Educational Policies Committee

Course Proposal Form

Date: 02/01/2012

Submit Twenty-four copies of this form with Attachments to the chair, Educational Policies Committee. The Registrar must assign a tentative number to the course.

<table>
<thead>
<tr>
<th>Department: MFL</th>
<th>Proposed course number: SPN 3000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title: advanced Conversation</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites: Four-hour credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or SPN 4010, or permission of the instructor.

Course Description: (Please use the format of the current catalog.) Expansion of listening and speaking skills in Spanish. The course will focus on the development of listening comprehension skills through the use of authentic video and audio materials. There will be an emphasis on the development of oral communication skills sufficient to discuss complex issues and express abstract notions. The Service Learning Advanced Conversation is designed to enhance student's knowledge and cultural awareness of the High Point’s Latino/Hispanic community and its youth while expanding students’ listening and speaking skills in Spanish. The course will emphasize the development of oral communication skills sufficient to discuss complex ethical issues and express abstract notions that directly affect the Latino community as well as US society. Through selected readings, class discussion, and interaction with people from the Latino Family Center of High Point students will develop cultural knowledge in order to better understand the challenges that Latino youth face in our society today.

Please answer the following:

 Semester Credit Hours: ______4_______ Graded or Non Graded: ______Graded_______

Will this course be offered? Fall ___ Spring ___ X ___ Alternate Years Beginning? ______

This course is designed to be: (check all appropriate lines):

____ X ___ a required course in the major
____ an elective for majors
____ an experiential learning course (EL)
____ a general elective for majors and non majors
____ an Information literacy (technology infused) course
____ existing course:
____ a combination of previous courses:
____ meets Area I requirement
____ meets Area II requirement

An elective course for the minors.

The following should be attached:

(1) Rationale for the course: (a) How it supports the program. (b) If your course appears similar to other departments’ offerings at HPU, how is your course unique? (c) Similarity or uniqueness relative to courses at other institutions?

(2) Do your attachments mention any related changes, such as changes in the departmental majors/minors and their associated catalog copy? Note: If you are significantly revising a major, please include a two-column before-and-after table, showing the current major and the proposed major. Also include your plan for students who will graduate using older catalog versions – new courses which substitute for ones you are dropping, etc.

(3) Expenditures: If the proposal requires expenditures beyond those covered by the current Dept budget, please attach a memo from the Dept chair to the Vice President for Academic Affairs, outlining the needs. For new majors, which typically
(4) If the changes affect other department(s), include the signed EPC Departmental Consultation form(s) in which they acknowledge they have been consulted in detail (their signature does not imply approval).

(5) A thorough syllabus including:

- Course description
- Course objectives (specific and clear)
- Course texts and other reading requirements
- Writing and speech detailed requirements (esp. if course is intended for Gen. Education credit)
- Special projects, research, etc. required
- Grading scale and % of grade from each assigned area
- Instructional facilities other than classroom/lab
- A tentative week-by-week list of course topics

<table>
<thead>
<tr>
<th>Approved</th>
<th>C. A. Neal</th>
<th>Date: 3/1/12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Reviewed</td>
<td>W. E. Stoneby</td>
<td>Date: 3/6/12</td>
</tr>
<tr>
<td></td>
<td>Dean of your School/College</td>
<td></td>
</tr>
<tr>
<td>Reviewed</td>
<td>D. M. Manoog</td>
<td>Date: 3/10/12</td>
</tr>
<tr>
<td></td>
<td>Vice President for Academic Affairs</td>
<td></td>
</tr>
</tbody>
</table>
EPC Proposal for SPN 3000 - Advanced Conversation: Service Learning Section: Proposal and Rationale

Proposal:

The Service Learning Advanced Conversation course is designed to enhance the student's knowledge and cultural awareness of the High Point Latino/Hispanic community and its youth while expanding their listening and speaking skills in Spanish. The course will emphasize the development of oral communication skills sufficient to discuss complex ethical issues and express abstract notions that directly affect the Latino community and the United States society as a whole. Through selected readings, class discussion, and interaction with people from the Latino Family Center of High Point, students will increase their cultural competency in order to better understand the challenges that Latino youth face in our society today.

Four-hour credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or permission of the instructor.

Rationale:

Advanced conversation is a natural fit for a service learning course since service learning complements and enriches the course's goals. In the regular course, students are supposed to use the language in a communicative manner to discuss complex ethical issues and to express abstract notions. A service learning approach takes the course a step further by giving the students the opportunity to use the language outside of the classroom in interactive real-life situations and to experience specific ethical issues that affect our community. Students will study and discuss these ethical issues in the classroom, and through their service in the community they will be able to make connections and address how these issues affect real people and their lives. Moreover, this class not only supports other courses offered by our program, but it also consistent with the Modern Foreign Language Department's goals to enhance the students' linguistic and cultural skills, to develop their critical thinking skills, and to develop their awareness and respect of other cultures.

The course will not have extra expenditures.
Spanish 3000 Advanced Conversation (Service Learning)

4 credit-hours

Instructor: Dr. Claudia Femenias  Office: Wilson Commerce 109  Phone: 841-4594

e-mail: cfemenias@highpoint.edu  Office Hours:

Course Description: The Advanced Conversation course focuses on the development of listening skills and oral communication skills sufficient to discuss complex issues and express abstract notions in Spanish. The Service Learning Advanced Conversation is designed to enhance students' knowledge and cultural awareness of the High Point's Latino/Hispanic community and its youth while expanding students' listening and speaking skills in Spanish. The course will emphasize the development of oral communication skills sufficient to discuss complex ethical issues and express abstract notions that directly affect the Latino community as well as US society. Through selected readings, class discussion, and interaction with people from the Latino Family Center of High Point Students will develop cultural knowledge in order to better understand the challenges that Latino youth face in our society today.

The course requires that students participate actively in the classroom as well as outside the classroom. Each student will have to complete a minimum of 15 hours of service throughout the semester. Students' community placement is designed to give the student significant opportunities to listen to, to speak, read and write Spanish. However, the reality is that we will work with people that use both Spanish and English, sometimes separately, sometimes simultaneously. Student work in the community will draw upon both their knowledge of Spanish and English language and cultures. Even though students will probably not use Spanish 100% of the time while working with the community, they will use it 100% of the time during class discussion.

Course Goals and Objectives:

Goal 1: Be able to identify and understand the different issues that affect Latino youth in the High Point area.

Objective:
1. Experience the challenges that Latino youth face in the High Point area through 15 hours of interaction with the Sisters and Brothers Program at the Latino Family Center of High Point. Students should be able to identify and understand the challenges through class discussion, presentations, and reflections.

Goal 2: Increase their ability to communicate and to use the language in a meaningful and beneficial manner in their community.

Objective:
1. Students should be able to have conversations with students from the Latino Center and obtain relevant personal and academic information from them in order to use the information in the creation of a curriculum vita for the Latino student.
Goal 3: Develop cultural skills to function in the Latino community.

Objectives:
1. Should be able to understand and use the appropriate greetings and farewell with the different members of the Hispanic community.
2. Should be able to understand and use the different formal and informal language system when addressing members of the Hispanic community.
3. Students should be able to explain and demonstrate an understanding of the Hispanic family structure as a support system.
4. Should be able to explain the concept of "extended family" and how it impacts Hispanic family dynamics and the development of Hispanic children.

Goal 4: Develop their ability to discuss and support their opinion on ethical issues that relate to Latino population in The United States on topics such as education, immigration, and work among others.

Objectives:
1. Students will be able to participate in informal conversations and discuss topics such as equality in education, bilingual education, and immigration among others.
2. Students should be able to take part in a debate and clearly present and defend their opinion on topics such as bilingual education, immigration law, and stereotypes of Latinos among others.

Goal 5: Develop their oral skill in Spanish and present in a clear and informed manner on complex issues and abstract notions.

Objective:
1. Students should be able to clearly articulate and present orally to the class how different ethical issues affecting the Latino population can impact not only the Latino population but the US society as well. (bilingual education, American educational system, immigration law, social inequality)
2. Should demonstrate understanding of the challenges that Hispanic immigrants face in the High Point community.

Goal 6: Enhance their critical thinking skills.

Objective:
1. Read scholarly articles on bilingual education and the educational gap on Hispanic students and demonstrate their understanding of the different positions through reflections, group discussion and oral presentations.
2. Read the Arizona and the Alabama Immigration Law and demonstrate their understanding of how these laws affect the general Latino community as well as the US society through reflections, group discussion and oral presentations.

Service Learning Procedures and projects:
All students in the course are required to spend a minimum of 15 hours in service at the Latino Family Center of High Point, our partner organization for this course. Before beginning your service hours, you will be introduced to the representative of El Centro and receive an orientation to service learning as a pedagogy, agree to the Service Learning Code of Professional and ethical Behavior, and sign a Partnership Agreement.
During your service you will be working with Latino/Hispanic high-school juniors and seniors that are in the process of selecting and applying to college. You will work with them developing their academic CV, mentoring them on how to write a college application essay, familiarizing them with the application
process and researching for scholarships. Students will also create a complete package of instructions with sample material to leave at the Centro for future years.

Texts:

Abbot, Annie R. *Comunidades: Más allá del aula*. Prentice Hall, 2010. (*Communities: Beyond the Classroom*).

This text is specially designed to be used in service learning courses. It discusses topics such as what is service learning, how is it different from volunteer service, how to develop cultural sensitivity to work with the Hispanic community, etc. The text is written completely in Spanish and all discussion activities are designed to generate discussion on ethical issues while using Spanish in a communicative and meaningful manner.

Selected Readings:

Package of selected newspaper and magazine articles (on Blackboard)


Ramos, Jorge. *La otra cara de América/ The Other Face of America: Historias de los inmigrantes latinoamericanos que están cambiando a Estados Unidos*.

Course Requirement and Grading Criteria:

15% Class participation (includes quizzes, homework, round table discussions, and case studies)

20% Oral Presentations

30% Community Reports (includes oral reports and journal reflection)

20% Exams

15% Final Exam/project

Grading Scale:

97-100 = A+  
94-96 = A  
90-93 = A-  
87-89 = B+

84-86 = B  
80-83 = B-  
77-79 = C+  
74-76 = C

70-73 = C-  
67-69 = D+  
64-66 = D  
60-63 = D-  
Below 60 = F
Grading Criteria: The Modern Foreign Language Department follows the University grading criteria system as found in the *High Point University Undergraduate Bulletin* and as outlined below:

A= (superior/outstanding) is the highest grade earned; it is reserved for those students whose work is of a markedly outstanding quality in all the different components of the course.

B= (excellent/very good) is the grade earned for work which, while not notably superior, is clearly above average in all the different components of the course.

C= (average) is the grade earned for satisfactory work in all or almost all component of the course. It is the work done by the average student.

D= (inferior/below average) is the grade for work which, while not altogether satisfactory, is good enough to receive credit for the course.

F= (failure) is the grade earned for failure and indicates that no credit can be received for the course except by repetition. The student failed the majority of the course components.

Oral presentations: There will also be two (2) formal oral presentations during the semester. In these presentations you will be expected to integrate your service learning experience, the assigned readings, and class discussions to present an argument on ethical or controversial issues affecting Hispanics/Latinos in the area. You will be graded on depth and organization of your response, grammar and pronunciation as well as the mechanics of the delivery. Oral presentations should not be read. The Final grade will be dropped a letter grade if the student reads the presentation.

Exams/Quizzes: Exams will be given individually or in pairs in the instructor’s office, and will have an interview/discussion format. Short quizzes will cover vocabulary, communicative functions, cultural information and listening comprehension. Quizzes will be unannounced about the material assigned for that particular class. The purpose of the quizzes is to ensure that you have read the assignments. There will be no make-ups for missed quizzes.

Journal and Reflections: Students will keep a journal where they will reflect and address an aspect of their service learning experience. Student must complete a minimum of 7 essays. The journal entries will be structured following the Kolb model.

Oral Community Report: After each visit to the Center the class will engage in a group discussion of their experience. Throughout the semester students will be selected randomly to present at length on his/her own experience. The student will have to briefly describe the experience, what challenges did he/she have, what did he learn in that particular visit and how does it relate to the readings and class discussion.

Final presentation/project: Students will work in groups and use their knowledge of the Centro Latino and the people it serves and their area of specialization to work on a specific project that directly relates to and will facilitate their work in the community. For example, Non-profit management students can work on a fundraising plan, marketing and business students can work on a marketing plan to promote the Centro, etc. Their plan will be presented to all students and also to representatives of our partner
organization. In order to create productive and relevant projects the specific details for the final presentation/project will be finalized once students have enrolled in the class.

**Attendance Policy:** Regular preparation for class and class attendance is expected of all students. If a student must miss class, he/she is responsible for obtaining the following day's assignment, and should come prepared for class. There are no make-up quizzes/exams. Unjustified failure to take a quiz or exam will result in a grade of "F" for that assignment. Students are expected to have assigned work completed on time, and will not receive credit for work handed in after the due date. Any student who misses more than two (2) classes for any reason during the semester may be placed on attendance probation. *Because of the oral nature of this class absences will lower the participation grade.* Any student who accumulates two (2) absences after being put on probation may be dropped from the course. Students who must miss class because of required university activities should notify the instructor prior to the absence and make necessary special arrangements for work missed.

**Class Participation:** The format of this class is highly interactive. Active class participation is expected from all the students. Please note that coming to class in itself is not considered evidence of good *class participation,* rather it is a prerequisite. Prepare for class by reading the assignment before the day it is scheduled for discussion. Students are expected to prepare for each class by reading carefully and as many times as needed the assigned material. The syllabus contains detailed information for the material to be covered in each class and information on the homework assignment for each day of the semester. Your participation in class discussion will be evaluated daily. Your participation grade will include homework, writing assignments and preparation for the discussion. Grading criteria for class participation is attached at the end of the syllabus. Due to the interactive nature of the course and out of courtesy for all present, all electronic devices (cell phones, iPods, etc.) must be silenced and put away before entering the classroom.

**Honor Code:** The instructor supports and will enforce the student honor code in every aspect of student evaluations. Every High Point Student is honor-bound to refrain from cheating, collusion, and plagiarism. Besides, students are honor-bound to confront violations of the University Honor Code if they observe them.

**Academic Honesty:** The instructor supports and will enforce the student honor code in every aspect of student evaluations. Every High Point Student is honor-bound to refrain from cheating, collusion, and plagiarism. Besides, students are honor-bound to confront violations of the University Honor Code if they observe them.

**Student Accommodations:** Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact Rita Sullivan, Coordinator of Disability Support, rsullivan@highpoint.edu, 336-841-9061 for additional information.

**Course Evaluation:** It is important for every student to fill out an on-line course evaluation. Toward the end of the semester, the Office of Institutional Research and Assessment will send a notice to the student's High Point University e-mail address regarding the on-line evaluation process.
The accompanying course schedule provides an outline of the course activities. The instructor may vary the schedule occasionally if circumstances call for it.

Week 1: Introduction to the course:

*Comunidades*: Chapter 1: Should I take this course?

*Comunidades*: Chapter 3: What is Service Learning? Why learning Spanish in the community?

**Topic**: Hispanics in the US

**Readings**: “Los hispanos en los EEUU y Canadá” (Hispanics in the US and Canada)

Ramos: Selections from “La otra cara de América”

Week 2: **Topic**: Leadership among Latino Youth

**Reading**: “CHCI (Congressional Hispanic Caucus Institute) inicia programa “Líderes Latinos en Washington DC” (on BB)

Selection from Ramos, Jorge: *La ola Latina: cómo los Hispanos están transformando la política en los EU.*

**Guest Speaker**: Margarita Karkedo (Program Coordinator, Latino Family Center of High Point). Discussion on the role of the Center in the High Point Community. Description and discussion of their program on leadership among latino youth Brothers and Sisters.

El Centro Hispano. Visit and introduction to the center and its programs.

**Reflection # 1**

Week 3 **Oral presentation # 1** The 100 most Influential Hispanics in the US according to *Poder and Times Magazine*

*Comunidades*: Chapter 2: Do we know each other? How to work as a team and how to work with the Latino/Hispanic community. How to greet Hispanics, the role of formal and informal greetings.

Visit to the Centro. Meeting with the Latino students and their role as leaders in their community.

Week 4: *Comunidades*: Chapter 10: Who are the immigrants in your community?

**Guest speakers**: Kathy Hinshaw (Latino Outreach Coordinator, UNCG- Center for New North Carolinians, Piedmont Triad Sustainable Communities Planning Project): The role of non-profit organizations in integrating immigrants into the US culture.
Comunidades: Chapter 6: “Sabemos como trabajar en la comunidad de manera culturalmente apropiada” (Do we know how to work with the community in an culturally appropriate way?)

Reflection # 2

Week 5

Topic: Education

Comunidades: Chapter 8 “Sabemos diferenciar entre inglés como segunda lengua y la educación bilingüe” (Do we know how to differentiate between ESL and Bilingual education?)

Comunidades: Chapter 9: “¿Responde nuestro sistema educativo a las necesidades de los estudiantes hispanohablantes?” (Does our educational system respond to the needs of the Hispanics?)

Week 6


Case Study # 1 Many schools offer ESL classes. However, due to limited resources and time constraints English classes are given during regular class hours. Students that need to attend English classes must leave their regular class (Math, Science, History, etc.) to attend English what puts them further behind in their assignments.

Reflection # 3

Week 7

Exam 1

Work at the Center

Week 8

Changes in Latino family. The role of family in the Hispanic community.

Work at the center

Reflection # 4

Round-table discussion 1

Week 9

Comunidades: Chapter 14 ¿Por qué emigrar? Why to immigrate?

New Immigration laws: Alabama and Arizona.

Oral report on final project

Reflection # 5

Week 10

New Immigration laws (cont.)
Case Study # 2: You won a grant to help a non-profit organization with a new program to help Latino students succeed in the school system. The program will have a positive impact in the life of the students and it will help the school that the program will serve. During the implementation process you receive specific guidelines on how to use the grant money. This is the first time that you are told that in order to serve a specific student you need to verify his/her legal status.

Oral presentations
Service at the Center.

Week 11
Education and Latinos: Challenges for Latinos in pursuing higher education.

Read: Contreras “Sin papeles y rompiendo barreras: Latino Students and the Challenges in persisting in College.”

Week 12

Reading: Dream Act: Plan B (reading package)

Reflection # 6

Round-table discussion 2

Oral report on final project

Week 13
The Dream Act (cont.)

Comunidades: Chapter 19: ¿Es la reflexión realmente esencial para el aprendizaje en la comunidad? Is reflexión really essential for community learning?

Reflection # 7

Week 14
Exams # 2

Comunidades: Chapter 20: ¿Qué aprendemos con el aprendizaje en la comunidad que no se puede aprender en un libro? What do we learn with service learning that we cannot learn in a textbook?

Comunidades: Capítulo 23 ¿Cómo vamos a despedirnos? How are we going to say good bye.

Week 15
Conclusions to the course

Final round-table discussion.