

SPAN 332 *Español y empresariado: lenguas, culturas y comunidades* **Prof. Ann Abbott**

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

Required Course Materials

- Abbott, Ann and Darcy Lear. *Español y empresariado: lenguas, culturas y comunidades*. Xanedu. (Coursepack available at campus bookstores.)
- Dees, Gregory J., Jed Emerson, and Peter Economy. *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*. New York: John Wiley & Sons, 2001.
- Websites
- Visit <http://www.spanishandillinois.uiuc.edu/courses.html> to learn more about this course and how to schedule your community work.
- Check <http://spanishandillinois.blogspot.com/> for announcements and news.
- Go to <http://cblschedulesp09.pbwiki.com/> to schedule you work in the community.
- See the Office of Volunteer Program's information if you need to make up hours or want to do extra <http://www.union.uiuc.edu/ovp/sle/index.html>.

Prerequisite

SPAN 232 "Spanish in the Community" with a minimum grade of B, or consent of instructor. SPAN 232 gives students a solid understanding of the pedagogy of community-based learning (CBL), insight into Champaign-Urbana Latino communities, experience with community partner organizations, and practice with the reflective learning process involved in CBL. That background is crucial for SPAN 332 which asks students to build upon that previous experience. In this course students sustain their community service learning with partner organizations; they examine the theories of social entrepreneurship against their own experiences with the community partner organizations; they work with local Latinos to gain the cultural and linguistic knowledge that is indispensable to creating successful social ventures.

Definition.

Entrepreneurship is about much more than starting a business. We will use the following definition throughout the course.

Entrepreneurship is a three-step process:

1. Recognize an opportunity
2. Gather resources
3. Create something of value

Example: Many Latinos arrive in a rural Midwest community to work at a new factory. Housing is scarce and local landlords are unfamiliar with some cultural practices of the new community members. A social entrepreneur recognizes an opportunity (to create affordable housing), gathers resources (connects with a nearby Habitat for Humanity chapter; collects building materials from local suppliers; directs volunteer labor; collects stories of cross-cultural misunderstandings), and creates something with social value (affordable housing units linked to participation in a series of landlord/tenant cultural information exchange workshops).

Example: An urban US community finds that many Latino youth are home alone after school while their parents work multiple jobs and multiple shifts. A social entrepreneur recognizes an opportunity (to create a safe and educational after-school program), gathers resources (invites people within his/her social network to volunteer; convinces a local school to house the program in the school library; connects to service organizations already in place at a local university; charges parents on a sliding scale in order to afford supplies), and creates something with social value (homework help program with special attention to developing literacy skills).

In the course we will draw upon examples of social entrepreneurs in Latin America (e.g., Ashoka www.ashoka.org Fellows from Latin America, Acción www.accion.org a non-profit microcredit organization originally founded in Latin America and then brought to the US, etc.), in the US, and around the world. However, it is important to note that many people who can be described as social entrepreneurs may not be familiar with that term themselves. In this course we are concerned with understanding the entrepreneurial process and recognizing examples of entrepreneurial activity that address social issues.

Course Goals

- 1. Introduce the theory and practice of entrepreneurship.** Entrepreneurship (opportunity recognition, resource gathering and value creation) is a framework that can help us look at important social issues in our communities (and specifically in US Latino communities) and think of creative, sustainable ways to address those issues. While social entrepreneurship is certainly not the only way in which communities organize themselves or individuals develop successful social programming, it will provide us with some basic conceptual and evaluative tools. It is impossible to successfully recognize opportunities, gather resources and create something of value if you do not know the cultures and languages of the communities with which you are working. Therefore, the cultural and linguistic components of this course are outlined below.
- 2. Involve students in local Latino communities.** Through direct engagement with local Latino communities, SPAN 332 students gain an awareness of social issues that are of unique concern to those communities as well as those that cut across cultures. Likewise, each step of the entrepreneurial process is impacted by culture. You may need the buy-in of a key community leader as a resource. Your program will have no value if you deliver it at times when your intended customers are working or at a place that is inconvenient for them. These are just an example of the types of cultural issues involved in social entrepreneurship that we will examine during the course.
- 3. Develop the ability to express these concepts in Spanish.** Communicative competency in Spanish is an important resource. The Compass quizzes in this course give students practice with pertinent Spanish vocabulary and linguistic structures while testing the course content. Furthermore, the *diarios escritos* ask students to use increasingly complex language and critical thinking skills to reflect on their experiences in the community and make connections between cultural practices and the theory of social entrepreneurship.

Community-Based Learning

An important dimension of entrepreneurship is opportunity recognition. In order for students of SPAN 332 to recognize the entrepreneurial opportunities that exist for people who speak Spanish and are familiar with Latino cultures, all students will work in the Champaign-Urbana

community, serving Spanish-speakers and others. This teaching methodology is called community-based learning, and all students will be familiar with this methodology from SPAN 232 (a prerequisite of the course). Students will work **a total of 28 hours** at a local agency that serves Spanish-speaking people in our community. Students may choose to continue working with the same community partner from SPAN 232 or join a different partner. Please visit www.spanishandillinois.uiuc.edu and click on “for students” to schedule your community service learning. Please note that students’ work in the community in this course is not designed solely for the acquisition of Spanish. Rather, the community partner(s) with whom students work provide a living laboratory to observe how social enterprises are run, and a significant amount of their work may be carried out in English. Furthermore, students may engage in tasks at all levels—from filing vital documents to contributing to decision-making.

Language. The reality for many people in the US today is that both Spanish and English are required—sometimes separately, sometimes simultaneously. The fact that this course incorporates elements of both languages reflects that reality. The textbook is in English. However, the concepts in *Enterprising Non-Profits* will be presented in Spanish in Compass quizzes. Classes will be conducted entirely in Spanish, but many of the cases we will examine concern multilingual issues. Students’ work in the community will draw upon both their knowledge of Spanish and English. The team project may require a mix of Spanish and English to develop and present to the stakeholders.

*This course was designed with the support of a grant from the Academy for Entrepreneurial Leadership (www.ael.uiuc.edu). AEL provides a variety of services to UIUC undergraduates who are interested in learning more about entrepreneurship.

Course Components

1. Compass Quizzes 20%. *Enterprising Nonprofits* (in English) presents the theory of entrepreneurship along with real-world examples. Compass quizzes (in Spanish) then check the students’ understanding of the theory provided in the book while also presenting the pertinent vocabulary in Spanish. To begin, go to <https://compass.uiuc.edu>, click on SPAN 332, and click on “Capítulo 1: *Entrepreneurship* social” on the homepage; it should take you directly to a vocabulary list. To the left is a menu with a list of all items in the learning module. Click on the first quiz and click “begin assessment” to take the quiz. Save each question and click “Finish” when you are done. Then you must return to the menu and click on the next quiz, etc. You can take each quiz up to 5 times; your highest grade will be recorded. Please be sure you are doing all the quizzes in each chapter module to receive credit (e.g, there are 8 quizzes for chapter 1 and 6 quizzes for chapter 2). **Compass quizzes are always due at noon on Tuesdays before the topic is covered in class.**

2. Ensayos de reflexión 20%. Each week, students will post to the blog in Compass a reflective piece related to their learning in the community and about social entrepreneurship. Specific prompts can be found in Compass and should be used to guide your *ensayos de reflexión*. The grading rubric is included in this syllabus. Please use specific examples to illustrate the learning concepts you present in the *reflexión*; but at the same time, please protect the privacy of the individual clients with whom you work. You may use pseudonyms.

Elements of a good *reflexión*

1. **250-300 palabras.** Si escribes menos de 250 palabras recibes una 0. Hay que escribir lo suficiente para poder profundizar en el tema.
2. **Conexiones.** Las mejores reflexiones tratan el tema específico de la reflexión pero también van más allá. Se puede conectar el tema de la reflexión con alguna información del libro o de una clase. Se puede hacer un análisis de la información con información de otras fuentes. Se puede conectar el tema con algo que has visto o experimentado en tu trabajo en la comunidad. Etc.
3. **Ejemplos específicos.** Sin ejemplos, lo que escribes se queda en lo general. Los ejemplos concretos demuestran lo que has entendido. Pueden ser ejemplos del libro, de la comunidad, de tus propias experiencias, etc.
4. **Español.** Necesitas escribir con un español pulido.

3. Los exámenes 25%. There will be a midterm and a final exam. Please consult <http://www.fms.uiuc.edu/FinalExams/> for the final exam schedule. The exams will address both the theory and practice of entrepreneurship. The final exam will include questions about other teams' presentations (OJO: that means that you need to be present to listen to all teams' presentations).

4. Team project 25% . Students will work in teams of four (three if necessary) in order to complete an entrepreneurial project with a real-world benefit. OJO: remember the definition of entrepreneurship for this course—you do not have to start a new business or program for this project! Teams must periodically report their progress and give an in-class presentation. In Compass you will find the deadlines listed on the course calendar as well as a list of potential projects. Occasionally we will use class time for teams to work together. However, you will also have to meet with your team outside of class. Please plan your time accordingly. The team project is worth 100 points which will be divided in the following manner:

- 20 points for the process (including the progress reports).
- 20 points for the in-class presentation.
- 60 points for the final product.

5. La participación 10%. Your work at the partner organization will be evaluated periodically throughout the semester. Absences and tardiness will lower your participation grade.

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. All final grades of .5 or higher will be rounded up by the instructor.

Grading Scale

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

Contrato del curso

*To be read and 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 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. También, puede cambiarse el día y la hora de trabajo durante el semestre. Hay que informarse siempre del día y la hora del trabajo para la próxima vez.
- 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 dos 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: _____

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.

