# SPAN 3312 Spanglish Syllabus

## Basic Information

**Instructor Name: Dr. Antonio Moreno**

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OFFICE HOURS: Zoom by appointment.

This course is a Web Course and is conducted within Canvas
http://utpb.instructure.com

**NOTE:** The due dates and times for the activities will adhere to the Central Time Zone.

## Course Description

"¿De qué hablamos cuando hablamos en espanglish?" Esta es una pregunta retórica que no admite respuestas obvias, y que orbitará sobre nuestras cabezas a lo largo de este curso. Texas, California, Florida, Nueva York, Chicago, Nuevo México, Arizona y Puerto Rico son estados que podrían ser visto como capitales globales del Spanglish, teniendo en cuenta además dos ciudades fronterizas con un extraordinario dinamismo lingüístico: Ciudad Juárez y Tijuana. Este curso tendrá la oportunidad de discutir las maneras en que el fenómeno del Spanglish constituye una parte importante de la identidad cultural estadounidense. Asimismo, los estudiantes podrán sostener un diálogo crítico con autores y académicos: Martin Camps (Universidad del Pacífico-California), María Akravoba (Universidad de Colorado); Geney Beltrán Félix (México); Antonio Simoes (Universidad de Kansas); Julio Jensen (Universidad de Copenhague); Luis Ayhllón (Universidad Autónoma de México).

El curso introduce a los estudiantes al Spanglish, con especial énfasis en los EE. UU., América Latina y España. Consideraremos el Spanglish como una jerga que permea

culturas, lenguas, identidades y formas de ver la realidad desde una perspectiva sociopolítica e histórica en los Estados Unidos. Las selecciones de lectura serán en inglés y en español. La discusión en clase será en español (o Spanglish).

## Course Catalog Description:

## Measurable Learning Outcomes:

1. Explicar los orígenes del Spanglish y tratar de establecer una cadena consecutiva del tiempo, para puntualizar las causas históricas y su evolución.
2. Definir técnicamente el término Spanglish de la mano de la lingüística, la literatura (poesía, novela), la música y el cine.
3. Identificar y explicar conceptos teóricos fundamentales y enfoques críticos en el análisis literario.
4. Examinar la interacción de los efectos del Spanglish en la política, la cultura y la filosofía.
5. Aplicar técnicas de pensamiento crítico a la lectura tanto de los textos escritos en Spanglish como de los relativos al fenómeno (lingüístico, político y cultural).
6. Dirigir y moderar una discusión en clase basándote de un ensayo académico previamente asignado, para motivar la discusión y el pensamiento crítico.
7. Elaborar una lista de conceptos y términos que hayan surgido de las lecturas críticas y teóricas (alrededor de 40 conceptos).
8. Discutir los temas lingüísticos, culturales y literarios en español con precisión y sofisticación gramaticales y léxicas que reflejen el nivel Intermedio Medio-Alto (o superior) en la Escala de Dominio Oral del Consejo Estadounidense para la Enseñanza de Idiomas Extranjeros (ACTFL, por sus siglas en inglés) (http://www.actfl.org (Enlaces a un sitio externo.)

### Objetivos Module 1

- Usar habilidades del pensamiento crítico.

- Explicar las bases planteadas sobre el análisis textual y la posición del lector crítico.

- Identificar y familiarizarse con el vocabulario de términos relacionados con el fenómeno del Spanglish.

- Reconocer las dimensiones que cobra el fenómeno del Spanglish en todos sus niveles, desde los populares, mediáticos, académicos, musicales, literarios y cinematográficos.

## Objetivos Module 2

- Discutir sobre los contenidos e implicaciones del fenómeno del Spanglish en poemas, canciones y fragmentos de novelas.

- Comparar contenidos entre la posición conservadora sobre los latinos en los Estados Unidos y la representación del personaje latino asimilado en el cine.

- Identificar los rasgos más dominantes de las ideas sobre el Spanglish.

- Reconocer sobre la posición que pueda tomar el lector respecto de la posición de una realidad textual sobre el Spanglish, que es o puede ser semejante a la suya.

## Objetivos Module 3

- Identificar rasgos, ideas y conceptos comunes sobre el fenómeno del Spanglish.

- Reflexionar sobre la crítica social, cultural y política que aluden los textos.

- Identificar sobre el mensaje didáctico de los textos.

- Reconocer sobre la evolución del tema y práctica del Spanglish (crítico de su entorno) en los textos que el estudiante analizará en este módulo.

## Objetivos Module 4

- Proponer una idea central para después desarrollar la tesis del trabajo final rasgos del ensayo latinoamericano.

- Reflexionar sobre los dilemas e implicaciones sociales e identitarias del Spanglish en los Estados Unidos.

- Identificar la tensión (de ese pensamiento crítico) entre Estados Unidos Latinoamérica y España.

- Reconocer la voluntad del pensamiento crítico por desentrañar la identidad del Spanglish.

## Prerequisites: SPAN 2311 and 2312 (or the Spanish intermediate level)

## Materials

## Required Materials:

- No se empleará ningún libro de texto para cubrir este curso, sino un conjunto de ensayos que pueden, de acuerdo con las referencias bibliográficas, localizarse en MLA, JSTOR y Google Scholar. Se espera que los estudiantes hayan leído todo el material antes de la clase y estén listos para participar en las actividades de clase basadas en las lecturas. No obstante, se le sugiere al estudiante adquirir la siguiente novela.

  o Díaz, Junot. *La breve y maravillosa vida de Óscar Wao*. Traducido por Achy Obejas.

    Vintage Español, 2008.

    **Page numbers source ISBN:** 0679776699

- Real Women Have Curves film, 2002

# Important Academic Dates

UTPB Academic Calendar

## Course Overview

### Module 1

El módulo I se concentra en un paquete de actividades, de 16 páginas consecutivas, por lo que se cubrirá durante dos semanas.

## Module 2

El módulo II se concentra en actividades basadas en canciones que usan expresiones en Spanglish, un poema, se comenta el fragmento de una novela, algunas escenas de un filme. Este módulo tiene una duración de tres semanas.

## Module 3

El módulo III se concentra en actividades en la dirección de discusiones. Este módulo tiene una duración de 8 semanas.

## Objetivos Module 4

El módulo IV se concentra en el taller de tesis y escritura. Este módulo tiene una duración de 3 semanas.

**Dinámica del curso**:

1. Teoría de lectura y discusiones

2. Presentaciones y discusiones

3. Representación del Spanglish en la literatura (poesía, novela, cuento), música y cine. Análisis y Discusión.

4. Taller de ensayo. Revisión por pares. (Ensayo final).

**Esquema del curso**:

a) El fenómeno del Spanglish y sus definiciones

b) Espacios culturales del Spanglish

c) Raíces, cuestiones étnicas y sociopolíticas

d) Resistencia Cultural

e) Negociaciones lingüísticas

f) El Síndrome del Camaleón

g) Nueva Identidad

**Introducción (5%):** Tarea de introducción donde los estudiantes podrán darse a conocer unos con otros al inicio del curso.

**Participación y asistencia (10%):** Los estudiantes serán evaluados teniendo en cuenta los siguientes componentes: Leer las lecturas asignadas antes de clase, participar en las discusiones generadas en clase (ver la rúbrica para evaluar la participación), evidenciar que ha leído. Este curso se llevará a cabo como un seminario. Requiere la participación de todos los estudiantes.

**Dirigir discusión (20%):** Cada estudiante dirigirá una discusión en clase a lo largo del semestre, basada en un ensayo asignado. Organizará preguntas para motivar el diálogo. Esas preguntas estarán plasmadas en una hoja que repartirá para todos. La dirección de la discusión durará 30 minutos, con la ayuda del profesor. El propósito es fortalecer las habilidades pedagógicas del discurso del estudiante y el pensamiento crítico.

**Ensayo (20 %):** Los estudiantes deberán escribir un ensayo de 10 páginas (de acuerdo con el libro de estilo del MLA), y entregarlo en una fecha estipulada al final del semestre. Su contenido comprenderá un análisis o reflexión sobre el fenómeno del Spanglish. Para fortalecer sus ideas, dialogará con las fuentes usadas durante el semestre. El ensayo debe proporcionar ejemplos específicos del texto principal para respaldar su tesis; debe estar claramente escrito en español y ser gramaticalmente correcto.

**Lista de conceptos (10** %): Esta actividad reafirma el pensamiento crítico. El estudiante elaborará, junto con la ayuda del profesor, una lista de términos y conceptos que podrá

reconocer y definir con claridad. Todos esos términos surgirán de las lecturas críticas y teóricas. Se calculan más de 40 términos y conceptos relativos al Spanglish. El estudiante tiene que enlistas, por lo menos, la mitad de ellos.

**Foros de discusión (10%):** Usaremos el foro de discusión del curso para discutir los trabajos que estudiaremos. Habrá 4 foros de discusión en Canvas durante el semestre, uno por módulo. Las preguntas estarán basadas de las lecturas, canciones o filmes. Estas discusiones lo ayudarán a desarrollar su tema y tesis para el ensayo final. Cada participación requiere al menos 2 entradas. Las pautas para publicar en foros estarán disponibles en Canvas.

**Taller de ensayo (15 %):** los estudiantes participarán en el taller de ensayo para proponer una tesis atractiva, organizar efectivamente la información y tener mejor ideas de estructurar los párrafos, sin perder de vista el ejercicio del pensamiento crítico, analítico y reflexivo. Todo en su conjunto para demostrar sus habilidades en la lectura analítica detallada sobre el fenómeno del Spanglish. Se requiere formato MLA.

**Actividades (10%):** Canciones, poemas, filmes, novelas, lecturas, quiz.

## Grading Scale:

| Grade Range | Letter Grade |
|---|---|
| 90 and above | A |
| 80 to 89 | B |
| 70 to 79 | C |
| 60 to 69 | D |
| Less than 60 | F |

*\*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

# Communication, Grading & Feedback:

### Course Communication Guidelines

Students in this course are encouraged to use the Conversations Inbox in Canvas for student-student and student-instructor interaction as much as possible.

### Instructor Response Time

I will check the messages each morning, including weekends. I will also check the messages in the evening on dates that major assignments are due.

### Preferred Email Address

Students are encouraged to update their preferred email address in "My UTPB" as an additional means of student-instructor communication.

### Grades and Feedback

For exams and papers, students will receive grades and feedback one week after the due date.

## Time Management:

As an online student enrolled in this 16-week course, it is essential to plan your time wisely to succeed academically. The general guideline for this course suggests that you should allocate approximately three hours of preparation and learning assignments for every semester credit hour. For instance, if the course is a 3-semester credit hour class, you should expect to spend around 9 hours outside of class on assignments, in addition to the 3 hours of in-class time, to aim for an "A" grade. To effectively manage your time and maintain a healthy study-life balance, consider developing a comprehensive Time Management Plan. This plan will help you allocate adequate time to study, complete assignments, and actively participate in discussions. By following this advice, you'll be better equipped to excel in the course and achieve your academic goals.

# Policies

## Discussion Board

The Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly

- *Reply to minimum of two other student posts.*
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

## Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

## Make-Up/Late Submission Policy

It is recommended that the course activities be submitted at the indicated time; if not possible, then within a week of going over the topic to help prevent piling up a backlog of assignments that you need to complete. In extenuating circumstances such as documented extended illness, military service, maternity leave, or natural disaster, late work will not affect your grade.

## Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty

will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the University's Handbook: Scholastic Dishonesty.

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

## Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

## Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

## Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

## Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

# Accommodation for Students with Disabilities

**Students with Disabilities:** The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities.  Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

> **ADA Officer for Students**: Mrs. Chermae Peel
> **Address:** Mesa Building 4242/4901 E. University, Odessa, Texas 79762
> **Voice Telephone:** 432-552-3395
> **Email:** ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

# Computer Skills, Technical & Software Requirements

No necesito ninguna habilidad técnica en este curso. Sin embargo, debe tener una computadora, una conexión a Internet y Adobe Reader. También debe saber cómo buscar investigaciones sobre un tema utilizando los recursos de la biblioteca de UTPB u otras fuentes necesarias para completar los materiales calificados. Este curso requiere conocimientos básicos de Word para crear y editar documentos y guardar y enviar archivos. Los estudiantes también necesitan competencia básica para recibir, enviar y adjuntar archivos a un correo electrónico y usar herramientas de búsqueda en Internet. Para enviar una identificación con foto (mencionada en la sección relativa a la autenticación de estudiantes en línea, los estudiantes deberán tener acceso a una cámara o un teléfono con cámara ").

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to UTPB Office 365 Page. Computer Technical Requirements

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## Computer Technical Requirements

See Technical Requirements.

## Distance Education Policy

**Distance Education Courses and Student Identity Authentication Requirements and Policy**

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does **not** apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

## Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least **two** methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least **one additional** student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication **must be explicitly stated in the syllabus**. The second method of student authentication is:

**Presentation of approved photo ID through a webcam on an authentication assignment.**

 *Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

# Preparation for Emergencies

## Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

## Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

## Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

# End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

# Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

## Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

# Schedule

| Date | Details | Due |
|------|---------|-----|
|      | Discussion Topic Introduction |   |
|      | Assignment Videoconference Submissions (multiple) |   |

| | | |
|---|---|---|
| Sun Aug 3, 2023 | Assignment Authentication: Please upload an image of your ID | due by 11:59pm |
| Sun Sep 10, 2023 | Quiz Concepts and Key terms | due by 11:59pm |
| | Discussion Topic Foro de discusión 1 | due by 11:59pm |
| | Assignment Assignment 3 Datos demográficos | due by 11:59pm |
| | Assignment Assignment 4 Lista de Palabras | due by 11:59pm |
| | Assignment Module 1 Lecture Assignment 1 | due by 11:59pm |
| | Assignment Module 1 Lecture Assignment 2 | due by 11:59pm |
| | Assignment Participación y Asistencia | due by 11:59pm |
| Sun Oct 1, 2023 | Discussion Topic Foro de discusión 2 | due by 11:59pm |
| | Assignment Assignment 5 Real Women Have Curves | due by 11:59pm |
| | Assignment Cancíon 1 | due by 11:59pm |
| | Assignment Cancíon 2 | due by 11:59pm |
| | Assignment La Breve y Maravillosa Vida de Oscar Wao (2008). | due by 11:59pm |
| | Assignment Poema 1 | due by 11:59pm |
| Sun Nov 26, 2023 | Discussion Topic Foro de discusión 3 | due by 11:59pm |

| | Assignment Module 3 Discusión Dirigida 1 | due by 11:59pm |
|---|---|---|
| | Assignment Module 3 Discusión Dirigida 2 | due by 11:59pm |
| | Assignment Module 3 Discusión Dirigida 3 | due by 11:59pm |
| | Assignment Module 3 Discusión Dirigida 4 | due by 11:59pm |
| | Assignment Module 3 Discusión Dirigida 5 | due by 11:59pm |
| | Assignment Module 3 Discusión Dirigida 6 | due by 11:59pm |
| | Assignment Module 3 Discusión Dirigida 7 | due by 11:59pm |
| | Assignment Module 3 Discusión Dirigida 8 | due by 11:59pm |
| Fri Dec 15, 2023 | Discussion Topic Foro de discusión 4 | due by 11:59pm |
| | Assignment Ensayo Final | due by 11:59pm |
| | Assignment Taller de Tesis y Escritura | due by 11:59pm |