Faculty Contact Information
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Course Description
SPAN 570 is an intensive, team-taught course in which learners engage in advanced exploration of issues of importance to Spanish-speaking communities in Oregon and facilitate the learning of undergraduate native speaker and second language students. The course addresses all communicative skill areas (reading, writing, speaking and listening) and includes content in the areas of literature, linguistics, culture, civic engagement, and service-learning. Successful completion of the full 15 credits with a grade of B or higher meets requirements for the graduate minor in Contemporary Hispanic Studies.

Class Meetings
The class meets as a group every MWF from 9:00 until 2:00 with a break around the noon hour. In addition, participants are expected to dedicate an average of 8 hours per week to internship requirements on their own.

Prerequisites
SPAN 570 may only be taken with instructor permission. Students should have completed SPAN 599 (Developing a Learning Community) before enrolling in SPAN 570. Proficiency in oral and written Spanish at the ACTFL Advanced-Low level or above is required. All prospective students will be screened for Spanish proficiency, scheduling conflicts, and readiness for learning in a collaborative setting and working with the public. If there is high demand for the course, enrollment priority will be granted to majors and minors in the Contemporary Hispanic Studies program.

Articulation with Contemporary Hispanic Studies Requirements
SPAN 570 addresses each of the Contemporary Hispanic Studies objectives listed below in the following ways:

• **Communicator:** SPAN 570 participants will improve their ability to communicate orally and in writing in both English and Spanish in a variety of settings.

• **Scholar:** SPAN 570 participants will engage in original research.

• **Critical user of technology and information:** SPAN 570 learners will use computer resources for learning and develop technical skills related to new media production.

• **Lifelong learner:** SPAN 570 learners will engage in self-directed study of personally relevant topics.

• **Engaged citizen:** SPAN 570 learners will make a significant contribution to the work of local non-profits and other agencies that serve underrepresented populations.

• **Cultural mediator and advocate:** SPAN 570 participants will facilitate difficult conversations about social and political issues with undergraduate learners and members of the local community.

SPAN 570 may replace the following classes listed as requirements for the Contemporary Hispanic Studies degree in the official OSU catalog:

- 3 credits internship (SPAN 510)
- 6 credits culture (SPAN 538 and one additional elective in Spanish culture, literature, or linguistics)
- 3 credits literature (SPAN 545 or SPAN 546)
- 3 credits Spanish language (SPAN 561, SPAN 562, or SPAN 563)

The theme of this course changes every year, so this syllabus should be viewed as a template or sample.
Learning Objectives

- Improve proficiency in the “Five Cs” (Communication, Cultures, Connections, Comparisons, and Communities) as well as the additional area of Consciousness.
- Think critically about the ways in which English-speaking and Spanish-speaking populations interact with each other in the United States and abroad.
- Identify and appreciate ways in which cultural products such as language dialects, film, literature, cuisine, and visual arts reflect, reinforce, exploit and/or challenge social values and power structures.
- Produce technically competent, ethically responsible and artistically adept visual, audio and textual interpretations of the course theme for public exhibition and/or publication
- Demonstrate proficient use of writing as a tool for learning and for scholarly and creative expression.
- Demonstrate an understanding of the ways in which different groups of Latinos are systematically deprived of access to power and resources by public opinion and institutional practices.
- Discuss ways in which language and race intersect with gender, sexual identity, and social class to create or maintain systems of oppression.
- Improve civic engagement skills needed for positive social change: communication, organization, collective decision making, and critical thinking.
- Develop and execute strategies to engage undergraduate learners in academic exploration of issues facing Spanish-speaking populations.
- Adjust personal attitudes and behavior to reflect a commitment to establishing social equity.
- Facilitate the empowerment of the local Latino community through collaborative research and public service.

Outcomes

In order to demonstrate mastery of the objectives listed above, each participant will be asked to provide evidence of having displayed certain skills and attitudes during the course. The following three sets of outcomes should provide some guidance about what will need to be included in your final course portfolio. These lists are lengthy and have a bit of repetition, but this is a 15-credit course and some complexity is to be expected.

- Engage in independent research on the course theme that includes perspectives from multiple disciplines.
- Research and present accurate and insightful information to other learners in the course that contributes to the whole group's understanding of the theme.
- Describe the varieties of Spanish used in the environments related to the course theme and discuss the linguistic and sociopolitical effects of Spanish/English contact in those spaces in written and oral work.
- Read and analyze a variety of films, non-fiction, and literary works that explore the course theme and demonstrate your comprehension using writing, oral communication, and/or forms of artistic expression.
- Present formal and informal writing samples that provide evidence of exploration of the ways in which socially constructed systems based on race, ethnicity, gender, political ideology, etc. are used to maintain an inequitable distribution of power and resources.
- Collaborate in the planning and execution of a community-based project that will lead to a “deliverable” product (exhibition, performance, publication, etc.) that will deepen understanding of the Latino experience in Oregon for learners in the class, educate the public, and serve as a vehicle of empowerment for marginalized members of our community.
- Collaborate in the planning and execution of original, team-based research about an aspect of the course theme using appropriate sociolinguistic or ethnographic methods.
- Display proficient application of the skills of civic engagement: communication, organization, collective decision making, and critical thinking.
- Demonstrate the dispositions and behaviors required to interact productively with the public, and in particular with people who are impacted negatively by the political, social, and economic systems that are associated with the course theme.
 Required reading

We will be reading the following full-length books as a class. There will be a substantial number of article-length readings available on reserve or on Blackboard in addition to these books, and learners are expected to find additional resources of personal interest on their own.


Additional Resources Required

- Very large 3-ring binder for compiling your course portfolio
- Supplies for creating artistic responses to assigned literary readings
- Cash for incidental expenses on field trips.
- Media production equipment may be required; you may check out cameras, microphones, etc. free of charge with student ID at Student Multimedia Services in the library. See [http://oregonstate.edu/is/mediaservices/sms/](http://oregonstate.edu/is/mediaservices/sms/) for more details.

Learning/Assessment Activities

Assignments are developed by students in SPAN 599 (Developing a Learning Community) prior to the start of this course. Typical assignments used to demonstrate knowledge of course objectives include:

1. **Participation.** Each participant will assess his or her contributions to the overall success of the group by tracking the factors included on the participation assessment rubric (e.g. attendance, preparation)
2. **Oral Presentations.**
   a. **Seminars.** Each learner will prepare a series of activities designed to help the class explore an assigned book or film. These should be interactive and expansive, not a simple summary of the assigned content.
   b. **Artistic Response.** Each person will need to prepare and present an artistic response to the Oyá presentation or to an approved substitute activity. Responses may incorporate visual arts, music, movement, video, photography, poetry, etc.
3. **Journals.** Each learner will maintain a reading journal that contains one entry per class meeting.
4. **Blog.** When inspiration strikes, learners may add material from a journal entry or other assignment to the course blog for public discussion and comment. Additional requests to post to the blog may be made on occasion—creative writing, information on products or ingredients, etc.
5. **Events.** Each participant should attend at least two outside events sponsored by a local non-profit or other organization that serves the Spanish-speaking community and prepare a written summary or brief presentation for the full group.
6. **Response papers.** Each participant is expected to complete a formal response to assigned books. Two of the responses must take the form of a formal written paper, and two must be primarily creative in nature (e.g. poetry, drawing, photography, etc.) with an accompanying written explanation or interpretation.
7. **Video project.** Each participant will contribute to the production of a short video of 5-10 minutes in length designed to illustrate aspects of the course theme to the broader public.
8. **Comprehension questions.** Each class will start with a 15-minute writing activity in which learners will respond to one or two comprehension questions based on material assigned during the previous week. These questions are designed to assess intellectual engagement and are not graded.
9. **Micro-themes.** Five micro-themes will be requested during the term on unspecified dates. In order to get credit, participants must complete and submit these short-subject essays on time. Each must contain at least 80-100 words of writing that is completely on topic.
10. **Research paper.** Each learner is expected to write a research paper in Spanish of at least 2,000 words (10 pages) on a topic relating to the course theme. This paper must follow style guidelines used in language and cultural studies (MLA, APA or LSA). A separate handout describes this project in more detail.
11. **Internship.** Each participant must complete 80 hours of internship. This time includes any required training except the online IRB course, which must be completed before beginning the internship experience. The 80 hours also may include the time dedicated to peer mentoring with undergraduates who are engaged in
community-based research or service-learning in Corvallis.

Assessment

Formative assessments will include oral and written feedback from instructors, peer discussion and review of presentations and written work, and self-evaluation based on rubrics developed by the group at the winter term retreat.

Summative assessments (final grades) will be based on work samples accumulated through the course. You will present your comprehensive course portfolio at the end of the term in a private interview with the program faculty. You must bring with you a short paper in which you summarize your mastery of the course objectives and propose a final course grade. This should be a fairly straightforward task because you will have engaged in an ongoing process of self-evaluation and consultation with the faculty resource team during the entire quarter.

The common language that will be used for all kinds of formative assessment is as follows:

- **6 Exemplary.** Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions.
- **5 Strong.** Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and learning strategies.
- **4 Proficient.** Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and strategies and reflects considerable care and commitment.
- **3 Developing.** Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths, but tends to have more weaknesses overall.
- **2 Beginning.** Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.
- **1 Exploring.** Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

At the end of the course your summative assessment will need to be reported to the university in the form of standard A-F grades. The translation between the language our class will use internally and the grade system used for official university records is as follows:

- **Exemplary** = High A grade
- **Strong** = Low A or high B
- **Proficient** = Mid to low B
- **Developing** = C-range
- **Beginning** = D-range; unsatisfactory under Graduate School policy, inadmissible on program of study
- **Exploring** = F

Intellectual Property

The community-based philosophy of the course encourages the collaborative creation and sharing of knowledge. For that reason, it is a requirement of the class that certain assignments be made available for public use. Writing, photographs, videos, and other creative works produced for inclusion in class projects that will be made public must be submitted with a license that permits the instructors and others to display and reproduce that material. In most cases this permission will need to take the form of a GPL or Creative Commons license, which allows you to keep your copyright to the work and at the same time provide prior permission for others to use your work for non-commercial purposes. Appropriate license agreements will be made available when necessary.

Civility and General Student Behavior in Class

According to OSU Academic Regulations: “The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society. Our rules are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive....” Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception, including cheating, fabrication, improper assistance, tampering and plagiarism. For more information, see http://oregonstate.edu/admin/stucon/achon.htm.
**Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.