

Syracuse University
Department of Languages, Literatures and Linguistics
Spanish Program

Spanish 439/639: Community Outreach: Language in Action
Fall 2013

GENERAL INFORMATION:

Instructor: Prof. Ticio

Sessions: On campus/La Casita Cultural Center and on agency.

- Group Meetings, some of them at La Casita Cultural Center (See tentative schedule below)
- One-on-one appointments (See tentative schedule for location)
- The schedule for service learning experience will vary depending on the student's interest and personal schedule, with a total service learning time expected of 24-30 hours distributed evenly through 8-10 weeks.

Room and Time on Campus: Link Hall 101 F 9:30am-12:30pm [Group meetings on Campus]

Office Hours: Mondays and Wednesdays from 11am-12pm (and by appointment) at HBC 328.

Phone: 443-5488

E-mail: mticioqu@syr.edu (best option)

Course description:

This course is designed to provide the advanced Spanish student with a total immersion experience in the Spanish-speaking community in Syracuse. Depending on the student's interest/background, s/he will be placed in a different organization (or department within the organization), and will have an orientation, hands-on learning, and an eight to ten-week service learning experience (total service learning time expected 24-30 hours), performing volunteer work for the community.

The emphasis will be on improving spoken and written Spanish through a variety of individual and group activities performed in the community organization and on campus. From a linguistic point of view, the course will expose the student to the new vocabulary related to the volunteer work s/he will perform, to different dialectal varieties of Spanish, and will compel the student to use his/her second language in spontaneous situations, breaking the language barrier and its associated taboos.

In addition, the course will serve as an exceptional experience in which the student will access the reality of the Hispanic community in Syracuse, as a window for the situation of Hispanics in the US, while gaining valuable real-world experience in Spanish.

The course will promote the students' interest in helping their community and allow students to immerse themselves in the Hispanic community, enabling them to experience firsthand the culture and values of the language being acquired.

Course objectives:

1. Practice and improve written and spoken Spanish, as well as comprehension.
2. Learn Spanish vocabulary in a particular field of expertise.
3. Create technical reports in Spanish, and a final reflective report about the experience.
4. Read two reference works: one focused on the overall situation of Hispanic community in the US, and a second one focused on the particular activity to be performed.
5. Learn about and visit the Syracuse Hispanic community and organizations.

6. Have a (first) service learning experience in Spanish while practicing the technical skills acquired in SU programs.

Learning Outcomes

- After taking this course, the students will have a better understanding of the Hispanic community in the USA and in the Syracuse area.
- After taking this course, the students will improve their written and spoken Spanish, as well as comprehension.
- After taking this course, the students will have acquired the basic Spanish vocabulary in a particular field of expertise.
- After taking this course, the students will have acquired basic knowledge on the History of the Spanish language, varieties of Spanish, and the linguistic properties of the Spanish spoken in the USA.

❖ STUDENTS' RESPONSIBILITIES:

1. Attendance to scheduled group sessions, one-on-one appointments (at least 2 one-on-one appointments), service learning assignments, and Active Participation in discussions. Given the reduced number of group sessions attendance to group sessions is mandatory and will only be waived under extreme circumstances.
2. Homework (4 written short reports posted in Blackboard as blog entries, occasional individual assignments to reinforce grammatical points), and oral presentations in the group meetings.
3. Collaboration with local agency (service learning assignment), as agreed during the first weeks of course.
4. Oral report: Individual presentation to the group. Short-analysis of the experience putting it in context. 10 minutes/student.
5. Term paper: Students will select a topic related to the Latino community (history, immigration, rights, etc.) and provide with a critic survey on the topic, along with their analysis. The term paper must be 1,500-2,000 words. Graduate students will prepare a research paper on Hispanic linguistics.

❖ GRADING SYSTEM:

Undergraduate students

Attendance/Participation	20%
Homework (4 short written reports, 400-600 words EACH Report)	20%
Oral presentations (3, 15-20 minutes, group presentations)	15%
Term Paper (1,500-2,000 words)	20%
Final Oral report (10 mins., individual presentation)	15%
Supervisor's Evaluation	10%

Grad Students

Homework (4 short written reports, 800-1,000 words EACH Report)	20%
Oral presentations (3, 15-20 minutes, group presentations)	15%
Term Paper (Research paper, talk to me for guidelines and topics)	40%
Final Oral report (10 mins., individual presentation)	5%
Supervisor's Evaluation	20%

1. ATTENDANCE/PARTICIPATION

- Student athletes, band members and members of other university organizations should bring a letter from their supervisor or specific department during the first week of the semester indicating the dates of their organized activities.
 - **Tardiness:** Your supervisor may deny admission to students who arrive **10 minutes late** to the performance site. Your instructor may deny admission to students who arrive **10 minutes late** to the monthly session.
 - **Two unexcused absences** to the performance site may constitute basis to drop the student from the course.
 - Participation via Blackboard and group meetings is a necessary component of this course. You are responsible for contacting other classmates to obtain any information discussed in the (unlikely) event of a missed meeting.
2. **HOMEWORK:** There will be four (4) homework assignments required (400-600 words) throughout the semester. All homework should be sent electronically as blog entries via Blackboard. **Late homework will not be accepted.**
 3. **ORAL REPORT:** Individual presentation to the group. Short-analysis of the experience putting it in context. 10 minutes/student.
 4. **TERM PAPER:** Students will select a topic related to the Latino community (history, immigration, rights, etc.) and provide with a critic survey on the topic, along with their analysis. The term paper must be 1,500-2,000 words. A research paper on Hispanic linguistics is mandatory for graduate students.

❖ READINGS:

- Readings on the Hispanic Community:

Fraga, J. A. et al. 2010. *Latino Lives in America: Making It Home*. Philadelphia, Pa.: Temple University Press

- *Readings on Spanish Linguistics:*

→ *Spanish for professionals' readings* [Technical Spanish, the particular reading will vary depending on your interest and service learning component]

→ Spanish linguistic varieties [Papers on the dialectal and sociolectal varieties of Spanish, available via Blackboard]

Janet M. Fuller. 2012. *Spanish Speakers in the USA*. New York: Multilingual Matters.

❖ SOME IMPORTANT CLASS POLICIES:

- You must provide written documentation for any absence before a make-up assignment is given. No make-up work will be considered without written, justifiable documentation for your absence.

- Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309, (315) 443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, <http://disabilityservices.syr.edu/>.
- Religious Observance Policy

“SU’s religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.”

[taken from Provost’s office communication on religious observances)

The tentative calendar of this course lists the assignments due dates. If your religious observance day/s conflict with the tentative assignment due dates, you need to fulfill the assignment prior to your absence.

- Violations of Academic Honesty will not be tolerated. This means that homework assignments and exams must be your own work. The University has established the following statement as its understanding of what constitutes a student’s breach of the principles of academic honesty. The College of Arts and Sciences accepts this as its policy as well:

Syracuse University students shall exhibit honesty in all academic endeavors. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student’s own except when properly credited to another. Violations of this principle include: giving or receiving aid in an exam or where otherwise prohibited, fraud, plagiarism, the falsification or forgery of any record, or any other deceptive act in connection with academic work. Plagiarism is the representation of another’s words, ideas, programs, formulae, opinions, or other products of work as one’s own either overtly or by failing to attribute them to their true source. (Section 1.0, University Rules and Regulations.)

- All cellular phones must be turned off or muted during class time. If your phone rings during class, you will lose the participation grade for that day. NO texting is allowed. Laptops will be allowed EXCLUSIVELY to take notes or during a presentation.
- **No Extra Credit is available for this course.**

❖ **TENTATIVE COURSE SCHEDULE:**

Week 1: 8/30 [Meeting on Campus (Link Hall 101)]

- Introduction to the course, organization and assignments
- First contact with the (Syracuse) Hispanic community, and brief introductions to collaborating agencies.
- Reps. from the Mary Ann Shaw Center and the Public Safety Department will visit our class.

Assignments for week 1:

Choose two possible placements for your service learning experience

Introduction to the agency (upload a 3-5 minutes introduction of yourself to the agencies).

Sign up for first oral presentation on Blackboard.

Reading Assignments: First package of readings online

Week 2: 9/6 [Meeting on Campus (Link Hall 101)]

- Reps. from the Mary Ann Center Shaw Center will visit us—bring in your questions
- Agency assignments are announced!!
- Discussion on First readings

Assignments for week 2:

- 1st Oral presentation is due next week (week 3), prepare your presentation.
- Relevant readings to prepare 1st. oral presentation.

Week 3: 9/13 [Meeting at La Casita Cultural Center]

- Oral presentations (I) and discussion: ‘Hispanics in the US’ theme
- Visit to the agencies

Assignments for week 3:

- Arrange first visit to performance site/agency [CPCS transportation starts on 9/16]
- Sign up for second oral presentation (due: week 7) online
- First blog entry (Blackboard) is due by the end of week 3 [First impressions & expectations]

Week 4: 9/ 20 [1 Service learning experience]

- First week on performance site/agency

Assignments for week 4:

- Prepare oral presentation (II) for Meeting 4 on 10/4.
- Relevant readings to prepare 2nd. oral presentation.

Week 5:9/27 [2 Service learning experience]

- Work on performance site/agency
- Schedule your appointment for your one-on-one appointment on Blackboard

Assignments for week 5:

- Prepare oral presentation (II) for Meeting 4 on 10/4.
- Relevant readings to prepare 2nd. oral presentation.
- Second blog entry is due at the end of this week (Blackboard).

Week 6: 10/4 [3 Service learning experience] [Meeting at La Casita Cultural Center]

- Work on performance site
- Oral presentations (I) and discussion: ‘The language of our community’ theme.

Assignments for week 6:

Relevant readings to prepare 2nd. oral presentation.

Week 7: 10/11 [4 Service learning experience] [Individual Meetings (Link Hall 101)]

- One-on-one appointments [schedule your appointment on Blackboard]: *Individual meetings* (midterm evaluation with feedback from supervisor and instructor).
- Work on performance site

Week 8: 10/18 [5 Service learning experience]

- Work on performance site

Assignments for week 8:

- Choose third oral presentation (due: week 10) topic online.
- Relevant readings to prepare 3rd. oral presentation.
- Third blog entry is due at the end of this week (Blackboard).

Week 9: 10/25 [6 Service learning experience]

- Work on performance site.

Assignments for week 9:

- Choose third oral presentation (due: week 10) topic online.
- Prepare oral presentation (III) for group meeting 5, send topic chosen.
- Relevant readings to prepare 3rd. oral presentation.

Week 10: 11/1 [7 Service learning experience] [Meeting at La Casita Cultural Center]

- Work on performance site
- Oral presentation (III), and discussion.

Week 11: 11/8 [8 Service learning experience]

- Work on performance site

Assignments for week 11:

- Fourth blog entry is due at the end of this week (Blackboard).

Week 12: 11/15 [9 Service learning experience] [**Individual Meetings** (Link Hall 101)]

- One-on-one appointments [schedule your appointment on Blackboard]:
- Work on performance site

Assignments for week 12:

- Prepare oral presentation (IV).
- Relevant readings to prepare oral presentation IV.

Week 13: 11/22 [10 Service learning experience] [**Meeting at La Casita Cultural Center**]

- Work on performance site
- Final oral presentation, individual presentation (IV), and discussion.
Theme: 'Our experience in the community'.
- Prepare and bring items for the final display

Assignments for week 14:

- Work on final paper/report draft
- Prepare and bring items for the final display

Week 14: Sunday, November 24 - Sunday, December 1 [Thanksgiving week-NO CLASSES]

Week 15: 12/6 [**Meeting at La Casita Cultural Center**]

Final display of students' work at La Casita during this week

- Set up Final display.
- Exit questionnaire
- Final paper due by 12/12/2013.