

Oxford College

Spanish 201 – INQ/TPSL Fall 2013 – IMMIGRATION & IDENTITY

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Libros de texto:

Fuentes: *Conversación y Gramática/Lectura y Redacción*

Online workbook & ancillaries

SPN 201Q/TPSL COURSE GRADE

- 20% - Three essays handed in on reflection days (see syllabus); these essays are written in Spanish and suggested topics will involve a review of linguistic structures being studied as well as reflection on the concepts of identity and immigration (max 4 pages, typed)
- 10% - Successful completion of required hours of service
- 10% - Participation in the discussion board (*El foro*) on BB & online workbook
- 10% - Attendance and ACTIVE participation in the 3 reflection days (see Syllabus)
- 40% - Course exams
- 10% - Final project

COURSE DESCRIPTION: Intermediate Spanish Review (SPN 201) is an Intermediate level, integrated skills language course that is part of the 201-202 intermediate sequence. SPN201 INQ/TPSL covers the acquisition of the 5 'Cs' of foreign language education [ACTFL]:

- Communication – textbook, class work, TPSL service hour completion
- Cultures – same as above, wiki project investigation
- Connections – immigrants and immigration at Oxford & in GA
- Comparisons – USA and other countries concepts of immigration
- Communities - what defines communities (language, culture, geography, history, etc)

In addition, this section of SPN 201 is a TPSL course, a service learning course requiring face-to-face service in the local community of Spanish speakers. The coursework in SPN 201– which will have a strong emphasis on speakers of Spanish here in our area and in the US – and students' sustained work in and critical reflection on local Spanish-speaking communities in Oxford / Covington area are naturally complimentary and mutually illuminating. While we will discuss the philosophy of TPSL in more detail in class, please note that **service learning involves collaborating with community members and working within a larger organization dedicated to promoting richer lives for Hispanic immigrants in the area.** Past students have commented that TPSL courses have been one of the most rewarding and meaningful experiences of their academic careers, and I hope you will say the same at the end of our semester together!

Course objectives:

As a result of SPN 201, students will be able to:

- _____ 1. state (orally and in writing) the main facts and opinions from an oral or written passage or video selection in Spanish;
- _____ 2. draw significant inferences from an oral, written, or video selection;
- _____ 3. state (orally and in writing) facts about Spanish-speaking peoples studied, including those in the US;
- _____ 4. express cultural similarities and differences among different Hispanic groups and between the students' cultural background and other cultural practices in the Hispanic world; and,
- _____ 5. critically state and support their opinions about the issues presented in class.

Additionally, as a result of SPN 201Q/TPSL, students will be able to:

- _____ 6. discuss orally and in writing their opinions on issues related to Latinos here in the US and in Oxford/Covington more concretely (e.g., access to equitable education and employment) as they understand them through community contact and related readings; and,
- _____ 7. synthesize and evaluate what they have learned through their community service experiences using the DEAL Model for Critical Reflection (Describe, Examine, Articulate Learning) throughout the semester. Please review this model carefully:

<http://ewucommunityengagement.pbworks.com/w/file/fetch/64889367/DEAL%20reflection%20questions.pdf>

COURSE SET-UP - The course has several components, both **in class** and **out of class**:

- **IN CLASS**

We meet as a class 3 days per week (MWF). In class, we practice the assigned material for the session (see Syllabus / "Programa"). Note that the syllabus shows the material that will be focused on for each day and that you are expected to prepare **BEFORE** class. To prepare, you should:

1. Study and learn the new points featured in the assigned textbook sections and any additional texts.
2. Attempt the exercises in those sections. (Trying to "wing it" in SPN 201 just won't suffice. Do the exercises in the assigned textbook pages that you can do as an individual and try rehearsing your answers for those that are for pairs or small groups.)
3. Review recent previously-assigned material and consider the links between old and new.

Your participation grade reflects your preparation and **active participation** in class. Again, study the pages assigned for the day before you come to class so that you will be able to ask and answer questions and participate in all activities. Active participation means always speaking Spanish in the classroom, contributing significantly to group work, and volunteering as much as possible without dominating the class.

Reflection Days & Attendance (Oral Participation = 10%): During the course of the semester, you and your classmates will have the opportunity to reflect on your service learning experience up to that point. You will complete a written reflection as an individual prior to meeting with your classmates for a critical discussion of your work as related to course materials. Attendance will be taken daily. If you are absent, it is your responsibility to find out what you missed so that you come prepared on the day that you do return to class. If your absence is excused, you must inform your instructor immediately upon return.

and provide official documentation. If you have a valid excuse for one or more of your first three missed classes, these count as your three permitted absences. **Please note that after the three classes have been missed for ANY reason, 1 percentage point will be subtracted from your final grade for each additional unexcused absence.**

Also note that if you are late to class three times, it will count as one unexcused absence (and six times = 2 unexcused absences, etc). If you have extenuating circumstances that may make you late to class frequently, you need to inform Profe as soon as possible!

- **OUT OF CLASS**

Three hours of class per week are not enough for developing proficiency in a language, and there are other important components for this course that you will do outside of class:

Homework (2.5%): Daily homework will be assigned to help you develop your mastery of the material. Some of these exercises are fairly mechanical and self-correcting (Online workbook will let you know how you did, and you will have the chance to re-do the exercises for a better score). When working online, be sure that you submit early to avoid last-minute computer issues; if you need to, use a computer in one of the labs. SAM homework will NOT be accepted late for any reason. Other assignments that help you critically think about chapter material in relation to the local Latino community are written exercises that Profe will distribute and take up. Since they reinforce material at a certain point in the course, late work will not be accepted unless there are valid extenuating circumstances. *(See the document "Criterios de evaluación para la tarea" on our course BB site for grading criteria.)*

Discussion Group, or El foro(7.5%): You are required to make at least 6 contributions in Spanish over the course of the semester to the class electronic discussion group on BB. El foro will provide you the opportunity to Describe, Examine, and Articulate Learning (DEAL) related to your TPSL placement. *Further details on el foro will be available on the course BB site.*

Exams (40% of SPN 201): On the dates indicated on the syllabus, we have tests (*exámenes*) focusing on the material for the previous segment of the course. Before each of these three tests, Profe will indicate specific materials to be examined (*Study guides will be available on the course BB site*). If you must miss an exam, a makeup is available *if* (1) you directly notify and present a valid excuse to your instructor *before* exam time, and (2) make up the test as soon as you can return. Otherwise, a missed exam results in a grade of zero.

Reflection Essays (20% total of SPN 201): You will write three compositions outside of class. The topic will relate in some way relate to your TPSL experience and will relate to the curriculum at each juncture of the course. *Detailed instructions on the composition will be available on the course blackboard site.* Please note that students are cautioned to be certain that they understand the Honor Pledge and its implications to these assignments, as discussed in the instruction documents.

Final Project (10% total of SPAN 201): Students will work on a course-related project that incorporates elements from our course, both cultural and grammatical, into a culminating digital wiki project that centers on immigration and identity. Work is individual but each student is required to make

connections to their contributions and those of at least two other classmates. Students choose wiki topics after the first module, and the project questions are to be made in consultation with the professor. Project themes are to be interdisciplinary (1 additional approach minimum, 3 maximum). Primary source material for student contributions must include at least four (4) oral interviews with a native speaker of Spanish (ideally an immigrant or child of immigrants). Ideally, student experience with his/her TPSL placement will inform and enrich the wiki entries on how our ideas and perceptions of identity and immigration morph from the beginning of the semester through the end. You must carefully plan your presentation so that it is engaging to your classmates and practice your presentation so that you appear to be speaking extemporaneously (you may NOT read from notes or a PowerPoint presentation). *Further details will be available on the course BB site.*

Successful completion of required service hours (10% of SPN 201): Students in TPSL courses are required to work approximately 2 hours per week for a minimum of 18 hours over the course of the semester. Students will complete the TPSL Agreement Form (BB) and will then keep a detailed record of their service hours using the Time Log (*located on BB*). Students and community partners will meet at the end of the placement to discuss the students' performance.

*****Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.*****

Week by week organization of material:

MODULE 1 – IDENTIDAD E INMIGRACION EN LOS EEUU

Capítulos 1 y 2 (Communication & Comparison)

Week 1 - ¿Quiénes somos y quiénes son?

Week 2 – La geografía y la biología de identidad e inmigración

Week 3 – La historia del concepto de la inmigración

Week 4 – El idioma y el éxito

MODULE 2 – DE COLON A HOY

Capítulos 3 y 4 (Cultures & Identity)

Week 5 – la tradición oral y las leyendas de hoy

Week 6 – las civilizaciones precolombinas en América Latina

Week 7 – la transculturación, la aculturación y la retro-culturación

Week 8 - La cultura hispana en Oxford

MODULE 3 - LOS EEUU: ¿CRISOL DE SUEÑOS?

Capítulo 5 (Connections to Cultures by definition, classification)

Week 9 - ¿qué significa *latino*?

Week 10 - ¿Cómo te conectas **tú** al mundo latino?

Week 11 – Inmigración en los EEUU: Estereotipos, leyes y fronteras, el activismo

MODULE 4 - IDENTIDAD E INMIGRACION EN TU MUNDO

Capítulo 6 (Communities & Nations: what place do/will Hispanics share in the future here in GA, in the South, in the nation, in the world?)

Week 12 - ¿Cómo se construye una comunidad?

Week 13 – El efecto de social media en el concepto social de la inmigración

Week 14 - La política y la inmigración en los EEUU

Week 15 - Course wiki presentations, conclusions & wrap-up

SPN 201 PROGRAMA

OTONO 2013

AGOSTO	
Miércoles(Mi) 28	Introducción al curso – INQ/TPSL requisitos
Viernes (Vi) 30	Capítulo 1
SEPTIEMBRE	
Lunes (Lu) 2	No hay clase – Labor Day Holiday
Mi 4	Capítulo 1 – Presentation from TPSL coordinator, C. McLaughlin
Vi 6	Capítulo 1
Lu 9	Capítulo 1
Mi 11	Capítulo 2 – Confirmation of Placement, C. McLaughlin
Vi 13	Capítulo 2
Lu 16	Capítulo 2
Mi 18	Capítulo 2
Vi 20	Capítulo 2 – REFLECTION DAY (essay due, ACTIVE participation required!)
Do 22	Foro #1: Los trabajadores agrícolas

Lu 23	Examen de capítulos 1 y 2
Mi 25	Capítulo 3
Vi 27	Capítulo 3
Lu 30	Capítulo 3
	OCTUBRE
Mi 2	Capítulo 3
Vi 4	No hay clase
Lu 7	Capítulo 4
Mi 9	Capítulo 4
Vi 11	Capítulo 4
Do 13	Foro #2: La cultura hispana en Oxford
Lu 14	FALL BREAK – No hay clases
Ma 15	FALL BREAK – No hay clases
Mi 16	REFLECTION DAY (essay due, ACTIVE participation required!)
Vi 18	Examen de capítulos 3 y 4
Do 20	Foro #3: Un artículo relacionado con el trabajo TPSL
Lu 21	Capítulo 4
Ma 22	Capítulo 4

Mi 23	Capítulo 4
Vi 25	Capítulo 4
Lu 28	Capítulo 4
Ma 29	Examen de capítulos 3 y 4
Mi 30	Capítulo 5
	NOVIEMBRE
Vi 1	Capítulo 5
Do 3	Foro #4: Tema libre
Lu 4	Capítulo 5
Mi 6	Capítulo 5
Vi 8	Capítulo 5
Lu 11	Capítulo 5
Mi 13	Capítulo 6
Vi 15	Capítulo 6
Do 17	Foro #5: La identidad latina
Lu 18	Capítulo 6
Mi 20	REFLECTION DAY (essay due, ACTIVE participation required!)
Vi 22	Capítulo 6
Do 24	Foro #6: La salud de los hispanos
Lu 25	Examen capítulos 5 y 6

Mi 27	<i>Thanksgiving Break – no hay clases</i>
Vi 29	<i>Thanksgiving Break – no hay clases</i>
	DICIEMBRE
Do 1	Foro #7: El último foro (tema libre)
Lu 2	Presentaciones orales
Mi 4	Presentaciones orales
Vi 6	Presentaciones orales
Lunes, 9 diciembre – FIN DEL CURSO	