

SAMPLE SYLLABUS

Spanish 367: The U.S. Experience: Latinos, Language, and Literacy

Instructor

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MW 11:30-1:00
or by appointment
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Course description

Spanish 367 is a GEC second writing/social diversity course that focuses on generating ideas, drafting, and revising writing projects. These projects will be situated within the thematic context of literacy and related issues among Hispanics born in the United States and Spanish-speaking immigrants. Such individuals may be bilingual in Spanish and English or monolingual in one of those languages. Within both native-born and immigrant groups, however, low literacy levels (the ability to read and write) affect their ability to function better in society, achieve personal goals, and develop their full knowledge and potential. In addition to writing, we will practice the skills of reading, speaking, and listening. Because this is a service-learning course, we will be working in two complementary contexts, our campus classroom and the Columbus Literacy Council, a provider of adult basic literacy instruction located in downtown Columbus. At CLC, Spanish 367 students will be partnered with adult learners of English as a Second Language as tutors. Although many of the CLC adult learners are Spanish-speaking, it is not guaranteed that you will be partnered with a native Spanish speaker.

Textbook

- Roca, Ana and M. Cecilia Colombi. *Mi lengua: Spanish as a Heritage Language in the United States*. Washington, D.C.: Georgetown University Press, 2003. ISBN: 0-87840-909-3.
- Additional readings will be assigned from the Centro Virtual Cervantes website at: http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/-ponencias.

Service-learning

In service-learning courses, students work with a community partner and reflect on that experience, as well as on the social issues associated with the partner organization (see <http://service-learning.osu.edu/>). In the service-learning setting, you will learn about contexts for writing that are different from those you have encountered in academic classrooms.

In addition to meeting on campus twice a week, you will act as a literacy partner for a Spanish-speaking adult learner of English as a Second Language at the Columbus Literacy Council, 195 N. Grant Avenue, Columbus, OH 43215 (for map and more information, see <http://www.columbusliteracy.com/>). To complete the service requirement of the course, you will need to be available one to two hours per week, Monday-Friday 9-11 am or 6-8 pm. The distance from Hagerty Hall to CLC is about three miles; you may travel in your own car, by bus, or carpool with another student. At CLC, you will be trained in working with adult learners, as well as in using the computer-based instructional program, *English Discoveries*.

Classroom learning

For the on-campus component of the course, you will read and discuss essays and articles from the course textbook and the Internet and write about issues related to literacy, second-language learning, U.S. Hispanics, and immigration to the U.S. from Spanish-speaking countries. By connecting your practical experience at CLC with the reading, writing, and discussion in class, we will conduct a rich investigation of literacy from different perspectives. The majority of the assigned readings are in Spanish (12), but some are in English (8). All classroom discussions, as well as all writing assignments, will be in Spanish.

Learning tasks/grading

Class participation/homework	5%
Writing project 1	5%
Writing project 2	10%
Writing project 3	15%
Writing project 4	15%
Reflective journal	20%
Tutoring at CLC	<u>30%</u>
	100%

Department of Spanish and Portuguese Grading Scale

A	93-100	C+	78-79
A-	90-92	C	73-77
B+	88-89	C-	70-72
B	83-87	D+	68-69
B-	80-82	D	65-67
		E	0-64.9

Writing projects

As part of your study of Hispanics and literacy, you will complete four writing projects in Spanish in which you apply your reading, your practice of literacy tutoring at CLC, and independent research.

- **Project 1:** Choose a question about literacy that you want to investigate. It can be something that arises from your tutoring at CLC, something from the readings, or something that comes from another part of your life. What is the question? In your essay (250-350 words), present the question and tell why you are interested in it.
- **Project 2:** Choose a genre in which you want to write. You may choose from those we have discussed in class (description, narration, epistle, etc.) or choose another one in which you are interested. Research and describe it (300-400 words), keeping the following questions in mind: For whom is it intended? What is its purpose? Does it have connections to any specific discourses/discourse communities? What are its central characteristics? What makes it useful for the contexts you describe? Why is it appropriate for your literacy question? Document your sources using the Modern Language Association style: <http://www.dartmouth.edu/~sources/>
- **Project 3:** Review your work on Projects 1 and 2. Research the question that you proposed in Project 1. Write about it in the genre that you described in Project 2 (350-450 words).
- **Project 4:** For this project, you will collaborate with your literacy partner to identify your writing theme. Some options might include writing her/his story of coming to the U.S., dreams for the future, or nostalgia for the life left behind (400-500 words).

Only if you hand in the first version of each project on time (at the beginning of class on the date specified on the course calendar) will you have the opportunity to write a second version and receive the average of the grades on the two versions. The first version must be attached to the second version when it is handed in.

Normally, the second version is handed in one week after you receive my comments on the first version.

Reflective journal

After each of your tutoring sessions at CLC, you will write a two-page reflection in Spanish on your experience. A reflection is not merely a description of the events, but it includes your feelings and insights into the experience, as well as questions that may arise. In other words, you will write about what you are learning from your CLC experiences. Each journal entry must be typed, double-spaced, using a 12 point font.

Student conduct

All classes will be conducted in Spanish. During class, you must participate in all activities and discussions in an active and respectful manner. You are expected to arrive to class on time and stay for the entire period. Reading assignments and other homework should be well prepared before coming to class. Peers, instructor, visitors and guest speakers are to be treated with respect and courtesy. Cell phones and paging devices must be turned off during class. Laptop computers may be used for taking notes, but may not be used for entertainment purposes. Discourtesy, disrespect, and inattentiveness will result in banishment from this course.

While you are tutoring at CLC, you are expected to follow the OSU Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp), just as you do in class. In addition, you should observe the courtesy norms that you have learned in your previous Spanish courses.

Attendance Policy

Successful progress in a language course requires that you keep up with assignments and attend class regularly. Undocumented absences will result in a deduction of two percentage points per absence from the final course grade. Late arrivals and early departures are disruptive, so do not arrive late and stay for the entire class. Every two late arrivals/early departures will count as one unexcused absence, with the same penalty as outlined above. Tutoring sessions at CLC fall under the same policy; be aware that if you are absent from a tutoring session, it will have a negative impact on your literacy partner.

Make-up Work

Make-ups will be permitted only when the instructor is presented with acceptable documentation. Stamped excuses from Student Health Services are not acceptable. Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is your responsibility to notify the instructor of any excused absence as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation). Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

Homework assignments handed in late will receive a 10% discount for each day beyond the due date. In-class activities (10% of the final grade) are only done in class. If you are absent or do not participate, you will not have the opportunity to make up those activities and will receive a zero.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/resource_csc.asp.

Disability Services

Students with disabilities that have been certified by the office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue, telephone 292-3307, TDD 292-0901, <http://www.ods.ohio-state.edu/>.

Tentative calendar

Week 1: Introduction to the course; U.S. Hispanics and their language

- 1) Lynch/Toward a Theory of Heritage Language Acquisition: Spanish in the United States, pages 25-50
- 2) Ramírez/El español en la sociedad estadounidense
http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/aramirez.htm

Week 2: Spanish as a heritage language

- 1) Carreira/Profiles of SNS Students in the Twenty-first Century, pages 51-77
Wednesday:
- 2) Roca y Colombi/Español para hispanohablantes: ¿Por qué iniciar y mantener un programa de español para hablantes nativos?
http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/aroca.htm

Week 3: Psychology and bilingualism

- 1) Beckstead and Toribio/Minority Perspectives on Language, pages 154-169
- 2) Ignasi/Aspectos psicolingüísticos en el desarrollo bilingüe
http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/ivila.htm

Week 4: Politics and bilingualism

- 1) Pucci/Spanish Print Environments, pages 269-290
- 2) Hernández/Política y enseñanza bilingüe
http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/ivila.htm

Week 5: Culture and language

- 1) Hernández, Takahasi-Breines, and Blum-Martínez: "Spanish is in my Blood", pages 123-153
- 2) Rodríguez/A la luz del bilingüismo
http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/ebarilari.htm

Week 6: Writing Spanish

- 1) Colombi/Un enfoque funcional para la enseñanza del ensayo expositivo, pages 78-95
- 2) Schwartz/iNo me suena!, pages 235-256

Week 7: Register

- 1) Acevedo/Navegando a través del registro formal, pages 257-268
- 2) Achugar/Academic registers in Spanish in the U.S., pages 213-234

Week 8: Oral language

- 1) Carrasco and Mrak/La enseñanza del español a los hispanohablantes bilingües y el efecto en la producción oral, pages 198-212
- 2) Bernál-Enríquez and Chávez/La enseñanza del español en Nuevo México, pages 96- 122

Week 9: Language maintenance

- 1) Carrasco and Riegelhaupt/META: A Model for the Continued Acquisition of Spanish by Spanish-English Bilinguals in the United States, pages 170-197
- 2) Ramírez/El español en la sociedad estadounidense y la sociedad en el español
http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/aramirez.htm

Week 10: Research

- 1) Colombi and Roca/Insights from Research and Practice in Spanish as a Heritage Language, pages 25-50
- 2) Preston/Lo que el mundo sabe acerca del bilingüismo
http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/drpreston.htm

Note: The assigned readings will prepare you for the following class. It is recommended that you take notes as you read to enable you to participate fully in discussion and class activities.

Relationship of Spanish 367: Hispanics, Language, and Literacy to the GEC Model Curriculum

The proposed course, Spanish 367, has been developed as a counterpart to the existing English 367C01, a partnership among the Columbus Literacy Council (CLC) and the Departments of English, Spanish and Portuguese, and African American and African Studies. The partnership developed as a result of an \$8000 grant awarded by the Ohio State University Service-Learning initiative to the interdisciplinary university/community service-learning team.

1. How does this course build on fundamentals of expository writing set forth in the first course on writing?

The proposed course will develop students' expository writing skills through four writing projects and reflective journaling within a service-learning context. The four projects include:

- **Project 1:** Choose a question about literacy that you want to investigate (for example, schooling, parental influences, family responsibilities, etc.). It can be something that arises from your tutoring at CLC, something from the readings, or something that comes from another part of your life. What is the question? In your essay, present the question and tell why you are interested in it.
- **Project 2:** Choose a genre in which you want to write. You may choose from those we have discussed in class (description, narration, epistle, etc.) or choose another one in which you are interested. Research and describe it, keeping the following questions in mind: For whom is it intended? What is its purpose? Does it have connections to any specific discourses/discourse communities? What are its central characteristics? What makes it useful for the contexts you describe? Why is it appropriate for your literacy question? Document your sources using the Modern Language Association style: <http://www.dartmouth.edu/~sources/>
- **Project 3:** Review your work on Projects 1 and 2. Research the question that you proposed in Project 1. Write about it in the genre that you described in Project 2.
- **Project 4:** For this project, you will collaborate with your literacy partner in identifying your writing theme. Some options might include writing her/his story of coming to the U.S., dreams for the future, or nostalgia for the life left behind.

The reflective journal is based on students' experiences with their CLC literacy partners. After each of their tutoring sessions at CLC, they will write a two-page reflection on their experience. A reflection is not merely a description of the events, but it includes feelings and insights into the experience, as well as

questions that may arise. In other words, they will write about what they are learning from their CLC experiences. Second language acquisition research indicates that journaling and other free-writing activities, even when not corrected for grammar, spelling, and punctuation, are very helpful in developing students' writing skills.

2. What major topics and writings pertaining to the United States are addressed in this course?

The proposed Spanish 367 looks at diversity through the context of Hispanics in the United States, their language, and literacy issues. Unlike existing Latino@ Studies courses, Spanish 367 will be conducted in Spanish, thus offering students at the intermediate level opportunities to learn about important issues in the Hispanic communities of the U.S. and Central Ohio and, at the same time, developing their linguistic skills before entering the Spanish major or minor through classroom discussions and tutoring Spanish-speaking students at the Columbus Literacy Council. The issue of literacy is especially important because of its links to self-actualization and economic security (see attached Introduction). In addition, students will serve as tutor-mentors for adults participating in CLC programs (see <http://service-learning.osu.edu/projects.htm>), gaining valuable insights into the target issues through first-hand experiences. Specific reading topics include the following:

Week 1: Introduction to the course; U.S. Hispanics and their language

Week 2: Spanish as a heritage language

Week 3: Psychology and bilingualism

Week 4: Politics and bilingualism

Week 5: Culture and language

Week 6: Writing Spanish

Week 7: Register

Week 8: Oral language

Week 9: Language maintenance

Week 10: Research

3. How will components of this course constitute significant writing experiences?

The projects and discussions will be situated within the thematic context of literacy and related issues among Hispanics born in the United States, as well as Spanish-speaking immigrants. Such individuals may be bilingual in Spanish and English or monolingual in one of those languages. Within both native-born and

immigrant groups, however, low literacy levels affect their ability to function effectively in society, achieve personal goals, and develop their full knowledge and potential. Students will be working in two complementary contexts, the campus classroom and the Columbus Literacy Council, a central Ohio provider of adult basic literacy instruction located in downtown Columbus, where they will serve as tutor-mentors to adult learners of English as a Second Language. The majority of CLC students are native speakers of Spanish. The course readings and tutoring practice will provide students with rich opportunities for significant writing experiences.

4. How will opportunities for revisions by students of their written work be provided?

Students will have the opportunity to generate ideas for their writing projects through class discussion as well as interaction with their CLC literacy partners. After receiving written comments and suggestions from the instructor, they will have the opportunity to revise and resubmit their projects. The final grade for each project will be the average of the first and second versions. All of the projects have a minimum extension of two pages, double-spaced, in 12-point font (Times New Roman), but it is anticipated that Projects 3 and 4 will be longer.

5. What opportunities for the oral expression of students' ideas will be provided in this course?

Students will study essays in Spanish on the themes of Hispanic language and literacy written by major figures in Heritage Language Education and Hispanic Linguistics. Class discussions will provide students with practice in analyzing and synthesizing information and formulating and expressing personal points of view. Through such activities, students will not only develop higher order thinking skills through careful reading, but also increase their listening and reading comprehension and speaking skills.

6. How will students' work in this course be evaluated?

Class participation/homework	5%
Writing project 1	5%
Writing project 2	10%
Writing project 3	15%
Writing project 4	15%
Reflective journal	20%
Tutoring at CLC	<u>30%</u>
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