

SPANISH 5689S - Spanish in Ohio: An Experiential Course for Selected Majors

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Oficina : 262 Hagerty Hall
Horas de oficina: Lunes y martes de 12-2pm

Required Texts:

- **Akers-Chacón, Justin and Mike Davis. *Nadie es Ilegal: Combatiendo el Racismo y La Violencia de Estado en la Frontera.***
- **Foulis, Elena. [Latin@ Stories Across Ohio.](#)**
- **Other readings provided in class or CARMEN.**

Otros:

- Materiales: **Always bring your books to class.**
- Additional readings may be assigned from Internet sources and handouts, **please print them.**
- **Un diccionario español –español.**

Class Expectations:

This course requires you to be proactive. You will be working out in the community and are expected to complete all reading assignments before coming to class, therefore you:

- Must be organized
- Need to be an independent learner, and dedicated
- Must be professional: remember that you are not only representing yourself, but also OSU and the Spanish Department.
- *Should always be cautious about your grammar for all of your written assignments (including e-mails!)*

What should I do after and before class? Here is an approximate guideline

First day of Class and other classes:

1. We will go over homework and readings
2. Guest Speaker presents
3. You take notes to tonight posting
4. Ask, comment, and participate

...the night of the class

Read the syllabus and other recommendations (under content in Carmen)

- Do the readings on Carmen
- Do homework
- If guest speaker is on the calendar, research about them before next class
- Start thinking on where to do your service learning hours
- Think from day one about your final product

The day after class

- Start getting ready for next class

1.0 COURSE OVERVIEW

1.1 Course description

Spanish 5689S is an advanced Spanish language course. The context for the course is the Spanish-speaking communities of Columbus, Ohio. In class, guest speakers from the community discuss their work, life experiences, and career opportunities. Out of class, you go into the community to practice your Spanish skills with native and heritage speakers. In addition to regular class meetings, you are required to complete **100 hours**

of engagement activities outside of class, at least **70 hours** of which must be volunteer service in the Latino community. Successful completion of Spanish 5689S fulfills the experiential requirement for the undergraduate Spanish major.

The rewards that you can expect to gain from Spanish 5689 will be commensurate with the effort and attention that you put into learning. In the past, students have used the course to establish connections with community partners and to gain knowledge and experience that helped prepare them for graduate school and future careers. Many students have found that service learning is not only rewarding but life changing.

1.2 Course objectives

Students who successfully complete Spanish 5689S will:

- Have an overview of Hispanic demographics in Ohio and the US.
- Improve their written and oral Spanish skills through their service learning experience and class discussions.
- Identify issues important to Hispanics in Columbus, Ohio.
- Demonstrate depth of understanding, critical thinking and cognitive development.
- Develop a product that will meet or improve the needs of the Spanish-speaking community.
- Have an opportunity for reflecting on the above through a journal, class discussion, debates, and other forums.

GRADE BREAKDOWN

15% Carmen group discussions

15% In-class discussions

5% Reflective essay

5 % Small group field trip report

10% Progress reports and project proposal

10% Oral exam (role-play, three possible scenarios)

20% Portfolio (index, reflective essay, engagement log, documentation, letters)

20% Digital Narrative story and final product

TOTAL: 100%

1.3 Department of Spanish and Portuguese grading scale

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

1.4 Absence, tardiness, early departure policy

Most of our class sessions involve visits from community leaders. Therefore, it is important that you arrive to class on time and stay for the entire period.

- You are allowed **two** “grace” absence, which cannot be taken on a day when you are scheduled to make a presentation or a report. For each subsequent absence 2% will be deducted from your final grade.
- Missed work can only be made up if you have valid documentation. Legitimate excused absences include the following: verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is your responsibility to notify the instructor of any excused absences 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.

GUIDELINES FOR COURSE ASSIGNMENTS

Carmen Discussions (15%)

Discussions: Two times a week, on Tuesdays and Thursdays, I will provide a discussion-question. You will post your reply by Midnight on the next day (Wednesday-Friday). The length of your comments is min 200 words, max 250. You can comment on other postings, but you should provide your unique perspective. You should use the class material, readings and guest speakers' comments to answer. Your comments should be insightful, relevant to our class, and critically reflective. I encourage you to constructively challenge the accuracy, logic, relevance, or clarity of statements made by others, or our class readings. Absolutely, **no Late** postings will be accepted.

The discussion entry should be the combination of thoughts about 3 things:

1. Assigned readings (with direct quotations from the source, a few lines only).
2. Class guests and activities
3. Questions for the guest speaker
4. Your own experience

Provide a title and always, always sign your NAME.

CLASS PARTICIPATION (15%)

You are expected to be an active participant in all class sessions by volunteering insightful, tactful, and relevant comments and questions. We will have several guests during our first weeks of classes. While the presenter talks, you will write down **2 possible** questions and if times allows, you will asked them. You are also encouraged to develop your understanding by incorporating insights from the required textbook and other readings, along with what you learned from the speaker.

In-class activities/discussions are only done in class, and cannot be made up.

SMALL GROUP FIELD TRIP AND REPORT (5%)

On September 30th, small groups of students will visit a Latino market, restaurant or business, conduct a mini-investigation, and buy some small item(s) or food. Groups and locations will be determined in class.

Your report should include but it is not limited to:

- Hours of operation; description of store/restaurant
- Types of products sold
- Article(s) purchased
- Clientele (all Latinos; diverse clientele; are they regulars?)
- The ambience of the business (i.e. music, t.v. playing, people there just hanging out, etc)

Your group will need to interview an employee (Be polite! Introduce yourselves; say that you are students from The Ohio State University and that you would like to know more about the store/restaurant.)

To get credit for this activity you will: bring a camera and record the group attending the store and interviewing the owner/personnel? You group will give a 5 min in-class presentation on the following class meeting.

Progress reports (10%) Due in Carmen Dropbox

You will make a bi-weekly progress report on all work done since the last report was made. It should include a run-down of all the hours and activities for that week (how many hours spent watching videos, conversing with native speakers, service-learning, etc.) and a running total for the course, as well as an indication of work done towards the final presentation and final product.

The report should be a table (see below, I will also show you one in class) and a 300 min word paragraph, reflecting critically on your experience and learning.

Sample: Lista de actividades (Activities log)

Keep a log IN SPANISH of all out-of-class activities. Create a log based on the following model; calculate accurately the total number of hours. Make-up hours should be clearly noted in a separate section. The log should be typed in table format (double-spaced, 1-inch margins all around). I will also show you another example in class.

Número	Fecha	Sitio	Actividad	Horas	Minutos
1		El arepazo	Cena/charla con amigos latinos	6	30
2		Mi apartamento	Películas	2	0
3		Revistas y blogs	Leer	1	30
4		Global Academy	tutoria	5	
5		Coalicion Hispana	ESL, Administración, con Los niños	10	
Tiempo total				25	0

DO NOT FORGET A PARAGRAPH. Reports that fail to provide a paragraph will not count.

Deposit your report in the CARMEN dropbox, always check for due dates.

ORAL (ROLE-PLAY, THREE POSSIBLE SCENARIOS) 10%

Since you'll be working with many Spanish speakers in the community, it is important that you feel comfortable with situations you might encounter in real life. We will talk more about these interpreting scenarios in class.

Portfolio (20%)

(index, reflective essay, engagement log, documentation, letters)

FINAL PRODUCT (20%)

Project proposal

From the first day of class you should strive to identify a final project and product that will meet the needs of the Spanish-speaking community. Write a proposal of 250 words (typed, double-spaced in 12-point font) IN SPANISH about your final project and final product. Your proposal is due in the CARMEN dropbox, please check for due date. Your proposal should include:

- a detailed description of your final project and product.
- Justification of how your final project and product will meet the needs of the Spanish-speaking community.

The final product is not a "paper" based on library resources. Final products may be audio, visual, artistic, electronic, or they may combine media. They must be related to the Hispanic experience in Ohio. Part of the rationale for this assignment is the importance of creating a network of personal contacts and other resources that will assist the individual with maintenance of linguistic skills, even after the course is over. By sharing the final product with the class, all of us are able to take advantage of the links you provide to new linguistic, cultural, social, and professional opportunities.