

Spanish 2156 Section 3
Advanced Oral Communication Through Service Learning:
The Latin American Immigrant Experience
Louisiana State University

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Community Partner Information:

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Course Description:

Spanish 2156 service-learning is designed to develop oral communicative competence in Spanish through class activities and interaction with high school students whose native language is Spanish and who have very low English proficiency. As a service, Spanish 2156-3 students will build a mentoring relationship with the high school students and assist with vocabulary skills in one or more content areas such as American history or civics. This experience will provide opportunities to practice conversational skills, learn about a student's native culture, and reflect on the experience of immigrants in the US.

Rationale:

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. In addition, research in Second Language Acquisition has demonstrated that language learning is enhanced by a task-based approach, increased exposure to input in the target language (listening, reading), as well as the creation of culturally relevant contexts for communication. The service component will provide these elements and meaningfully connect language learning with the goal of being able to communicate with and serve people of another cultural/national background. In contrast to other kinds of community service or internships, our learning objectives will be achieved through a reciprocal relationship with our community partner, in which the experience is beneficial for all involved. In this relationship, I see both LSU and Lee High students as teachers and learners who have much to offer one another.

Learning Objectives:

- Demonstrate improved ability to communicate orally in Spanish (through interaction with learning partner, presentations, and an interview with me).
- Demonstrate knowledge of a Latin American culture and the challenges faced by immigrants in the U.S. (through written and oral reflection and class project).
- Demonstrate an understanding of the importance of cultural awareness and sensitivity for participation in a diverse democratic society (through written and oral reflection).
- Demonstrate the development of creative approaches to cross-cultural communication (through interaction with learning partner and class project).

Required Readings:

A packet will be provided containing vocabulary lists, short readings, and grading rubrics.

Primary assignments and Grading: A total of 500 points is possible in this class.

20% Participation in service: After an initial orientation period, 1-1 ½ hours per week will be spent working with high school students. The first half of each meeting will consist of relationship building through conversation topics prepared by LSU students and myself, and the second half will be spent tutoring. The grade will depend on the completion of a minimum of 15 service hours as well as an evaluation by the site supervisor and your learning partner.

Service hours	45 points (3 pts per hour)
Supervisor evaluation	25 points
Learning partner evaluation	30 points

20% Participation in class: The grade will be based on attendance, participation in general discussion and activities, and brief presentations based on the portfolio assignments. Each week 2 or 3 students will speak for 3-5 minutes about their reflections in the portfolio and guide the discussion with the rest of the class. Every student will do this twice and will be graded on grammatical accuracy, vocabulary, fluidity, pronunciation, and creativity (ability to be spontaneous).

Attendance in class	30 points (2 pts per class)
General participation	40 points
Portfolio reflection	30 points

20% Portfolio: For each meeting with your learning partner, you will keep a list of new vocabulary and expressions, and afterward write at least one page of reflection based on your service experience. The topics for each portfolio assignment are outlined below, but feel free to include any additional information about your learning partner's culture and experience as an immigrant in the US. A copy of each portfolio assignment will be turned in to me before 9AM each Tuesday. The portfolio will also include a 3-4 page final reflection paper that will be used as a resource for teachers of international students.

Vocabulary and expressions	15 points
Portfolio assignments	50 points
Final reflection paper	35 points

20% Oral interviews: These include one taped conversation w/ learning partner mid-semester, and one with me at the end of the semester. Both will be assessed in terms of grammatical accuracy, vocabulary, fluidity, pronunciation and creativity (ability to be spontaneous).

Interview I	50 points
Interview II	50 points

20% Cultural awareness project:

Working in groups, students will put together a bilingual presentation/workshop for teachers and staff, parents, and the community in attendance at the annual Lee High School International Banquet. The goal of the project is to foster a deeper understanding of the students' native cultures and experience as immigrants. Each group will be responsible for a component of the presentation and will collaborate with learning partners to shape the content and medium used to engage the audience.

Presentation	70 points
Group member evaluation	30 points

Other issues:

Absences: Due to the nature of the course, attendance is mandatory and comprises a significant part of the grade. Absences may be excused with proper documentation, but class activities cannot be made up. If you must miss a scheduled meeting with your learning partner, notify our community partner liaison as soon as possible and try to reschedule.

Special Needs: If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the LSU office of Disability Services for information on appropriate policies and procedures (578-5919, disability@lsu.edu).

Academic Integrity: Students must adhere to the highest standards of academic integrity. Unless otherwise noted, you are expected to complete all assignments on your own. Plagiarism and cheating are serious offenses punishable under the academic dishonesty provisions of the Code of Student Conduct. Professors who suspect students of cheating or plagiarism are required to report such indiscretions to the Dean of Students. The Dean of Students then determines the appropriate course of action, which may include a failing grade on an assignment, failure in the course, and/or expulsion from the university.

Class schedule:

- 8/26 Course introduction
- 8/28 Getting to know you

- 9/2 Descriptions/ Show and Tell
- 9/4 Site orientation

- 9/9 Spanish Speaking immigrants in the U.S.: Who are they?
Video: *Teen immigrants: Five American Stories*
- 9/11 Beginning of service at school

- 9/16 Discuss portfolio assignment 1
Family, upbringing, and culture
- 9/18 Comparisons

- 9/23 Discuss portfolio assignment 2
Cultural traditions
- 9/25

- 9/30 Discuss portfolio assignment 3
Telling stories
- 10/ 2

- 10/7 Discuss portfolio assignment 4
Telling stories
- 10/9 Fall break

- 10/14 Future plans
- 10/16

- 10/ 21 Discuss portfolio assignment 5
Movie: *Al otro lado*
- 10/23 Movie and discussion
- 10/28 Discuss portfolio assignment 6
Travel (recommendations for travel in student's native country)
- 10/30
- 11/4 Discuss portfolio assignment 7
Food/ Family Recipes/ Giving instructions
- 11/6
- 11/11 Discuss portfolio assignment 8
Music; likes and dislikes
- 11/13
- 11/18 Discuss portfolio assignment 9
Recent events in Latin America
- 11/20
- 11/25 Discuss portfolio assignment 10
Project planning
- 11/27 Thanksgiving break
- 12/2 Project planning
- 12/4 Project planning

Portfolio assignments:

1. First impressions: Describe the community partner site and your learning partner.
2. Describe the country where your learning partner is from and one important cultural tradition. You will begin gathering information on this tradition for the cultural awareness project.
3. Compare your learning partner's family to your own.
4. Describe how you feel about the service experience so far, changes in attitude, successes and failures, challenges.
5. What are your learning partner's future plans and how do they compare to yours?
6. Write about one issue that presents challenges to immigrant families based on conversations with your learning partner.
7. How does the cultural information given to you by your learning partner compare with the sources you have read?
8. Is there a need for more cultural awareness and sensitivity in the Baton Rouge area? (in our nation as a whole?) What would be an effective way to promote this? (consider final project)
9. Tell about a tense or difficult moment you had with your learning partner (perhaps a misunderstanding due to language or cultural differences). Could you have avoided it or handled it differently?
10. How has your perspective on the situation of immigrants in the US changed?

Final reflection paper:

Read through your portfolio assignments and consider whether you have had a shift in knowledge, awareness, or understanding that affects how you see things and, ultimately, how you will act. For example, in assignment #1, was your description influenced by any preconceived notions? Or for assignment #5, what factors have shaped the type of plans you and your learning partner have? Think about how what you have learned could be useful to your learning partner's teachers and organize your thoughts into a well-organized 3-4 page paper in English.

Supplemental or recommended reading:

Once upon a quinceañera: coming of age in the USA (Julia Alvarez)

Bridging Cultures between home and school: a guide for teachers with a special focus on immigrant Latino families (Elise Trumbull, et. al.)

The promised land? the lives and voices of Hispanic immigrants in the new South (Patricia L. Goerman)

New kids on the block: oral histories of immigrant teens (Janet Bode)

Transformations : immigration, family life, and achievement motivation among Latino adolescents (Carola Suárez-Orozco)