

A Writing Language Online Class: Design, Content and Library Connections

Daniela Schuvaks Katz, Senior Lecturer

Bronwen K. Maxson, Humanities Librarian

*Indiana University-Purdue University
Indianapolis*

IFLTA Saturday November 5, 2016

TODAY'S TALK

- Background on Heritage speakers and my class at IUPUI
- Online Education
- Library Cooperation

Who Is a Heritage Speaker?

A Heritage speaker student is:

“a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language and who is in some degree bilingual in English and the Heritage language.” (Valdés)

Heritage Students Linguistics Characteristics

- There is a wide variation among Heritage Speakers – in general their reading, writing and grammar is less developed than their speaking skills.
- Very insecure while speaking the language. What Irma Alarcón calls “strong receptive proficiency” (listening and reading) but little or no “productive skills” (speaking and writing)
- Sound more native-like in terms of phonology but struggle with orthography and syntax.
- Often disappointed in traditional Spanish classes because of emphasis on grammar instead of oral proficiency. (Schwarzer and Petró)

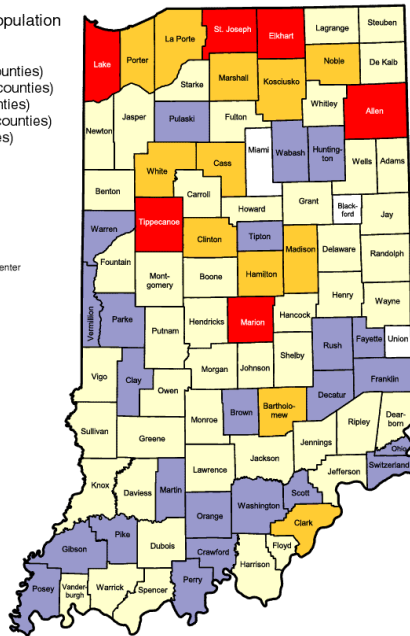
More Characteristics

- Proud of their culture and often highly motivated to improve the language skills.
- They understand that knowing a second language will help them in their future career.
- Need a different set of instructions.
- They all share the linguistic traits that relate to their family background.

Why Spanish 318?

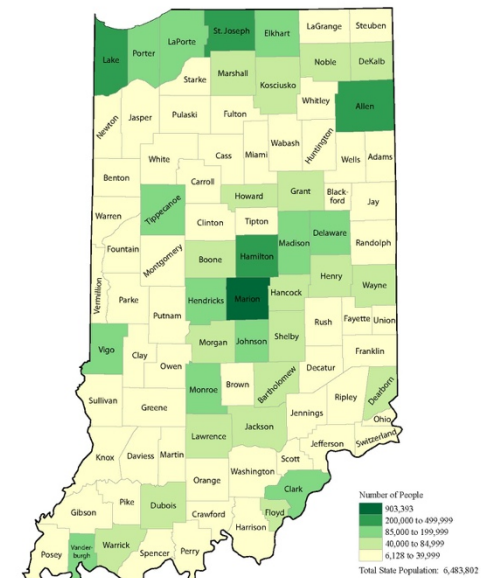
Growth in Hispanic Population
1990-2000

- 5,000 or more (6 counties)
- 1,000 to 4,999 (12 counties)
- 100 to 999 (47 counties)
- Less than 100 (24 counties)
- Declining (3 counties)



Indiana Business Research Center
Kelley School of Business
Indiana University

INDIANA - 2010 Census Results
Total Population by County



Source: U.S. Census Bureau, 2010 Census Redistricting Data Summary File
For more information visit www.census.gov

United States
Census
Bureau

What Are The Numbers?

- Hispanics constituted 17.6 percent of the nation's total population.
- **119 million is** The projected Hispanic population of the United States in 2060. According to this projection, the Hispanic population will constitute 28.6 percent of the nation's population by that date.
- Of the Indiana's 6.6 million residents in 2015. 426,000 Hispanic population in Indiana or 6.7%
- From 2010 to 2013, the Hispanic population showed the largest growth of any race or ethnic group in the state with average increase of 10,230 new residents per year
- From 2003 to 2014 the number of students of Hispanic descent attending IUPUI went from 393 to 1,788.

Why S318 “Writing Spanish for Heritage Speakers”?

- Emphasizes writing and culture.
- Positive and accepting of the way they speak (code-switching, borrowing or loanwords words from English).
- Make them feel good about their culture and linguistic background. (Kim Potowski)
- Make them write and focus on their culture and orthography.
- Peer editing, etc.

S318 ONLINE Writing Spanish for Heritage Speakers

Indiana University-Purdue University Indianapolis



PRIMAVERA 2017

Daniela Schuvaks Katz
Cavanaugh Hall 501 D

(317) 274-7616
dschuvak@iupui.edu

Horas de oficina: Martes y Jueves de
12:00hs -1:00hs o por cita previa en
persona o en línea

DESCRIPCIÓN:

Este curso se enfoca en el desarrollo y el perfeccionamiento de la escritura en español en los estudiantes nativo-hablantes o de herencia. “Los hablantes nativos” son estudiantes que han terminado la escuela secundaria en un país de habla hispana. Se consideran “hablantes de herencia” a aquellos estudiantes que tienen como idioma dominante el inglés pero que han sido expuestos por un tiempo considerable al español en su casa o en un país de habla hispana. Aquellos estudiantes que no son hablantes nativos o de herencia deben inscribirse en SPAN-S 313.

PREREQUISITOS: Este curso está abierto sólo para los estudiantes que hayan completado S204 con una calificación de por lo menos una C o que hayan completado cursos equivalentes ya transferidos de otra institución universitaria o por medio del examen de nivel. Para hacer el examen de nivel ir a <http://tc.iupui.edu/testing/>

OBJECTIVOS DE APRENDIZAJE:

El objetivo principal de este curso es enseñar estrategias para mejorar la expresión escrita. Los temas a discutirse se centrarán primordialmente en la cultura hispana en los Estados Unidos.

Estos objetivos están basados en “IUPUI Principles of Undergraduate Learning PULs,” específicamente: PUL 1 A: “Communication and Qualitative Skills”; PUL 5: “Understanding Society and Culture”. Para una lista de los PUL’s de la universidad ir a <http://www.iport.iupui.edu/selfstudy/tl/PULs>.

DESCRIPCIÓN DEL CURSO:

Para satisfacer los objetivos anteriores el curso se enseñará enteramente en español. Habrá tareas escritas, lecturas, ensayos y discusiones sobre técnicas de escritura como el desarrollo de una tesis, introducciones y conclusiones, la formación clara y coherente de ideas y técnicas de revisión de trabajos escritos. Se espera que los estudiantes:

- 1- Puedan analizar críticamente lecturas en español
- 2- Puedan demostrar que pueden usar correctamente el español en la expresión escrita

LIBRO DE TEXTO

Grade Distribution

Peer Editing	5%
Ensayos breves (4)	40%
Trabajo escrito final	20%
Tareas, foros de discusión	35%

Online Format Pros

- Good format for a class on writing and reading
- Less anxiety for the Heritage student
- Students tend to like this format
- Fits all schedules
- Consistency of instructional quality
- Possible to cooperate with library in new ways

Online Format Cons

- No online materials available that meets Heritage classes
- Need lots time to develop and learn the newest online teaching technology and pedagogy
- Need to feel comfortable with technology
- Need to be flexible

IU CANVAS

<https://canvas.iu.edu/lms-prd/app>



Sample Online class week 1

The screenshot displays a Blackboard LMS interface. On the left is a dark red sidebar with navigation icons and labels: Account, Dashboard, Courses, Groups, Calendar (with a '167' notification badge), Inbox, Commons, and Help. The main content area is titled 'Test S318 > Modules'. At the top right of the main area are 'View Progress' and '+ Module' buttons. The main content is organized into two sections: 'SEMANA 1 9-13 DE ENERO' and 'SEMANA 2 16-20 DE ENERO'. The first section contains a list of seven items, each with a document icon, a title, a point value, and a status indicator (green checkmark or gear icon).

Item	Points	Status
Video Introducción a la clase	0 pts	Completed
Student Profile	5 pts	Completed
El revisor de ortografía (leer páginas 17-19)	5 pts	Completed
Library Information PRESENTATION INTRODUCCION BY BROWNNEN		Completed
Certificado de la reglas académicas sobre el plagio	5 pts	Completed
Foro de discusión (netiqueta)		Completed
Las transiciones (lista para usar durante todo el semestre)	5 pts	Completed

Online Tools

- ▣ Forums
- ▣ Quizzes
- ▣ Peer editing
- ▣ Zoom
- ▣ Kaltura
- ▣ Visual Presentations

Why a librarian?

- ▣ Librarians help people find, evaluate, and use information effectively
- ▣ We use the IUPUI Principles for Undergraduate Learning (PULs) as well as the Association of College & Research Libraries (ACRL) Framework for Information Literacy for Higher Education
- ▣ Librarians are concerned with infusing the curriculum with information literacy skills throughout a student's college career, both in the classroom and online
- ▣ In this case, the librarian is bilingual also has experience working with Latinos in the U.S. in a professional context

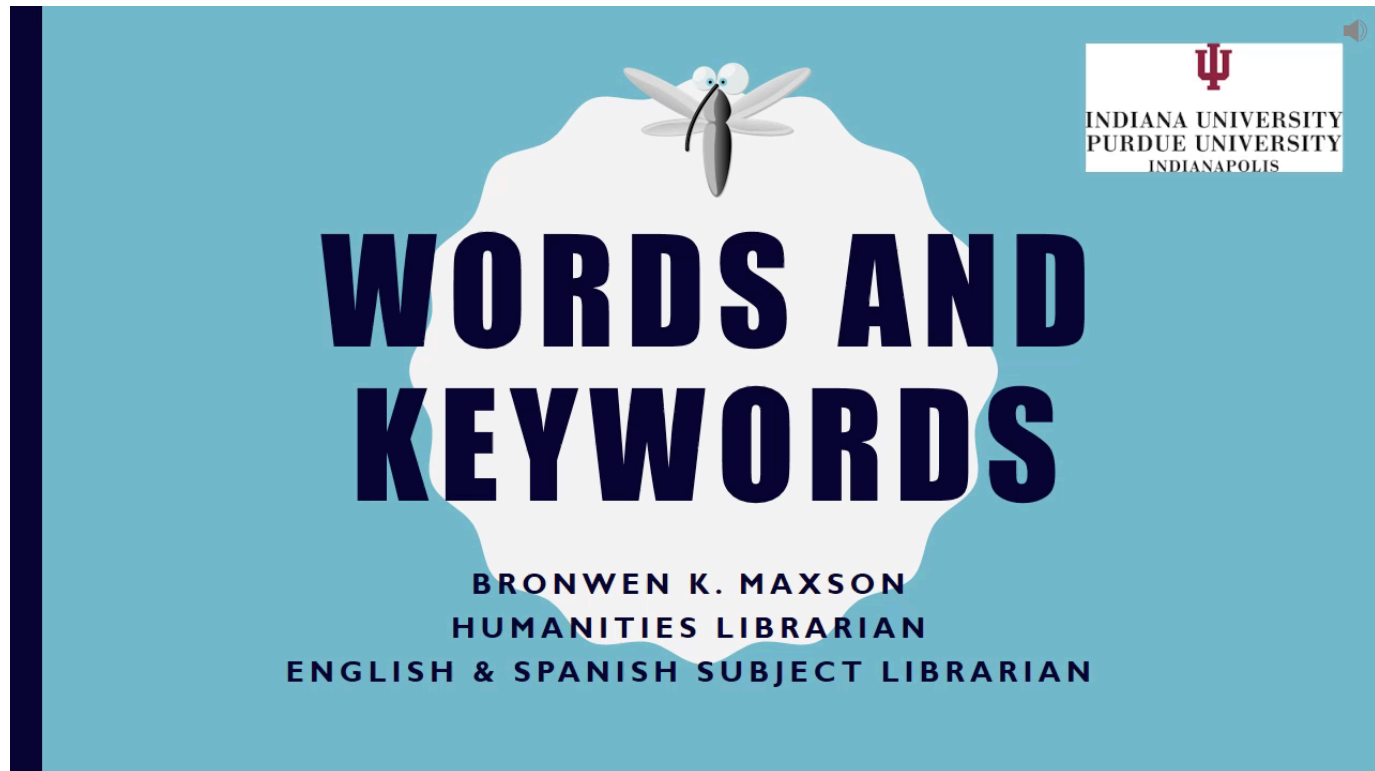
How the librarian is integrated

- The librarian is a liaison to the Spanish Program
- Librarian cultivates relationships with the faculty and students to connect them to resources and support education and goals of University
- Canvas (LMS) allows the librarian to be added with the same permissions as the course instructor
- The library has developed resources that can be embedded into Canvas such as tutorials and quizzes

Video Sample 1



Video Sample 2



The image shows a book cover with a light blue background. At the top center is a white silhouette of a butterfly with a black and white striped body. Below the butterfly, the title "WORDS AND KEYWORDS" is written in large, bold, dark blue capital letters. Underneath the title, the author's name "BRONWEN K. MAXSON" is written in smaller, dark blue capital letters, followed by her titles "HUMANITIES LIBRARIAN" and "ENGLISH & SPANISH SUBJECT LIBRARIAN" in the same font and color. In the top right corner, there is a white rectangular box containing the Indiana University logo (a red Greek letter Psi) and the text "INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS". A small speaker icon is located in the top right corner of the book cover area.

**WORDS AND
KEYWORDS**

BRONWEN K. MAXSON
HUMANITIES LIBRARIAN
ENGLISH & SPANISH SUBJECT LIBRARIAN

INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS

References

- Alarcón, Irma. "Advanced heritage learners of Spanish: A sociolinguistic profile for pedagogical purposes." *Foreign Language Annals* 43.2 (2010): 269-288.
- Carreira, Maria. "Seeking explanatory adequacy: A dual approach to understanding the term "heritage language learner."." *Heritage Language Journal* 2.1 (2004): 1-25.
- "Census estimates show Indiana growing more diverse, older." IU Bloomington Newsroom. <http://news.indiana.edu/releases/iu/2014/06/census-estimates-race-ethnicity.shtml>
- Pascual y Cabo, Diego. *Advances in Spanish as a Heritage Language*. John Benjamins Amsterdam/Philadelphia: John Benjamins, 2016.
- Potowski, Kim. *Conversaciones escritas, (WCLS): Lectura y redacción en contexto*. John Wiley and Sons, 2011.
- Russell, Brittany D., and Lisa M. Kuriscak. "High School Spanish Teachers' Attitudes and Practices Toward Spanish Heritage Language Learners." *Foreign Language Annals* 48.3 (2015): 413-433.
- Schwarzer, David, and Maria Petró. "Heritage language instruction at the college level: Reality and possibilities." *Foreign Language Annals* 38.4 (2005): 568-578.
- Valdés, Guadalupe. "Spanish for native speakers: AATSP professional development series handbook for teachers K-16 (Vol. 1)," 2000.