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. Undergraduates receive 15 credits for successful completion of this course. Graduate students have a variable credit option (1-15 credits) to be negotiated with program faculty and recorded in a learning contract before the course begins. This course may be taken more than once for full credit provided that the course themes are not repeated.

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 their service-learning placement.

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 470/570 may only be taken with instructor permission. Spanish proficiency 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, 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 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.

General outcomes
• Describe how each project or activity done in the class relates to 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 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.
• 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.

Additional graduate outcomes
In addition to demonstrating an exemplary level of proficiency in the preceding set of outcomes, graduate students will be expected to:
• Construct, facilitate, and assess interactive learning experiences related to the course theme that the rest of
the students can carry out in the classroom and local community.
• Participate in the faculty team's ongoing research on learning communities (IRB training required).
• Assist the program faculty with site visits to the community organizations in which the service-learning
component of the course is carried out.
• Write a synthesis paper on the course theme that draws on the resources studied in class as well as a
significant body of additional information developed through independent library research.

WIC Learning Outcomes
To fulfill the WIC component of the course, learners must:
• Engage in both creative and analytical writing projects that demonstrate an understanding of the
characteristics of professional writing done in the field of language and cultural studies.
• Demonstrate the use of writing as a critical thinking tool and the interactions between critical thinking,
critical reading, and writing through frequent informal and reflective writing.
• Demonstrate mastery of the writing processes by building a written research paper in stages, reviewing
work in progress in collaborative peer groups using criteria appropriate to the field, editing and polishing in
the later stages of the writing process, and applying technologies commonly used to research and
communicate within the area of language and culture studies.
• Show appropriate application of the formal conventions of usage, vocabulary, format, and documentation in
academic styles of written Spanish.

DPD Learning Outcomes
To fulfill the DPD component of the course, participants must:
• 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 ways in which systems of difference, power, and discrimination are socially constructed.
• Identify historical and contemporary examples of systems of difference, power, and discrimination in the
United States related to the course theme.
• Describe the impact of difference, power, and discrimination on Latino communities in Oregon.
• Identify ways in which we all participate in the construction and maintenance of social inequities.
• Describe the ways in which language and race intersect with gender, sexual identity, and social class to
create or maintain systems of oppression.
• Demonstrate the skills and attitudes needed to be advocates and allies of marginalized communities.

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.

Optional reading

Additional Resources Required
• Very large 3-ring binder for compiling your course portfolio
• Supplies for creating artistic responses to assigned literary readings
• Cash for Friday lunches (estimated at $5/week) and the Oyá excursion ($15)
• Resources for optional incidentals (printing, t-shirts, social events, etc.)
• Video production equipment, including cameras, microphones, lighting kits, digital recorders, etc. If you
don't own this kind of gear, you may check it out free of charge with student ID at Student Multimedia
Services in the library. See http://oregonstate.edu/is/mediaservices/sms/ for more details. You will need to
provide your own recordable media (MiniDV cassettes, memory cards, blank DVDs, 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 mastery 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. **Oral Presentations.**
   1. **Recipes.** The class will meet as a group in the MU East kitchen on Fridays to cook and eat together.
      Recipes (including appropriate historical, political, philosophical, literary connections, etc.) will be
      presented in teams of three. Each team is required to meet with Robin Ryan by Wednesday of the week
      before their presentation to discuss ingredients, recipe conversions, etc.
   2. **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 and prepare a written summary or brief
presentation.

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, photograph, 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.

Graduate students will also need to complete the following:

1. **Lesson plans.** Each graduate student will need to create at least one interactive, community-based activity
that will be used to explore the course theme.

2. **Research reports.** It is expected that each graduate student will obtain IRB certification and collaborate as
required in the collection and organization of student work samples as described in the IRB protocol in
effect at the time of the course.

3. **Synthesis paper.** Synthesis papers on the course theme must incorporate information from the sources
discussed in class as well as data gathered through independent research. This paper should, ideally, be
connected in some way to the M.A. project or program portfolio.

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 ; minimum grade to meet WIC requirement
- **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/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.