

## Advanced Oral Communication

### Spanish 2156/section 01

Fall, 2003

Department of Foreign Languages and Literatures

Louisiana State University – Baton Rouge

Margaret Parker, Professor

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### Course Description:

The course is designed to develop oral communicative competence in Spanish through interaction with teachers and students in an elementary school Spanish immersion program and subsequent discussion of that experience. As a service to the school Spanish 2156-1 students will work with younger students in their study of math, science, and social studies taught in Spanish. This experience will provide material for conversational practice.

### Rationale and Overview:

This **Service-Learning** course includes four key elements that educational research has identified as important in all kinds of learning: first-hand experience, communicating in a real context, reflective assessment, and community building. Service-Learning is defined as “a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle, R. and J. Hatcher. 1995. “A Service-Learning Curriculum for Faculty,” *Michigan Journal of Community Service Learning*, 2:112-122). In the elementary classrooms LSU students will listen to and speak with teachers and students in Spanish for at least two hours a week. During the scheduled hour and a half class on Thursdays we will reflect on the experience in the LSU classroom.

### Learning Objectives:

1. Demonstrate improved oral communicative competence in Spanish as measured by performance in interaction with elementary school students and peers and in oral presentations in the LSU classroom.

2. Demonstrate the development of active learning skills and creative approaches to working with the elementary school students and the ability to remedy deficiencies in oral communication ability through class discussion and journal entries.
3. Demonstrate an understanding of the significance of Service-Learning and community building and how this experience affects you as a person and as a speaker of Spanish through oral reflective exercises and journal entries.
3. Demonstrate an understanding of the importance of diversity, economic, and cultural issues to language learning and to your role as a citizen in a democracy through oral reflective exercises and journal entries.

### **Required Readings:**

A packet will be provided. It contains vocabulary exercises related to the Service-Learning experience, information on language learning in the elementary school, a description of how to keep a journal, and a description of reflective practices which the class will do orally during the weekly Thursday meetings.

### **Semester Schedule:**

- 8/26 Course introduction; discussion of Service-Learning; description of log and journal-keeping practices; scheduling of Service-Learning hours
- 8/28 Discussion of reflective activities; introduction to ORID model
- 9/2 Beginning of service at school
- 9/4 Discussion of how to describe the Service-Learning partner and first encounter  
 ORID, step 1, *Objective*  
 Consider: geographic location, school atmosphere, different ethnicities represented by teachers, staff, and students
- 9/11 Oral description of the classroom experience  
 Consider class size, subjects studied, age and grade-level of students, interaction (student-student, student-teacher, student/service-learner); an oral profile of one elementary school student
- 9/18 Continuation of description of classroom experience  
 Submission of journals to professor
- 9/25 Feedback from professor regarding oral descriptions and journal entries  
 General discussion
- 10/2 Fall Holiday

- 10/9 ORID, step 2, *Reflective*  
Oral description of how students feel about the experience, changes in attitude toward it, successes and failures, effective and ineffective practices
- 10/16 Continuation of ORID, step 2  
Submission of journals to professor
- 10/23 Feedback from professor and general discussion
- 10/31 ORID, step 3, *Interpretive*  
Description of how students are thinking differently and changing as a result of the Service-Learning experience
- 11/6 Continuation of ORID, step 3  
Submission of journals to professor
- 11/13 Feedback from professor  
General discussion
- 11/20 ORID, step 4, *Decisional*  
Discussion of incorporating the Service-Learning experience into a new paradigm
- 11/27 Thanksgiving Holiday
- 12/2 Continuation of ORID, step 4  
Submission of journals to professor
- 12/4 Feedback from professor  
General discussion; evaluation of experience
- 12/11 Final exam, 10:00 to 12:00; taped interviews with professor

**Attendance:** Regular and punctual attendance is essential to your success in this course.

**Grading:**

Four oral presentations, 10 points each	40 points
Participation in general discussion	30 points
Journal entries	15 points
Final oral interview	15 points
<b>Total</b>	<b>100 points</b>

Criteria for grading each category will be distributed.

**Grading Scale:**

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F