

**SPN 300W/TPSL: Fronteras críticas, geográficas, psicológicas, étnicas**

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**Libros de texto:**

Fuentes, Carlos. El espejo enterrado. Alfaguara, 1992.

**Lecturas adicionales en BB**

**SPN 300W/TPSL COURSE GRADE**

30% - 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 studied in our course

30% - Course exams, objective information and essay based

10% - Successful completion of required hours of service as well as other community opportunities prior to trip

10% - Participation in the discussion board (*El foro*) on BB

10% - Attendance and ACTIVE participation (see Syllabus)

10% - Final project

**Grade scale:**

A = 93-100    A- = 90-92.9

B+ = 87-89.9    B = 83-86.9    B- = 80-82

C+= 77-79    C = 73-76    C- =70-72

D+ = 67-69    D = 63-66

F = 0-62

***No extra credit will be offered/accepted.***

**COURSE DESCRIPTION:** Spanish 300W Text/Context is an advanced level, integrated skills language course that forms part of the Spanish minor and major for Emory College. SPN300W/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, project investigation
- Connections – migration, immigration and identity in USA, GA, Costa Rica & Nicaragua
- Comparisons – USA and other countries concepts of immigration and migration
- Communities - what defines communities (language, culture, geography, history, etc)

**In addition,** this section of SPN 300 is a TPSL course, a service learning course requiring face-to-face service in the local community of Spanish speakers. The coursework in SPN 300– which will have a strong emphasis on speakers of Spanish here in our area as well as in Costa Rica – 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 helping people in La Carpio, Costa Rica.** 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 300, 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 300/TPSL, students will be able to:

\_\_\_\_\_ 6. discuss orally and in writing their opinions on issues related to migration and immigration to Costa Rica from Nicaragua, identity issues and the concept of the 'Other' in Costa Rica as well as Latin America in general

\_\_\_\_\_ 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/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. Read thoughtfully and multiple times. Try for the gist first, and then move on to identifying words that are preventing your understanding of the material. Gloss your text, or take appropriate notes. OJO: Trying to "wing it" in SPN 300 just won't suffice. Do the reading in the assigned textbook pages that you can do as an individual and try rehearsing your answers for the comprehension questions.
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.

Recapitulación y reflexión (Oral participation= 10%): During the course of the semester, you and your classmates will have the opportunity to reflect on the course material and/or your service learning experience up to that point. 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!

Exams (40% of SPN 300): 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*). A missed exam results in a grade of zero.

- ***A special note about class time*** – per Oxford College TPSL policy, all service learning courses are limited to 50-min sessions, since most courses require hours of service time outside of class. Our section is unique, however, in that all of our service will be carried out in CR during spring break and you are not required to perform weekly service. I propose that we use the extra time in the sessions for content clarification and grammar extension/review WHEN needed, and then leave at 50mins when appropriate. On assessment days and reflection days, students will have the entire 65 mins to complete exams or reflection.

## **OUTSIDE OF CLASS**

150 minutes 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:

Discussion Group, or *El foro* (10%): You are required to make multiple 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 reaction to the material and upon return from CR, your service learning experience. *Further details on el foro will be available on the course BB site.*

Reflection Essays (20% total of SPN 300): 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 300): Students will work on a course-related project that incorporates elements from our course, both cultural and grammatical, into a culminating project that centers on the concept of *borders/fronteras*. Work is individual but each student is required to make connections to their contributions and those of at least two other classmates. Students choose 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 (2) oral interviews with a native speaker of Spanish from La Carpio. 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/migration 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 300): Students in SPN 300 are required to successfully complete the service hours required in Costa Rica. Successful completion involves active and engaged participation while in CR, appropriate response and interaction with locals, and constant reflection while on site (reflection happens in a variety of manners, more details to follow). The professor will consult at the end of the trip with travel organizers to evaluate the level of participation and engagement of each student, and will assign a grade based on these observations. In addition, students will be strongly encouraged to attend volunteer opportunities at the PATH Project on the two afternoons scheduled for spring semester.

**\*\*\*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.\*\*\***

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#### **SPN 300W – PRIMAVERA 2014, OXFORD COLLEGE**

**Costa Rica y Nicaragua: *fronteras críticas, geográficas, psicológicas, étnicas***

#### **PROGRAMA DE ESTUDIO**

##### **ENERO**

|                    |  |           |
|--------------------|--|-----------|
| Miércoles (M) 1/15 | Introducción al curso y diagnóstico de gramática |           |
| Viernes (V) 1/17   | actividad de orientación                         |           |
| Lunes (L) 1/20     | <b>MLK</b> – no hay clases                       |           |
| M 1/22             | terminar introducción                            |           |
| V 1/24             | #18, “La hispanidad norteamericana”              | [441-452] |
| L 1/27             | #18, “El encuentro con el otro”                  | [452-459] |
| M 1/29             | # 18, “El encuentro con el otro”                 |           |
| V 1/31             | Introducción de Fuentes                          | [7-13]    |

##### **FEBRERO**

|              |   |                 |
|--------------|---|-----------------|
| L 2/3        | <b>Recapitulación y reflexión</b>                                     | <b>ENSAYO 1</b> |
| M 2/5        | "1492: el año crucial"  | [71-96]         |
| V 2/7        | "La Conquista y la Reconquista"                                       |                 |
| L 2/10       | "La Conquista y la Reconquista"                                       |                 |
| M 2/12       | "Bajo el signo..."  |                 |
| V 2/14       | "¡Las Indias están siendo..."   |                 |
| L 2/17       | "Padre y madre"   |                 |
| M 2/19       | <b>Recapitulación y reflexión</b>                                     |                 |
| V 2/21       | <b>EXAMEN 1</b>   |                 |
| L 2/24       | "Hacia la independencia"  |                 |
| M 2/26       | "El tiempo de los tiranos"  |                 |
| V 2/28       | "La cultura de la independencia", "Civilización y barbarie"           |                 |
| <b>MARZO</b> |   |                 |
| L 3/3        | Sandoval García, Carlos. "El 'otro' nicaragüense en el imaginario..." |                 |
| M 3/5        | Sandoval García, Carlos. "El 'otro' nicaragüense en el imaginario..." |                 |
| V 3/7        | Wade, Peter. "The Meaning of Race and Ethnicity in Latin America"     |                 |
| L            | <b>COSTA RICA</b>   |                 |
| M            | <b>COSTA RICA</b>   |                 |
| V            | <b>COSTA RICA</b>   |                 |

|              |      |  |                               |
|--------------|------|--|-------------------------------|
| L            | 3/17 | "Latinoamérica"  |                               |
| M            | 3/19 | "Latinoamérica"  |                               |
| V            | 3/21 | "El Dr. Jekyll y Mr. Hyde"                                 | <b>ENSAYO 2</b>               |
| L            | 3/24 | "El Dr. Jekyll y Mr. Hyde"                                 |                               |
| M            | 3/26 | <b>Recapitulación y reflexión</b>                          |                               |
| V            | 3/28 | Conexiones con CR y las lecturas del libro                 |                               |
| L            | 3/31 | <b>EXAMEN 2</b>  |                               |
| <b>ABRIL</b> |      |  |                               |
| M            | 4/2  | Sandoval García, Carlos. <i>Threatening Others</i> . 2004. |                               |
| V            | 4/4  | Sandoval García, Carlos. <i>Threatening Others</i> . 2004. |                               |
| L            | 4/7  | Sandoval García, Carlos. <i>Threatening Others</i> . 2004. |                               |
| M            | 4/9  | Presentaciones (2)   |                               |
| V            | 4/11 | El concepto crítico de la frontera                         | <b>ENSAYO 3</b>               |
| L            | 4/14 | El concepto crítico de la frontera                         |                               |
| M            | 4/16 | Presentaciones (2)   |                               |
| V            | 4/18 | <b>Recapitulación y reflexión</b>                          |                               |
| L            | 4/21 | <b>EXAMEN 3</b>  |                               |
| M            | 4/23 | Conclusiones del curso                                     |                               |
| V            | 4/25 | Presentaciones (2)   | L 4/28 Conclusiones del curso |