SPAN 470/570: Advanced Spanish Coordinated Studies

Faculty Contact Information
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Course Description
SPAN 470/570 is an intensive, team-taught course in which learners gain knowledge and skills needed to interact with Spanish-speaking communities through the interdisciplinary exploration of a single theme. Course themes are designed to highlight points of convergence or contact between English-speaking and Spanish-speaking communities. The course addresses all communicative skill areas (reading, writing, speaking and listening) and includes content in the areas of literature, linguistics, culture, and civic engagement. Students receive up to 15 credits for successful completion of this course, which may be taken more than once for a total of 30 credits provided that the course themes are not repeated. Students who wish to use this course to meet Spanish major requirements may not take this course on an S/U basis.

Class Meetings
The class meets as a group for 5 hours every T/Th with a break around the noon hour. In addition, participants will dedicate an average of 8 hours per week to their service-learning and community-based research activities.

Baccalaureate Core Information
SPAN 470 fulfills the Writing Intensive Curriculum (WIC) requirement in the Baccalaureate Core. Courses that meet the WIC requirement incorporate writing as a tool for learning and provide opportunities to develop proficiency in the types of formal writing used within specific disciplines. Writing tasks for this course will amount to at least 5,000 words. The total includes both informal, ungraded writing as well as at least 2,000 words of polished, formal writing that is developed through a process that includes feedback and criticism.

SPAN 470 fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. Society.

Prerequisites
SPAN 470 may only be taken with instructor permission. Proficiency in oral and written Spanish at the ACTFL Intermediate-High level or above is required. All prospective students will be screened for Spanish proficiency and scheduling conflicts, and if there is high demand for the course enrollment priority will be granted to advanced majors in Spanish, International Degree students, Latin American Affairs certificate candidates, and Spanish minors.

Learning Objectives
• Develop proficiency in the areas of focus defined by the National Standards project's “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.
• Learn to identify and appreciate ways in which cultural products such as language dialects, film, literature, cuisine, music and visual arts can 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.

• Become proficient in the use of writing as a tool for learning and for scholarly and creative expression.

• Gain an understanding of the ways different groups of Latinos are impacted by beliefs and institutional practices that promote the inequitable distribution of power and resources.

• Develop civic engagement skills for positive social change: communication, organization, collective decision making, and critical thinking.

• Understand ways in which language and race intersect with gender, sexual identity, and social class to create or maintain systems of oppression.

• 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 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.

General outcomes

• Describe the connections between each project or activity we do in the class and the course learning goals.

• Identify how scholars from several different academic disciplines would approach the course theme.

• Research and present accurate and insightful information that contributes to the whole group's understanding of the course 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.

• Read and analyze films, non-fiction, and literary works, music and art 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 group 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.

• Demonstrate critical thinking by subjecting materials examined in class to a process that seeks clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness (see criticalthinking.org).

• Describe the impact of difference, power, and discrimination on Latino communities in Oregon.

• Demonstrate the skills and attitudes needed to be advocates and allies of marginalized communities.

• 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.

WIC Learning Outcomes

To fulfill the WIC component of the course, learners must:—
• Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
• Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
• Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

DPD Learning Outcomes
To fulfill the DPD component of the course, participants must:

• Explain how difference is socially constructed
• Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
• Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Graduate Learning Outcomes
• Provide leadership to undergraduate learners through consistently exemplary performance of the outcomes listed above.
• Create and execute learning modules that implement the theories and best practices of critical pedagogy learned in LING 545.
• Help manage the service-learning component of undergraduate participants by leading them in written and oral reflection activities about their experiences in the community.
• Connect the learning community experience with your personal research plan and other aspects of your graduate program and illustrate that connection in the form of bibliographies, outlines, IRB proposals or other similar project-related documents.

Required reading
The group decided in the winter preparation class to use the following resources. There may be changes at any time, and a substantial number of additional readings available on reserve or on Blackboard depending on the requests made by our guest speakers.

Books

Theater and film

Learn to be Latina. Enrique Urueta.

Articles and book chapters - See Canvas.

Additional Resources Required
• Very large 3-ring binder for compiling your course portfolio
• Supplies for creating artistic responses to assigned literary readings
• Transportation fee of (currently $28) for field trips
• Resources for optional incidentals (printing, t-shirts, social events, etc.)

Learning/Assessment Activities
Assignments were developed by the entire group in the winter retreat. We decided that the following items provide adequate opportunities to demonstrate knowledge of the course objectives:
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. **Artistic Response.** Each person will need to prepare and present an artistic response to the theme of “Globalization.” Responses may incorporate visual arts, music, movement, video, photography, poetry, etc.. A written summary is required for each artistic response.

3. **Journals.** Each learner will maintain a personal journal that may have short entries for each class or a single lengthy entry per week. Entries may include personal glossaries (with examples) of new words.

4. **Events.** Everyone should participate and reflect on the role they play in group-sponsored activities and events such as:
   a) Food drives.
   b) Cooking for homeless.
   c) Read Across America.
   d) The annual Kermés at Lincoln K-8.

5. **Synthesis papers.** Each participant is expected to complete two synthesis papers using themes drawn from assigned books and films.

6. **Research paper.** Because of WIC requirements, this component is required of all learning community participants each year regardless of the decisions made during the winter retreat about other learning activities and assessments. 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. To promote successful completion of this assignment, program faculty will devote time in class to guide learners through the writing process. There will be a variety of opportunities to receive feedback from peers and faculty and ample time to revise drafts. In order to receive WIC credit, participants must achieve a score equivalent to “Proficient” on this assignment (see assessment section below) and earn a final course grade of B- or higher.

7. **Formal Oral Presentations.** If all goes well with the research component in Independence, there will be a public presentation about the project. If this is not possible, there may be some other formal oral presentation that allows participants to develop formal academic speaking skills.

**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.

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; minimum grade to meet WIC/DPD requirements
- **Developing** = C-range
- **Beginning** = D-range; U for anyone taking the class S/U
- **Exploring** = Not passing (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/studentconduct/offenses](http://oregonstate.edu/studentconduct/offenses).

**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.

**Safe Zone Policy**

As important scholars such as bell hooks and Paulo Freire have observed, teaching is an overtly political activity that should be used to bring about liberation on both a personal and a collective level. All the discussion of social issues is of little value unless we recognize our participation in systems that create or sustain oppression and commit to change. But political discussions often involve disagreement, and we are likely to have a number of conversations that will require the consideration of points of view from all parts of the political spectrum. It is important that we remain respectful of each other's life experience. Please frame your written and oral communication and other interactions with the group with this in mind.

Remember that this is a course that has the explicit goal of creating a more equitable and just society. Our classroom needs to be a place in which people who are frequent targets of discriminatory attitudes, policies and practices in this country due to their race, ethnicity, language, faith, nationality, age, gender identity or expression, or physical ability can be heard without intimidation or interruption even if it means that some popular opinions held by members of the dominant culture have to take a back seat.