

SPANISH IN THE U.S.

SPAN 4150/5150 | FALL 2020 | DR. SONIA BARNES



COURSE DESCRIPTION

This class provides an introduction to the Spanish language spoken in the United States. The course consists of a descriptive and critical overview of the linguistic practices of different Spanish-speaking communities in the US.

We will focus on the characteristics of Spanish in contact with English, as well as

the role that social factors like age, education, gender, race, nationality, and socioeconomic status have on the use of the language. We will also examine social issues surrounding the use of Spanish in the United States, such as language attitudes and ideologies, language policy, bilingualism and the role of education

Course objectives:

Identify the **different Spanish-speaking regions** in the U.S. and the **social factors** that influence Spanish use.

Describe **how migration impacts linguistic practices** at the national and local level, and how **language ideologies** develop in response to migration

Learn the underlying social reasons that shape **language attitudes toward ways of speaking** among Hispanic populations in the U.S.

Develop **sociolinguistic skills for equitable engagement** with Spanish-speaking communities in the U.S

SPAN 4150 AND THE MARQUETTE CORE CURRICULUM

SPAN 4150 partially fulfills requirements of the “**Crossing boundaries**” theme of the Marquette Core Curriculum’s Discovery tier. As part of this theme, the course looks into the effect that migration or the movement of borders has had on the linguistic practices of Spanish speakers in the United States.

The course is closely connected to two of the **MCC’s learning outcomes**:

1) Leaders in Discovery: Marquette students will advance understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.

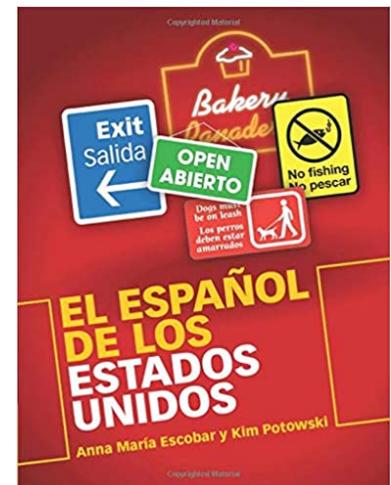
2) Global Problem Solvers: Marquette students will be well practiced in cooperative and cross-disciplinary problem-solving skills and they will be able to present innovative solutions that draw from theological, philosophical, qualitative and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

Our book

The required textbook for the course is:

Anna M. Escobar & Potowski, Kim. 2015. *El español de los Estados Unidos*. Cambridge University Press.

Other required materials and readings will be posted on D2L



HOW IS THE COURSE STRUCTURED?

The course is structured in **6 modules** (2 weeks each). All the activities and the final project are described in detail in the Content section of the D2L course. Assignments are due at **11:59pm on Mondays, Wednesdays and Fridays**. Each module follows the same structure:

DAY 1 - Complete a textbook reading and a reading comprehension quiz (via D2L quiz).

DAYS 2, 3, 4 - Watch a short video presentation for each of the 3 topics within the module (one per day), and complete the corresponding discussion and reflection activities (via Flipgrid and D2L Dropbox).

DAY 5 - Complete a group activity (via D2L Dropbox).

You will also have a **FINAL PROJECT** in which, working in groups, you will develop a **public awareness campaign** and build a **website** for it. The campaign should focus on one of the topics covered in the course and should be directed at a particular audience. This project is structured in 6 phases and each will be turned in at specific points in the semester.

HOW ARE YOU ASSESSED?

Module activities have an equal weight in the grade for a particular category (this does not apply to the final project, though). Comprehension quizzes are graded automatically, and discussion activities are graded based on content and effort. The rubrics used for the activities and each phase of the final project are available on Flipgrid and on D2L.

- **Reading comprehension quizzes - 15%**
- **Individual discussion and reflection activities - 20%**
- **Group activities - 15%**
- **Peer evaluation - 10%**
- **Final project - 40%**
 - Phase 1: What is a public awareness campaign? – 10%
 - Phase 2: Analysis of an example of a public awareness campaign - 10%
 - Phase 3: Topic and audience description - 10%
 - Phase 4: Collection of resources - 10%
 - Phase 5: Website design, sections and content - 10%
 - Phase 6: Publish website and peer evaluation - 50%

GRADING SCALE

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	F	0-62
B	83-86	C-	70-72		



WHAT TO EXPECT FROM ME

MY CONTACT INFORMATION

Dr. Sonia Barnes
 (414)909-2713
 sonia.barnes@marquette.edu

MY AVAILABILITY

I am available any time, any weekday, between 8:00 am – 9:00 pm CST.

I check **e-mail** and **Microsoft Teams** every day, sometimes multiple times a day. If you have a question or concern, consider posting it on the Microsoft Teams discussion. Others may have the same question or concern and benefit from seeing the question and answer posted there. If you would prefer, you're also welcome to email me. I respond to emails as quickly as I'm able – with few exceptions, the same day. If you are dealing with something time sensitive and need a faster response or would benefit from talking about an issue directly, call me. I will also hold **optional video meetings on Teams** every Monday 12:00 pm–1:00 pm and 1:00 pm–2:00 pm.

CLASS POLICIES AND GUIDELINES

Take time to read the information on policies and guidelines found in this syllabus and in the documents located in the Course Information module in the Content section of the D2L course.

TIME COMMITMENT

Participants in online courses should expect at least the same time and labor intensity as in a face-to-face class. Some students find online courses to be more time and labor intensive than face-to-face courses. Your time commitment to this course includes reading the text and online materials, reflecting on key goals and objectives for each module, and completing discussions, activities, assignments, and exams. Participants are expected to check email and announcements on Microsoft Teams each day while enrolled in the course.

The course is designed with the expectation that you will manage your time commitment in the course according to your learning goals and your responsibilities beyond this course.

ONLINE ATTENDANCE POLICY

Online courses at Marquette are intended to be highly interactive and collaborative, as we believe authentic learning takes place within a social context. To help ensure an effective online learning experience, all participants in online courses are expected to participate on a regular basis (as stated in the course schedule). Participation is defined as "being an active contributor and responder, in a timely basis, to fellow students and instructor as set forth by online discussion guidelines in each course." If individual circumstances may prevent a participant from meeting a course deadline, it is the participant's responsibility to contact the instructor if the participant wishes to request credit for any missed online activities. Decisions are at the discretion of the instructor. If a participant fails to participate in two assigned discussions or activities within the established time parameters, and has not notified the instructor, the instructor may drop the participant from the class.

POINT OF VIEW AND UNIVERSAL LEARNING

I am committed to the principle of universal learning. This means that our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible.

EARLY WORK POLICY

Students are welcome to work ahead as suits their purposes, as long as they participate in an appropriately timely way in course discussions.

LATE WORK POLICY

Submitting work after the deadline is highly discouraged, and when egregious or chronic will not receive credit. If you encounter an emergency or extenuating circumstance that you think warrants special consideration and possible exception, please contact me before the due date in question. All grading decisions are at the discretion of the instructor.

CHANGES IN THE SCHEDULE

Occasionally, it is necessary for changes in the posted schedule. Ample forewarning and reminders are given, should this occur.

LANGUAGE USE

All assignments will be written/recorded in Spanish unless otherwise specified.



UNIVERSITY POLICIES AND RESOURCES

ACADEMIC HONESTY

Academic misconduct includes, but is not limited to, individual violations, helping another student with any form of academic misconduct, failing to report any form of academic misconduct, or intentionally interfering with the educational process in any manner. Faculty, staff or students who are aware of academic misconduct and fail to report it are considered complicit in these actions. Types of academic misconduct include:

- Cheating
- Plagiarism
- Academic Fraud
- Research Misconduct

Descriptions of each area available as part of the [Academic Misconduct Policy](#).

STUDENTS WITH SPECIAL NEEDS

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, visit the Office of Disability Service's website at www.marquette.edu/oses/disability/forms/index.shtml or contact the Office of Disability Services at 414-288-1645, located in the Marquette Hall 05.

WITHDRAWAL DEADLINE

The University deadline for students to withdraw from a class in the fall semester with a grade of "W" is 11/13/20. Thereafter, withdrawals can only be issued by the Dean's office. A grade of Incomplete is only given in **unusual** circumstances at the discretion of the instructor, and only considered when the student has made satisfactory progress in the course (grade of B/C or better). Please consult the university's academic calendar for additional important dates.

MENTAL HEALTH

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact the **Counseling Center** at (414) 288-7172 and <http://www.marquette.edu/counseling/index.shtml> during business hours. For help outside normal business hours, contact the Department of Public Safety at (414) 288-6800 and ask them to speak to the on-call counselor.