizations in their community on an issue related to the chapter topics.

Cuaderno de actividades (Workbook)

There are several additional practice activities per writing topic and per grammar topic in the **Workbook**, which are available in print and can be packaged with the textbook. There are also several activities at the end of each workbook chapter that recycle points from previous chapters.

LEVEL AND TARGET AUDIENCES

Second-Language Learners

Second-language learners in their third or fourth year of college study of Spanish are successfully using *Conversaciones escritas* in advanced composition courses. The current social topics, detailed support during the composition process, and focused

grammar practice, which is presented through examples related to the engaging chapter content, make this a highly successful text that pushes students to sharpen their thinking as they refine their writing, reading, and grammar skills.

Heritage Speakers

Conversaciones escritas is also being used in heritage speaker courses. Programs with heritage speakers of stronger proficiency are using *Conversaciones escritas* in introductory level heritage speaker courses. Programs with large numbers of third generation and/or less proficient Spanish speakers will find this book suitable for these students when they have progressed to more advanced coursework. Heritage speakers are a heterogeneous group, ranging from individuals who emigrated from Latin America in their teens to third-generation speakers who are the grandchildren of immigrants; logically, these individuals' proficiency in Spanish varies widely.

All *Gramática y uso* sections are designed with heritage speakers in mind, and those marked with the “H” icon **H** are tailored more specifically to the needs of heritage speakers and may be skipped by second-language learners.

CHAPTER THEMES

The first seven chapters engage students in a critical exploration of social themes such as immigration, the legality of downloading media from the Internet, the healthiness of public school lunches, and the minimum wage. Most texts were originally written in Spanish, although some were translated from English when no appropriate Spanish text could be located. There are also frequent suggestions for video clips and websites to support students' learning about chapter themes. These are in Spanish whenever possible, although having students occasionally read and view media in English supports their content knowledge and intellectual growth that will assist them in writing strong essays in Spanish.

The final chapter turns its attention to literature, specifically four texts written in Spanish by U.S. Latino authors, in order to prepare students for advanced courses in literature and literary analysis.

THE WRITING PROCESS

If we think about how artisans craft a painted clay vase, they first devote their efforts to finding good clay. Next, they painstakingly mold it into a strong shape. They only paint the vase once the clay has dried; they would not start painting while it is still on the sculpting wheel, because at this stage the vase may change shape significantly.

In *Conversaciones escritas*, students are encouraged to develop strong arguments first—analogous to finding good clay in the above example. Next, they are given support in molding their arguments into a strong essay. They are not asked to edit excessively for grammar (“paint the vase”) in the earliest stages of writing, because large portions of text may be cut. Most importantly, students are encouraged to see writing as a *process of discovering what they really think*, and they are reminded not to be afraid to start their first version with one thesis but complete their third version with a different one.

Conversaciones escritas contains two types of writing assignments (***Entrando a la conversación***): short pieces and main essays.

Short Pieces

These involve writing a one-page text, often in the form of a letter to the author of a reading. These pieces can be exchanged in class or on an electronic discussion board for peer comment before being turned in to the instructor. A general grading rubric that can be used for all short writing assignments is included in the Appendix. As part of the instructions to short writing assignments, students are provided with an example written by another student and are guided in reading and critiquing these samples. This constitutes additional practice in reading, both to extract meaning and to analyze how writing is constructed. Instructors may wish to allow all students (or only those students who earn a low grade) to complete a second draft of the short writing pieces.

Major Essays

There is one major essay assignment provided per chapter. In order to encourage a more complete process of writing, instructors are encouraged to require three drafts of the major essays. Thus, they will probably wish to assign only two to three major essays in a 10-week quarter or 16-week semester.

It is suggested that the second of the three drafts be responded to by a peer. **Peer review** not only relieves instructors of some of the burden of responding to writing; if done properly, reviewing the essays of classmates can teach students to improve their own arguments and clarity of writing. *Conversaciones escritas* includes a peer review guide along with the instructor rubric for every major essay assignment.

Instructors are encouraged to weigh each component of the major essay using a breakdown similar to the following:

Suggested Procedures and Grade Breakdown for Major Essays

First draft	Reviewed by instructor, primarily for content & organization; general language issues are also signaled.	30%
Peer review	The quality of the comments students give to their peer is graded; counts toward their own composition grade.	10%
Final draft	Reviewed by instructor. Students who achieve lower than 75% as a final grade are encouraged to produce a fourth version.	60%
Final grade on the major essay =		100%

Instructors and students are provided with grading rubrics for all 8 major essays, both in the printed text and at the Wiley website. The idea is for *students to know in advance how they will be graded* and be able to consult the rubric as they work through their drafts. The electronic version facilitates grading for instructors who choose to have assignments turned in electronically and also allows instructors to make adjustments to the rubric.

ABOUT GRAMMAR AND USE

Conversaciones escritas focuses on specific grammar and use issues that tend to be problematic for both heritage speakers and second-language learners at this level. It does not offer purely metalinguistic activities that require students to produce the preterite vs. imperfect, memorize a list of verbs that trigger the present subjunctive, or identify a direct object pronoun. This kind of knowledge is certainly important, and all students should study these concepts as part of a major or a minor in Spanish (the Appendix contains a verb chart with names and examples of all of the common verb conjugations, including *vos*, which is used by some 85 million Spanish-speakers in Latin America).

Instead, the grammar activities in *Conversaciones escritas* focus on a very practical and select group of common grammar and language use problems such as the following examples:

- a. ...*porque inmigrantes contribuyen mucho a la economía del país* (lack of definite article “**los** inmigrantes”).
- b. *Muchos jóvenes toman decisiones sin hablando con los papas* (use of gerund instead of infinitive in subject position).
- c. *Usted no a hecho su tarea* (confusion between “a” and “ha”). **H**
- d. *Si fuera el caso, serían dados los beneficios que les corresponden* (awkward passive voice; informal vocabulary).
- e. *No se me hace práctica la idea de construir un muro en la frontera* (informal oral use). **H**

Accents and Spelling

Very little formal writing in any language is expected of people in the 21st century without use of a computer. *Conversaciones escritas* guides students in developing technological skills that are useful in improving writing. This includes the use of the online dictionary www.wordreference.com and that of the *Real Academia Española*. Regarding written accents, *Conversaciones escritas* provides the rules of accentuation in the workbook but also teaches students to use a **spellchecking** program in Spanish. It then provides structured practice with the kinds of errors that the spellchecking program does not catch (*hablo* vs. *habló*, *resaltara* vs. *resaltará*, *compre* vs. *compré*, *tu* vs. *tú*, etc.).

All grammar/language use activities are linked to the chapter topics. For example, in Chapter 1 the sentences that practice accentuation on the third-person preterite are related to the topic of immigration. There are several additional practice activities per grammar topic in the **Workbook**.

SUPPORT FOR INSTRUCTORS

Formal study of theory and practice related to teaching Spanish to heritage speakers is very rarely a part of language teachers’ professional preparation. The Instructor Companion Site of *Conversaciones escritas* offers resources including guidance in how to respond to student writing, sample syllabi, and exams.

How to Use Conversaciones escritas Over Several Semesters or Quarters

This book has been used in both a semester and a quarter system. Each chapter has enough material to cover in two weeks' time.

One semester/two quarters	Four chapters in their entirety; all <i>Enfoques de redacción</i> from Chapters 1 through 7
Two semesters/three quarters	Four chapters per semester/two to three chapters per quarter

A sample syllabus is available on the instructor website.

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Capítulo 2: ¿Qué importa el nombre?	Los términos “latino,” “hispano”, etc. Las etnicidades mixtas.	Incluir un “se dice” Cómo generar buenos resúmenes	Acentuación: más homónimos. “ha” vs. “a”
Capítulo 3: Cuestiones de lengua	La educación bilingüe El “Spanglish”	Cómo evaluar fuentes electrónicas Buenos títulos e introducciones	Acentuación: más homónimos y verbos 1ª persona pretérito. La identificación de fenómenos de lenguas en contacto.
Capítulo 4: El mundo laboral	El salario mínimo Los derechos de los trabajadores	Palabras de transición Conclusiones	Artículos definidos El gerundio vs. el infinitivo
Capítulo 5: La tecnología	Los derechos del autor y la propiedad intelectual La brecha digital	Imágenes Oraciones complejas, parte I	Haber “sino” vs. “pero”
Capítulo 6: Lo biológico y lo social del género	La construcción de género. Lo que la sociedad dominante espera de hombres y mujeres	Palabras precisas Oraciones complejas, parte II	El futuro simple Acentuación: futuro simple vs. pasado subjuntivo
Capítulo 7: El bienestar y la salud	Los retos para mantener una vida saludable Problemas de salud que plagan muchas comunidades latinas	Ajustar un texto para diferentes públicos Desarrollar un propósito convincente	El futuro y el condicional de probabilidad El uso de diccionarios para buscar expresiones
Capítulo 8: La literatura hispana en EE.UU.	Obras cortas de Tomás Rivera, Erlinda González-Berry, Mario-Bencastro e Iván Acosta	Cómo presentar y defender una tesis sobre una obra literaria	La voz pasiva con ser vs. con se Pronombres relativos: cuyo/a/os/as, etc.

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