

SPANISH 232, SPANISH IN THE COMMUNITY

Instructor: _____ e-mail: _____

Office: _____ Office Hours: _____

*Any student who believes that s/he has a disability for which academic accommodations is needed should inform the instructor as soon as possible and/or contact the Division of Rehabilitation Services (DRES) at www.rehab.uiuc.edu.

*The course calendar is on the SPAN 232 Compass site.

Required Course Material

- **Abbott, Annie.** *Comunidades: más allá del aula.* (TIS). Bring to class every day.
- **Name tag.** Wear your name tag every time you work with the community partner.
- **Websites.** www.spanishandillinois.uiuc.edu (to learn more about the course and our community partners); <http://spanishandillinois.blogspot.com/> (announcements and updates); www.pbwiki.com (to sign up and/or log in to to schedule your work)

Course Description

The main goals of this course are to familiarize students with the necessary information and skills to be able to effectively communicate in Spanish, to improve their fluency, and to provide a maximum amount of opportunities to communicate in Spanish. Communication involves both listening and speaking. Therefore, students will listen to a variety of sources, including their instructor, their fellow classmates, and any video or audio component that the instructor may introduce in the course. And in order to communicate as effectively as possible in Spanish, the course emphasizes three areas:

- The content of the course focuses on Latino cultures.
- The course proposes strategies to aid effective communication, including vocabulary building for specific situations, tools for conversation management, rules on language use in formal and informal situations, and tips about cultural norms with regards to conversations.
- The course reviews specific grammar points, broadens students' general vocabulary, and points out pronunciation techniques in order to enhance communication by strengthening students' accuracy and precision.

Community-Based Learning

This course was designed with the support of a Community-Based Learning Grant from the Office of the Vice Chancellor for Public Engagement and Institutional Relations. This grant stemmed from a Partnership Illinois strategic initiative that promotes collaborations with agencies, organizations, governments, schools and communities to address critical societal issues. An important dimension of these strategic partnerships includes opportunities for students to learn firsthand about the societal challenges that face America's communities. Therefore, Spanish 232 provides students with a community-based learning experience in which all students work two hours a week at one of several places that serve Spanish-speaking people in our community. (Scheduling is done at www.spanishandillinois.uiuc.edu.) The precise nature

of the work that you will do may vary according to the varying needs of each organization and its clients.

OJO: Language use in the community. Students' community placements are designed to give the student significant opportunities to listen to, speak, read and write Spanish. However, the reality for many in the US today is that both Spanish and English are used, sometimes separately, sometimes simultaneously. And students' work in the community will draw upon both their knowledge of Spanish and English. **Do not expect to use Spanish 100% of the time.**

Course Components

***Note:** It is not easy to get the full points for any of the grade components. (See the evaluation criteria in this syllabus.) The highest scores are for truly outstanding work. Do your best!

- 1. Exámenes 25%.** There will be two exams during the semester consisting of listening comprehension activities and questions based on information presented and exchanged during class periods and in the *reflexiones* (including grammatical information). For this reason, it is imperative that for any class period that you miss, you contact your classmates for the information that you missed.
- 2. Class participation 10%.** As the title of the course suggests, all students are expected to speak in class both in discussions with the entire class and in smaller groups. Students are expected to come to class prepared, bring the appropriate course materials, and speak only in Spanish. Students will receive daily participation grades based on the set of Participation Criteria included in this syllabus. Attendance is crucial to participation since you cannot participate if you do not attend class. Participation grades are recorded beginning Week 3.
- 3. CBL participation 15%.** Students need to consistently log their work hours on-site in the community and on-line on a wiki (go to www.spanishandillinois.uiuc.edu and look under "courses" to find more information about the wiki). At the middle and again at the end of the semester, students will fill out the "Community Participation Criteria" form with a self-evaluation of their participation in the community, and hand it in to their instructor. The course supervisor and instructors will check the self-evaluation scores against the community partner feedback and the hours posted on-site and on-line; scores in Compass will reflect that cross-check. OJO: Showing up late or not showing up at all will lower your participation grade. Students do not need to ask community partners to fill out the form.
- 4. Reflexión 30%.** All *ensayos de reflexión* are due on Sundays at **midnight**. Refer to the course calendar in Compass for specific dates. At the SPAN 232 Compass site under "Discussions" you will find the topics for the *ensayos de reflexión*. The grading criteria is included in this syllabus. 80 points possible. Late work will not be accepted without proper documentation; a *reflexión* posted at 12.01am is late. *Los ensayos de reflexión* will begin Week 3. These reflective essays must contain at least 400 words and include proper Spanish diacritical marks (e.g., ñ, ó, ü). Essays that do not meet these minimum requirements will receive a 0. Topics and deadlines are listed in Compass "Discussions" and you must submit the *reflexiones* there. It is a good idea to prepare your *reflexiones* in Word so that you can include all the diacritical marks, do a word count, and then copy and paste into Compass Discussions.

- **Peer evaluations.** Occasionally you and a classmate will do a peer evaluation of your *ensayos de reflexión*. Your instructor will assign pairs for the peer evaluations, and a feedback form is included in Compass.

5. **Pruebas en Compass 20%.** You will find your quizzes under “Assessments.” The first quiz tests you on the content and organization of the course; all other quizzes are based on *Nuevos horizontes*, a radio program produced by University of Illinois Extension. You can read more about it at www.nuevoshorizontes.org. These listening comprehension activities are challenging and will test your comprehension of native speakers speaking to other native speakers at a normal speed and on somewhat complex topics. The quizzes are in your SPAN 232 Compass site. You can work ahead, so no late quizzes will be accepted. Please follow this procedure when doing the *Nuevos horizontes* quizzes.

- OJO: You have 60 minutes to complete each quiz.
- Open the correct *Nuevos horizontes* quiz in Compass.
- Do the “Antes de escuchar” activities.
- Read over the “Al escuchar” questions to familiarize yourself with the information to which you should pay special attention. Don’t answer them yet.
- At www.nuevoshorizontes.org, under "Student's Corner," listen to the assigned program and specific section. **You can listen as many times as you want.**
- Answer the “Al escuchar” questions.
- Answer the “Después de escuchar” questions.
- Read the “Para pensar más en el tema” items and think about them. They may be used in class discussions and quizzes.

*There are many free audio programs in Spanish on the internet, and you are certainly welcome to listen to them to improve your listening comprehension! *Nuevos horizontes* programs are also available for free on the internet. However, please note that the *Nuevos horizontes* **quizzes** have been developed specifically for second-language learners at this level, with the pedagogy used in this department, and with the machine-scoreable technology used on this campus. The fee that you pay for the quizzes is comparable to similar homework packages available commercially.

Course Grading Procedures

The instructor will regularly enter grades in the Illinois Compass Gradebook throughout the semester. You can check your grades at <http://compass.uiuc.edu>. Typos and mistakes can and do occur. Therefore, students should check their posted grades regularly and consult with the instructor about any questions. The final grade shown in Illinois Compass Gradebook is not accurate until all scores have been entered.

Grading Scale

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	menos de 60

Final Grade Distribution

Exams	25%
Class participation	10%
Community participation	15%
<i>Diarios</i>	30%
<i>Nuevos horizontes</i>	20%

Contrato del curso

*To be completed on Compass

Trabajar en la comunidad es un compromiso importante. Las organizaciones dependen de ti. Los clientes dependen de ti. No cumplir con tu deber afectará seriamente a tu nota para la clase.

1. Trabajo en la comunidad.

- a. **28 horas.** Cada estudiante trabajará un total de por lo menos 28 horas con una organización colaboradora en la comunidad.
- b. **Horario.** Es la responsabilidad del estudiante ponerse de acuerdo con la gente de la organización donde trabaja sobre el día/los días y la hora/las horas que van a trabajar cada semana.
- c. **Transporte.** Es la responsabilidad del estudiante llegar al lugar de trabajo ya sea por medios privados o públicos. El tiempo para llegar al lugar del trabajo no cuenta para las 28 horas de servicio.
- d. **Puntualidad.** Es necesario llegar a la hora. Si uno llega tarde o si no llega, la gente de la organización colaboradora en la comunidad informará al instructor/la instructora del curso.
- e. **Ausencias.** Si faltas a tu trabajo por alguna razón tienes que contactar la organización colaboradora y tu instructor/a para informarles o pedirles permiso. Luego, tendrás que recuperar las horas que faltaste.

2. Normas de confidencialidad e información privada.

Toda información relacionada con todos los clientes de la organización donde trabajas es absolutamente confidencial. No se puede hablar de estos clientes con otras personas fuera del curso ni fuera del trabajo. Tampoco pueden los estudiantes hablar entre sí de la información privada de los clientes.

Entiendo la información del contrato y me comprometo a seguir las normas expuestas en él.

Nombre: _____

Fecha: _____

Release

I agree to allow my image and my work in this course to be used for promotional purposes (online or in pamphlets) for the community partners, this course and *Spanish & Illinois* (www.spanishandillinois.uiuc.edu). I do not expect any remuneration.

Name: _____

Date: _____

CLASS PARTICIPATION CRITERIA

Students will receive one of the following grades depending on their participation in class. A maximum of 20 points can be earned per 4-day class week.

Very Good: 5 points

Arrives to class on time.
Comes to class prepared with all assignments completed.
Speaks only in Spanish.
Participates in all activities with enthusiasm and a positive attitude.
Contributes actively during whole class and small group activities; initiates interactions.
Asks and responds to questions during follow-up sessions.
Always listens attentively while others speak.
Frequently asks questions when something isn't clear.
Greets people and takes leave using Spanish expressions.
Gives clear, thorough and accurate feedback to fellow students both informally and with the "peer feedback form."

Satisfactory: 4 points

Arrives to class on time.
Comes to class prepared with all assignments completed.
Speaks only in Spanish.
Participates in all activities, usually with enthusiasm.
Contributes voluntarily during whole class activities.
Only rarely doesn't listen while others speak.
Sometimes asks questions when something isn't clear.
Greets people and takes leave using Spanish expressions.
Gives mostly clear, thorough and accurate feedback to fellow students both informally and with the "peer feedback form."

Unsatisfactory: 3 points

Arrives no more than 5 minutes late.
Comes to class semi-prepared.
Sometimes uses English during small group activities but always uses Spanish during class discussion.
Participation is often limited to answering instructor's questions.
Is usually an active listener while others talk.
Sometimes contributes actively during small group activities.
Gives half-hearted feedback to fellow students both informally and with the "peer feedback form."

Unacceptable: 0 points

Arrives 10 minutes (or more) late.
Comes to class unprepared.
Uses more English than Spanish when speaking with instructor or classmates.
Doesn't listen while others talk.
Doesn't contribute much to getting the task done in small group work.
Works on assignments for other classes, sleeps, or otherwise doesn't pay attention.
Gives superficial feedback or none at all to fellow students both informally and with the "peer feedback form."

Note: Merely showing up for class does not guarantee you will receive participation points.

ENSAYOS DE REFLEXIÓN EVALUATION CRITERIA (80 points possible)

taken from

Lee, James F. Tasks and Communicating in Language Classrooms. Boston: McGraw Hill Higher Education, 2000.

Content/Information Conveyed

20-18 points

Contributes relevant information.
Develops ideas by speaking in multiple sentences.
Consistent performance across the entire activity.

17-16 points

Contributes relevant information.
Some development of ideas but tends to use single sentences.
Not-so-consistent performance across the entire activity.

15-14 points

Contributes adequate information.
Not much development of ideas.
Almost always communicates in single sentences.

13-12 points

Contributes little information or information lacks substance, is superficial, inappropriate, or irrelevant.
Communicates in single sentences or only in phrases.

Comprehensibility

20-18 points

Stays all in Spanish and comprehensibility not affected by errors.

17-16 points

Stays all in Spanish but comprehensibility sometimes affected.

15-14 points

Sometimes uses English and/or comprehensibility is affected.

13-12 points

Overuse of English and/or comprehensibility is effortful.

Vocabulary

20-18 points

Demonstrates extensive vocabulary.

No use of English words.

Almost always uses appropriate word.

Rarely if ever searches for words.

17-16 points

Demonstrates a large vocabulary.

No use of English words.

Almost always uses appropriate word.

Seldom misses or searches for words.

15-14 points

Demonstrates moderate vocabulary.

Sometimes uses English or invents words.

Frequently misses or searches for words.

13-12 points

Demonstrates small vocabulary.

Overuses English or overuses invented words.

Vocabulary limits comprehension.

Grammar

20-18 points

Uses appropriate syntax and morphological forms.

Controls most structures used (consistently high performance).

Few error types.

17-16 points

Uses mostly appropriate syntax and morphological forms.

Controls some of structures used (some inconsistency in performance).

Errors are frequent.

15-14 points

Uses inappropriate syntax and morphological forms.

Control of structures is an issue.

Errors are frequent.

13-12 points

Uses inappropriate syntax and morphological forms.

Control of structures is an issue.

Errors dominate.

MIDTERM: COMMUNITY PARTICIPATION CRITERIA (25 points possible)

Student Name: _____

Place of Work: _____

1. **Reliability.** The student arrives on time to appointments and begins work promptly. During his/her time at the community partner place of work the student stays focused on the work and is productive.

Agree 5 4 3 2 1 Disagree

Explain with specific examples of your work:

2. **Thoroughness.** The student is capable of carrying out a task from beginning to end. He/She does not leave loose ends for others to pick up. The student is also willing to tackle all kinds of tasks, not just the easiest or most pleasant ones.

Agree 5 4 3 2 1 Disagree

Explain with specific examples of your work:

3. **Responsibility.** The student understands privacy issues and can be relied upon to maintain confidentiality. The staff feels that they can assign the student a task without checking up on him/her every step of the way.

Agree 5 4 3 2 1 Disagree

Explain with specific examples of your work:

4. **Enthusiasm.** The student cooperates with all members of the staff and all clients and visitors. He/She carries out his/her tasks in a pleasant manner, putting the staff, clients and visitors at ease.

Agree 5 4 3 2 1 Disagree

Explain with specific examples of your work:

5. **Initiative.** The student goes beyond the minimum requirements of the task assigned to him/her. He/She keeps busy even after completing an assigned task and volunteers ideas about possible tasks or approaches to them. Student is not afraid to initiate and sustain conversations in Spanish.

Agree 5 4 3 2 1 Disagree

Explain with specific examples of your work:

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END-OF-SEMESTER: COMMUNITY PARTICIPATION CRITERIA (25 points possible)

Student Name: _____

Place of Work: _____

1. **Reliability.** The student arrives on time to appointments and begins work promptly. During his/her time at the community partner place of work the student stays focused on the work and is productive.

Agree 5 4 3 2 Disagree 1

Explain with specific examples of your work:

2. **Thoroughness.** The student is capable of carrying out a task from beginning to end. He/She does not leave loose ends for others to pick up. The student is also willing to tackle all kinds of tasks, not just the easiest or most pleasant ones.

Agree 5 4 3 2 Disagree 1

Explain with specific examples of your work:

3. **Responsibility.** The student understands privacy issues and can be relied upon to maintain confidentiality. The staff feels that they can assign the student a task without checking up on him/her every step of the way.

Agree 5 4 3 2 Disagree 1

Explain with specific examples of your work:

4. **Enthusiasm.** The student cooperates with all members of the staff and all clients and visitors. He/She carries out his/her tasks in a pleasant manner, putting the staff, clients and visitors at ease.

Agree 5 4 3 2 Disagree 1

Explain with specific examples of your work:

5. **Initiative.** The student goes beyond the minimum requirements of the task assigned to him/her. He/She keeps busy even after completing an assigned task and volunteers ideas about possible tasks or approaches to them. Student is not afraid to initiate and sustain conversations in Spanish.

Agree 5 4 3 2 Disagree 1

Explain with specific examples of your work:

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