2020 Fall Semester
MW - 11:20AM to 12:35 PM ET
Prof. Cristina Tarazona, cristina.tarazona@emory.edu
Synchronous sessions: https://emory.zoom.us/j/92746725778
Office hours: MW1:00-2:00 & by appt.
Sign up with the link below or send me an email for a different time:
http://oxford.emory.edu/AppointmentsCristinaTarazona

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Welcome to my Discovery Seminar: Spanish within Our Borders!

Spanish is now spoken in almost every corner of the United States and its presence is growing. Not only do native speakers who immigrated from other countries and now call the U.S. their home use Spanish on a daily basis, but so do many heritage and second language speakers. This course will explore the origins of Spanish in what is now the U.S., how it reached places as distant as Woodburn, Oregon, and what its future may look like. We will look closely at the Spanish-speaking groups that keep Spanish alive, immigration from across the border, contact between Spanish and English, and the interconnection between language and identity. This seminar will take you into the real world, where you will interact with Spanish speakers from the community, to help you understand the forces that shape Spanish today, in sometimes friendly and sometimes hostile environments.

Learning Goals. Our seminar is designed to help students:

- understand the main historical, linguistic and social issues related to speaking Spanish in the US.
- reflect on similarities and differences between their linguistic experience and that of individuals discussed in class.
- critically state and support own opinions about the issues presented in class.
- engage in inquiry-based learning to begin to ask more meaningful questions, question and examine evidence more rigorously, and use evidence in argument more effectively.
- develop information literacy through engagement with the library and other appropriate resources.
- expand their communication skills.

Textbook and technology

Here is an overview of the technology and resources we will be using in the course.

Please check Canvas regularly. Our Canvas site has the homework, exams, discussions forums, grades, as well as additional materials such as articles, short literary texts, podcasts and films.
We will use the second edition of the book *Speaking Spanish in the US: The Sociopolitics of Language*, written by Janet Fuller and Jennifer Leeman, and published in 2020. Buying a print version of the book is recommended but not required; you’ll have online access to the book at: [https://ebookcentral.proquest.com/lib/emory/detail.action?docID=6181706](https://ebookcentral.proquest.com/lib/emory/detail.action?docID=6181706).

Please bookmark [https://emory.zoom.us/j/92746725778](https://emory.zoom.us/j/92746725778) and join our synchronous class sessions here. This is the same link we’ll use for office hours.

You will need an audio editing software to create a podcast project. Instructions for using Audacity, a program you can download for a Mac or PC, will be posted on Canvas.

You will learn to use Digication, an ePortfolio tool, to share your final digital project. This tool will also be employed in your Milestone project in your sophomore year.

### Community, communication, and inclusivity

#### Learning community
In order to build community, it is essential that we share with each other and have positive relationships. We will often be exchanging information about our own lives and our perspectives about Spanish in the United States and language and society in general.

It can be hard to feel connected while talking over Zoom. Please turn on your video on Zoom whenever possible and make an effort to be mentally present and focused during our meetings.

Please be respectful in discussions boards, remember that it can be difficult to convey tone over text.

#### Communication
This semester is unusual in that there is a pandemic and many of our classes being remotely taught. Therefore, communication is extremely important. I generally respond emails within 24 hours, and I also hope that you will be responding to emails in a timely manner. If your situation changes regarding health, housing, or in any other regard with
respect to your ability to participate in the class, please contact the appropriate Oxford student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise.

I will be holding office hours on Monday and Wednesday from 1-2pm, and I am also happy to stay on Zoom at the end of class. You can sign up for my Zoom office hours at http://oxford.emory.edu/AppointmentsCristinaTarazona, or email me to set up another time. I like to be addressed by my middle name, “Cristina,” but you may call me “Ms. Tarazona” too.

**Inclusivity**

Oxford College of Emory University’s ideals of inclusivity require that we foster an environment where people of diverse backgrounds, identities, abilities, and ideologies are affirmed, respected, and seen as a source of strength; where we strive to learn together, and ultimately thrive communally. If we at all fail to support these ideals, then we encourage discussion towards improvement, and we hope that this statement affirms your right to seek those discussions via dialogue with faculty, staff, and your peers.

**Disabilities and accommodations**

As the instructor of this course I endeavor to provide an inclusive learning environment. If you have a disability and anticipate barriers related to the format or requirements of this course, please let me know as soon as possible, whether or not you already have official accommodations through Oxford's Department of Accessibility Services (DAS). You do not have to disclose the nature of your disability to me, and discussions with me or with DAS will remain confidential. Please be aware that accommodations cannot be retroactively applied so you need to contact DAS as early as possible at (770) 784-4690 or oas_oxford@emory.edu.

**Academic honesty**

Your conduct in DSC 101 Q is governed by the Oxford College Honor Code and it applies to all exams, daily assignments, and projects. Examples of violations of the Honor Code include:

(a) Plagiarizing, whether intentionally or unintentionally, in any assignment;
(b) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination.
(c) Releasing recordings or images from video conferencing and other materials posted on Canvas without instructor’s permission.

Please read the full Oxford College Honor Code for details. Plagiarism means claiming someone else’s work as your own, or failing to acknowledge how someone else’s work
has contributed to yours. If you borrow phrasing from another source, put it in quotes and cite the source. If you find an idea somewhere outside of the course material, acknowledge where it was. See more information about avoiding plagiarism at the Purdue Online Writing Lab.

**Milestone project**
The Milestone Project is an opportunity to enrich your Oxford journey of self-development by documenting your discovery and exploration, reflecting on how you have grown and changed, and ultimately showcasing who you have become in a digital portfolio.

As part of your milestone process with me, we will discuss and reflect on your journey together, curating artifacts that showcase your growth. We will begin this process during our Discovery Seminar, learning about our Digication portfolio, and using this format for our final project. During your final semester at Oxford, you will enroll in a one-credit, pass/fail "Milestone Course" with me in which you will finalize your portfolio and write a reflective paper on your time at Oxford and the artifacts you have chosen to showcase.

To fully benefit from the Milestone, you should reflect and collect from the beginning of your Oxford journey, using it as an opportunity to deepen your experience.

**Course components**

Here is the breakdown of the parts that make up your grade for this class:

- Homework - 20%
- Projects - 35%
- Group presentations - 10%
- Class participation - 15%
- Exams (2) - 20%

**Grade scale:**
A = 94-100, A- = 90-93.9
B+ = 88-89.9, B = 84-88, B- = 80-83.9
C+ = 78-79.9, C = 74-77.9, C- = 70-73.9
D = below 70
F = below 60

**Homework**
Homework assignments are written and oral responses to readings and other materials. These assignments will help you reflect and contribute actively to class discussion. Some responses will be shared with your instructor ("Reflections") and some will be shared with your peers.
through written comments or videos (“Discussion boards”). Students only need to submit 14/15 reflections and 8/9 discussion board responses.

**Projects**
Students will complete a total of two projects, for which detailed instructions will be posted on Canvas.
1. For the first project students will prepare a podcast incorporating recorded audio from two interviews, one with a native and one with a heritage Spanish speaker. Students will work in groups of two.
2. For the second project, each student will research a topic of their choice related to one of the themes discussed in class and present the most relevant findings to the rest of the class through an ePortfolio.

**Group presentations**
In pairs, students will present two class topics to their classmates and engage their peers in activities that move from objective information into deeper thought. You are encouraged to sign up for these presentations as soon as possible.

**Class Participation**
Your participation will be based on your active and thoughtful engagement during Zoom synchronous meetings and asynchronous discussion board comments/videos.
When we have a Zoom session, everyone should be logged in and ready to participate (having done all the assigned homework) on time. Please focus on the class during this time, whether in a large-group setting or in breakout rooms, and refrain from doing other activities not related to the class.

**Exams**
There will be two non-cumulative exams throughout the semester, one mid-semester and another one during finals week. Exams will include various types of questions, such as multiple choice questions, short-answer questions and short essays, and they will cover the content discussed in class. You may refer to your textbook and notes, but may not ask other people for help or share any part of the exam with anyone.

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<td>Students are encouraged to attend all synchronous sessions, but may miss up to <strong>three sessions</strong> with no questions asked. Due to the current pandemic, some students might be sick or might need to go into isolation or quarantine. If you become sick, understand that I will be flexible. Please make sure to email me and contact the <strong>Advising Support Center</strong> so that we can discuss your individual circumstances.</td>
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Note: Our class sessions on Zoom will all be recorded for students in the class to refer back to the information, and for students who are unable to attend live.

## Calendar

Notes:
- Synchronous classes are marked on the calendar as “Zoom.” Please be aware that there may be a need to change this plan, and if so, the calendar will be updated and you will be notified via Canvas at least a week in advance.
- Weekly homework assignments will be posted on Canvas.
- Student work may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

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<th>Week #</th>
<th>Date / Topic</th>
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<td><strong>Week 1:</strong></td>
<td><strong>W, 8/19:</strong> Introductions – ZOOM</td>
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| **Week 2:** | **M, 8/24:** Ch. 2: “The Demographics of Spanish in the US” Part I (pp. 9-21)  
**W, 8/26:** Ch. 2: “The Demographics of Spanish in the US” Part II (pp. 22-31) – ZOOM |
| **Week 3:** | **M, 8/31:** Milestone workshop – ZOOM  
PBS: “Secrets of the Spanish Florida”  
**W, 9/2:** Ch. 3: “The History of Spanish and Spanish-speakers in the US” (pp. 33-48) – ZOOM |
| **Week 4:** | **M, 9/7:** Documentary: ¿Quién es Dayani Cristal?  
Film: Under the Same Moon  
**W, 9/9:** Ch. 3: “(Im)migration and Spanish in the US” (pp. 49-62) – ZOOM  
Machado’s “My family immigrated here legally. I used to think that made us special.” |
| **Week 5:** | **M, 9/14:** Ch. 4: “Language Ideologies” Part I (pp. 63-76) Part II (pp. 76-89)  
**W, 9/16:** Interview with Guest Speaker / Library Workshop – ZOOM |
| **Week 6:** | **M, 9/21:** Film: Selena  
**W, 9/23:** Ch. 5: “Race, Racialization and Latinx Ethnoracial Identity” (pp. 91-106) – ZOOM  
Ortiz Cofer’s “The Story of my Body” |
| **Week 7:** | **M, 9/28:** Ch. 5 “The Ethnoracial Identity of Latinxs in the US Census …” (pp. 107-119) – ZOOM  
**W, 9/30:** Exam I |
| **Week 8:** | **M, 10/5:** Ch. 6: “Language and Identity” (pp. 121-136)  
**W, 10/7:** Ch. 6: “Multiple and Intersectional Identities” (pp. 136-147) – ZOOM  
Podcast: “Portrait of Ranchera Royalty Ángela Aguilar” |
| **Week 9:** | **M, 10/12:** Project I Presentations  
**W, 10/14:** Ch. 7: “Spanish and Spanish-speakers in US Media” (pp. 149-162) – ZOOM  
Podcast: “The Legacy of Dora the Explorer” |
<p>| <strong>Week 10:</strong> | <strong>M, 10/19:</strong> Ch. 7: “Constructing Latinx audience” (pp. 162-171) |</p>
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<td>W, 10/21</td>
<td>Interview with Guest Speaker / Library Workshop – ZOOM</td>
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<td>Week 11:</td>
<td>M, 10/26: Ch. 8: “Language Policy and Spanish in the US” (pp. 173-179 &amp; 184-199) Zentella’s “Would you Like your Children to Speak English and Spanish?”</td>
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<td>W, 10/28: Ch. 9: “Spanish in US schools” (pp. 201-212) – ZOOM Potowski’s TedTalk: <em>No Child Left Monolingual</em></td>
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<td>Week 12:</td>
<td>M, 11/2: Film: <em>Almost a Woman</em></td>
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<td>Week 13:</td>
<td>M, 11/9: Ch. 10: “Varieties of Spanish in the US” (pp. 226-232 &amp; 240-242)</td>
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<td>W, 11/11: Ch. 11: “The Future of Spanish in the US” (pp. 253-270) – ZOOM</td>
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<td>Week 14:</td>
<td>M, 11/16: Interview with Guest Speaker – ZOOM</td>
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<td>W, 11/18: Project II Presentations</td>
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<td>Week 15:</td>
<td>M, 11/23: Conclusions – ZOOM</td>
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| 12/9       | **Exam II**  
**Note:** This exam day is set by the College Office and cannot be changed by instructors.