

ROSP 20810 Community-Based Spanish: Language, Culture and Community Course**Description**

This fifth-semester language and culture course is designed for students who want to improve their communication skills in Spanish and deepen their understanding of the local Spanish – speaking community and the broader Hispanic experience. Being a content-driven culture course, topics could include, but are not limited to questions from the domains of art, economics, education, film, history, literature, music, politics, religion, and sociology, For example, courses might focus on particular geographic regions, pop culture, or current events.

The course has a required Community-Based-learning component (minimum 10 hours for the semester) in which students engage with the Latino community through placements in such areas as health care, youth mentoring or tutoring programs, English as a New Language (ENL) classes, and facilitating educational workshops with parents. In this course, students integrate their service experiences with the academic components of the class through readings, research, reflective writing, and discussion.

20810 Guidelines:

This is an upper-intermediate culture-based language course designed to follow the four-semester language sequence and to act as a bridge to advanced courses on literature and culture. While language skills are still being developed, this course engages students intellectually by using challenging, authentic materials* and community based learning pedagogy** promoting the exchange of ideas between the classroom and in the community. Through the reading, discussion, and analysis of these materials and regular community interactions, students will develop more sophisticated modes of expression, critical and abstract thinking skills, as well as a deeper understanding of the Hispanic world through engagement with the local Latino community.

*Authentic materials: writings envisioned as originally intended for native speakers of the target language from various social and educational strata. Examples of such materials would include authentic journalistic stories or essays, contemporary or classic literary texts from a variety of genres (prose/poetry), college-level texts, articles, films, and documentaries.

**Community based learning (CBL)

Community-Based Learning (CBL) and Community Based Research (CBR) are types of experiential learning that enhance the academic learning goals of the course and are integrated into the course objective. In CBL/CBR the student provides some type of “meaningful” work or service to the community that meets a goal or need as defined by the community. CBL/CBR are seen as a mutual partnership between the members of the course and the community. CBL/CBR work is a collaboration between ROLL, the Center for Social Concerns, and pre-determined local agencies serving the Latino community, and will be facilitated by the Director of Spanish Community Based Learning.

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This course will include reading, reflective writing, formal writing, oral practice, and community engagement. Reading assignments could include but are not limited to genres such as narratives, poetry, newsprint, scholarly articles, research briefs, and scripts. Regular, informal, reflective writing prompts should assist students in integrating CBL with the academic content of the course, making connections between materials covered in class and the work done in community engagement. Formal writing assignments for the course should include 3-5 essays (suggested 8-12 pages) with bibliography when appropriate, and of shorter length (2-3 pages each) to develop stronger writing skills in students. Additional integration of the CBL/CBR experiences happens through oral reflection and regular class discussion. Oral practice should be assessed with 3-5 graded formal oral assignments. Community engagement (CBL) will consist of a minimum of 10 hours of community based work spaced regularly throughout the semester; students' CBL work is assessed according to the academic goals of the course and based on their output (written work, presentations, discussions, etc.), not simply on their having completed their CBL time.

Global distribution:

- **Written Assessment (formal and informal essays)** **20-30%**
- **Oral Assessment** **20-30%**
(class presentations, conversations, dialogues, oral exercises, voice boards)
- **Class Participation & Preparation** **20-30%**
(attendance, class discussions, homework preparation)
- **Final assessment (exams, quizzes, final project)** **20-30%**

Listening:

Students will be able to understand most points of extended speech and lectures on cultural topics, continue to improve their ability to follow more complex arguments, be more at ease with standard speech from various media (film, television, web, etc.), and begin to recognize nuances of meaning.

Reading:

Students will be able to read authentic materials. The length of the readings will be determined in part by the degree of difficulty of the material, but will always be appropriately intellectually challenging.

Speaking:

Students will be able to converse with fluency and spontaneity not only on topics that are familiar or of personal interest but also on a variety of intellectual topics, such as immigration,

politics, and history. They will be able to combine and link thoughts in sustained discourse, articulate complex ideas and opinions, and make persuasive arguments with increasing accuracy.

Writing:

Students will be able to write short essays on a range of topics related to the targeted language culture and of general interest. They will improve their ability to combine and link paragraphs, using a variety of verb tenses and moods. They will further develop the accuracy and organizational coherence of their writing such as developing a thesis and sustaining an argument or viewpoint, developing reflective writings or creating original personal responses.

Cultural Awareness:

Students will be able to demonstrate knowledge of cultural topics introduced in class, including aspects of history, geography, literature, and popular culture. They will develop a better understanding of the target language and culture(s) through authentic materials, and will gain more profound insight into the relationship between the two.

Reflectivity:

Students will be able to reflect in the target language on their own progress and language-learning goals and objectives. They will be able to define and refine their personal learning style and develop successful learning strategies. They continue to gain confidence in their ability to document progress and articulate goals.