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## REVISED SAMPLE SYLLABUS

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

#### **Instructor**

Dr. Donna Reseigh Long  
Department of Spanish and Portuguese  
1775 College Road  
Columbus, OH 43210  
Telephone: 614-292-8864  
Voice mail: 614-292-7726  
Email: long.25@osu.edu  
Web page: <http://people.cohums.ohio-state.edu/long25>

#### **Office hours**

MW 11:30-1:00  
or by appointment  
Hagerty Hall 263

#### **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 Latinos 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 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 (CLC), a provider of adult basic literacy instruction located in downtown Columbus. At CLC, Spanish 367 students will be partnered as tutors with adult learners of English as a Second Language.

#### **Assessment statements**

##### **Writing and Related Skills**

#### **Goals/Rationale**

Writing courses across disciplines develop students' skills in writing, reading, critical thinking, and oral expression.

#### **Learning objectives:**

1. Students apply basic skills in expository writing.
2. Students demonstrate critical thinking through written and oral expression.

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3. Students retrieve and use written information analytically and effectively.

**How this course meets GEC goals:**

1. Students will complete three formal expository writing assignments. In addition, students will keep a reflective journal of their tutoring experiences at the Columbus Literacy Council.

2. Writing assignments progress from description to thesis development and support and, finally, to persuasion. Journaling requires students to reflect on their service-learning experiences and state them in terms of what they have learned from the experiences.

3. Students will receive instruction in writing, use of the OSU libraries and Internet resources, and how to document and cite sources using the Modern Language Association (MLA) style.

### **Social Diversity in the United States**

**Goals/Rationale**

Courses will foster an understanding of the pluralistic nature of institutions, society, and culture in the United States.

**Learning objectives:**

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the institutions and cultures of the United States.

2. Students recognize the role of social diversity in shaping their own attitudes and values.

**How this course meets GEC goals:**

1. Students investigate ethnicity and related categories through required readings, class discussions, service-learning activities, and writing assignments.

2. Students explore their own attitudes and values by comparing them with those of their literacy partners at CLC, as well as the attitudes and values presented in required readings and class discussions. Through the process of reflection they will discover how social diversity shapes their attitudes and values.

**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\\_euu/bilingue/](http://cvc.cervantes.es/obref/espanol_euu/bilingue/) - ponencias.

• Craig, Lana. *REA's Handbook of Spanish Grammar, Style, and Writing*. Piscataway, NJ: Research & Education Association, 2000. ISBN: 0878910948.

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### **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 an 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 hour per week (plus travel time), 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, Latinos, 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.

In addition to the content described above, you will also receive instruction in writing, use of the OSU libraries and Internet resources, and how to document and cite your sources using the Modern Language Association (MLA) style. Prior to each writing project there will be an in-class writing workshop in which you will study writing models, vocabulary, and structures appropriate to the project. After you write the first version of each project, you will receive feedback from your classmates through small-group peer editing activities and written feedback from your instructor. Afterwards, you will revise and resubmit your project. The final grade for each project is the average of the first and second versions.

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### Learning tasks/grading

- 15% Class participation/CLC tutoring/homework
  - 10% Writing project 1 (description of research question)
  - 15% Writing project 2 (review of literature)
  - 20% Writing project 3 (research paper)
  - 40% Reflective journal (learning through community service)
- 100

### Department of Spanish and Portuguese Grading Scale

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

### Writing projects

As part of your study of Latinos and literacy, you will complete three 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 a topic that arises from your tutoring at CLC, the assigned readings, or another experience in your life. In your essay, present the question, describe its components, and explain why you are interested in it. Length: 3 pages, double-spaced, 12 point Times-New Roman font.
- **Project 2:** Based on the topic that you selected for Project 1, you will conduct a review of related literature using the skills that you developed with net.Tutor and your library visit. In addition to library and Internet resources, you are encouraged to obtain personal communication sources from your CLC partner(s). Present the information in a coherent essay with appropriate citations and documentation. Length: 3-4 pages, double-spaced, 12 point Times-New Roman font.
- **Project 3:** Using the sources that you identified in Project 2, you will develop your research question into a full-length position (persuasion) paper. Your argument should be fully supported by different types of resources, including those that you have developed through your work at CLC. Appropriate documentation is essential. Length: 4-5 pages, double-spaced, 12 point Times-New Roman font.

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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 the instructor's 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 arise. In other words, you will write about what you are learning from your CLC experiences. Each journal entry must be word-processed, double-spaced, using 12 point Times-New Roman 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](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

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under the same policy; be aware that if you are absent from a tutoring session, it will have a negative impact on your 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](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/>.

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### **Tentative calendar**

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.

#### **Week 1: Introduction to the course; Latinos and their language**

- 1) Introduction to the course; Introduction to net.Tutor  
Assignment: Lynch/Toward a Theory of Heritage Language Acquisition: Spanish in the United States, pages 25-50
  
- 2) CLC orientation session; meet in classroom and carpool to CLC  
Assignment: Ramírez/El español en la sociedad estadounidense  
[http://cvc.cervantes.es/obref/espanol\\_eeuu/bilingue/aramirez.htm](http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/aramirez.htm)

#### **Week 2: Spanish as a heritage language**

- 1) Library activities; meet at the East entrance of the Main Library by the statue  
Discussion  
Assignment: Carreira/Profiles of SNS Students in the Twenty-first Century, pages 51-77
  
- 2) Hand in reflective journal entries  
Writing workshop: Project 1  
Assignment: 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](http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/aroca.htm)

#### **Week 3: Psychology and bilingualism**

- 1) Discussion  
Beckstead and Toribio/Minority Perspectives on Language, pages 154-169
  
- 2) Hand in reflective journal entries  
Peer editing activities; hand in Project 1  
Discussion  
Assignment: Ignasi/Aspectos psicolingüísticos en el desarrollo bilingüe  
[http://cvc.cervantes.es/obref/espanol\\_eeuu/bilingue/ivila.htm](http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/ivila.htm)

#### **Week 4: Politics and bilingualism**

- 1) Discussion  
Assignment: Pucci/Spanish Print Environments, pages 269-290

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2) Hand in reflective journal entries

Discussion

Assignment: Hernández/Política y enseñanza bilingüe

[http://cvc.cervantes.es/obref/espanol\\_eeuu/bilingue/ivila.htm](http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/ivila.htm)

**Week 5: Culture and language**

1) Hand in revised Project 1

Assignment: Hernández, Takahasi-Breines, and Blum-Martínez: "Spanish is in my Blood", pages 123-153

2) Hand in reflective journal entries

Writing workshop: Project 2

Discussion

Assignment: Rodríguez/A la luz del bilingüismo

[http://cvc.cervantes.es/obref/espanol\\_eeuu/bilingue/ebarilari.htm](http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/ebarilari.htm)

**Week 6: Writing Spanish**

1) Discussion

Assignment: Colombi/Un enfoque funcional para la enseñanza del ensayo expositivo, pages 78-95

2) Hand in reflective journal entries

Peer editing activities; hand in Project 2

Assignment: Schwartz/iNo me suenal, pages 235-256

**Week 7: Register**

1) Discussion

Assignment: Acevedo/Navegando a través del registro formal, pages 257-268

2) Hand in reflective journal entries

Discussion:

Assignment: Achugar/Academic registers in Spanish in the U.S., pages 213-234

**Week 8: Oral language**

1) Hand in revised Project 2

Discussion

Assignment: Carrasco and Mrak/La enseñanza del español a los hispanohablantes bilingües y el efecto en la producción oral, pages 198-212

2) Hand in reflective journal entries

Writing workshop: Project 3

Discussion



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Assignment: Bernál-Enríquez and Chávez/La enseñanza del español en Nuevo México, pages 96- 122

### **Week 9: Language maintenance**

1) Discussion

Assignment: Carrasco and Riegelhaupt/META: A Model for the Continued Acquisition of Spanish by Spanish-English Bilinguals in the United States, pages 170-197

2) Hand in reflective journal entries

Peer editing activities; hand in Project 3

Discussion

Assignment: Ramírez/El español en la sociedad estadounidense y la sociedad en el español

[http://cvc.cervantes.es/obref/espanol\\_eeuu/bilingue/aramirez.htm](http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/aramirez.htm)

### **Week 10: Research**

1) Discussion

Assignment: Preston/Lo que el mundo sabe acerca del bilingüismo

[http://cvc.cervantes.es/obref/espanol\\_eeuu/bilingue/drpreston.htm](http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/drpreston.htm)

2) Hand in reflective journal entries

Discussion; course evaluation

Your revised version of Project 3 is due Hagerty Hall 298 (receptionist's desk) before 5:00 on the **first day of final examinations**. You may pick up your paper and your remaining reflective journal entries at the beginning of the following quarter in Hagerty Hall 298.