

**SPANISH FOR HOME BACKGROUND SPEAKERS  
SPANLANG 22B**

Winter Quarter 2006  
Mon-Thurs. 1:15-2:05  
Meyer Library 280D

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(Office Hours- Fridays 9-11 am, or by appointment)

**COURSE DESCRIPTION**

This course will explore the history of human rights in Latin America, spanning three decades from the late 1960's to the present. Through key works of prose, films, and documentaries, we will examine the ways in which literature and cinema depict issues such as censorship and self-censorship; the writer as journalist; disappearances; exile; testimonial writing; gender and human rights; and testimonial narratives. Emphasis is placed on developing your ability to communicate orally and in writing at an academic level through extensive reading and auditory exposure to the language. The course will focus on spelling, the written accent, and other grammatical aspects of Spanish in order for you to enhance your writing competence. Students will also develop their oral skills through class discussions, a conference and in-class oral presentations.

**COURSE OBJECTIVES**

- Create a context wherein Spanish students are led to value both their heritage and their language.
- Enhance bilingual students' perceptions about their existing language strengths so that students see the importance of language maintenance in their lives and in the next generation so that they commit to seek opportunities to use and maintain Spanish throughout their lives.
- Stimulate and increase students' confidence in their Spanish in order that they can:
  - read with pleasure in Spanish.
  - feel comfortable writing competently in Spanish.
  - prepare and present an oral presentation.
- Vocabulary development through extensive self-selected readings in order to increase students' Spanish terminology.
- Raise consciousness in students about issues of language such as the different and vast range of Spanish varieties used throughout the Spanish-speaking world, the stigmatized forms, and the different use of registers and styles of the language in preparation to use Spanish both academically and professionally. Enable students to distinguish between formal academic language and informal or popular varieties in order that they add and apply dialect appropriateness in their

communicative repertoire. At the end of the quarter students will be able to give a formal academic oral presentation in Spanish between 10-12 minutes long.

- Transfer of literacy skills developed in English. At the end of the course students will possess the necessary skills to read comfortably in Spanish either for personal, academic or professional reasons. Students will see an improvement in their Spanish reading abilities evidenced by the results of a reading pre-test and post-test given at the beginning and at the end of the quarter.
- Show students the differences between spoken and written language in order to improve their writing skills in Spanish.
- Expose students to certain spelling and grammatical aspects of the language in order that they can communicate their ideas in writing more lucidly.

### **REQUIRED TEXTS**

- *Nuevos mundos: Cuaderno para estudiantes bilingües* (workbook) by Ana Roca with contributions by Alonso, H., & Merino, E.E. (2005). Second Edition. New York: John Wiley & Sons .
- Spanish Dictionary
- Optional: Spanish/English Dictionary (I recommend Oxford, Harper, or Larousse)

### **COURSE REQUIREMENTS**

Students will be graded as follows:

- **Class attendance and participation (10%)** Participation in class is an integral component of the course. This includes coming to class prepared, therefore having completed assignments that are due and coming ready to discuss readings/films. See attendance policy below.
- **Two compositions (15%)** You will turn in two drafts of each composition. Each draft will be peer-edited and revised during class.
- **Cuaderno de Vocabulario (15%)** You will keep vocabulary entries of words/expressions you don't know or words/expressions you would like to use more often (orally or in your written work) in a three ring binder. Each week you will turn in a minimum of 15 new vocabulary entries, with the definition and a sentence using the vocabulary. Vocabulary words should be underlined. This assignment is due weekly in class on Thursdays.
- **Reading Summaries (15%)** You will select a novel of at least 150 pages in length. and write a weekly summary. You must read at least 15 pages a week and write a weekly summary. This assignment must be turned in every Thursday. (This assignment is called "Resumen de lectura").
- **Oral Report & Handout (10%)** You will give a short oral presentation (5-10 min. maximum) to the class on one of the weekly themes (you must use only sources in

Spanish and turn in a copy of the source you used). You must also supply the class with relevant handouts.

- **Oral Report Language Use Evaluation (10%)** You will transcribe an audio recording of your oral report and examine your use of register and style. You will identify instances of colloquial/informal/popular speech in your presentation and substitute these with more appropriate forms of language to enhance your communicative repertoire.
  - **Midterm (10%)** The midterm exam will cover spelling and grammatical aspects of Spanish covered up to that point. (February 16, 2006)
  - **Oral Presentation (15%)** You will choose a scholarly topic and give a formal academic oral presentation during the last week of the quarter. I encourage you to select a topic early on in the quarter so that you can prepare ahead of time. Topics must be approved ahead of time.
- \*All work that you turn in must be typed.

### **ATTENDANCE POLICY**

Class attendance is essential. You will have **1 excused** absence this quarter. Use them wisely (for a family emergency, wedding etc...). All other absences will be unexcused and will be reflected in your final grade. It is your responsibility to make-up any work that you miss when you are absent.

Number of Absences	Percentage Grade
0	100%
1	95%
2	90%
3	85%
4	80%
5	70%
6	60%
7*	50%

\*ten percentage points off for each successive absence. Note that three tardies are taken as equal to one absence. Attendance is 10% of your final grade. (See Grading for more information.)

**Students with Special Needs:** Students who have a disability that may necessitate an academic accommodation or the use of auxiliary aids and services in a class must first request assistance with the Disability Resource Center (DRC). The DRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is made. Please contact the DRC as soon as possible; timely notice is needed to arrange for appropriate accommodations. More information is available at <http://www.stanford.edu/group/DRC/>.