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Spring 2017

### Making Connections: Conversation, Composition and Culture (SPAN300A) Syllabus

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**Spanish 300A (SPAN/CENG 300)**  
**Making Connections: Conversation, Composition, and Culture**  
**Modern Languages & Literatures**  
**Spring 2017**

**Professor:** Dr. Bradford Ellis  
**Office:** Boyle 308  
**Office Hours:** Mondays, Wednesdays, Fridays 10:50 – 11:50; and by appointment  
**Phone:** 403-3470  
**E-mail:** brad.ellis@snc.edu

**Required Text**

- *¡A que sí!*, 4th ed., García Serrano, de la Torre, Grant Cash.
- *¡A que sí! Cuaderno*, 4th ed., García Serrano, de la Torre, Grant Cash.

**Recommended Text**

- *Oxford or Harper Collins Spanish-English Dictionary*

**Course Description and Objectives**

Spanish 300 is intended for students who have successfully completed Spanish 204 or its equivalent. It is the first course in the Spanish major and minor and is a foundational course designed to prepare students for subsequent advanced-level courses in Spanish. The primary objectives of Spanish 300 are:

- to increase students' awareness and understanding of Hispanic cultures, both locally and globally
- to develop critical thinking skills and ability to reflect
- to build students' oral proficiency
- to expand and perfect knowledge of vocabulary and grammatical structures
- to improve reading and writing skills

These goals will be accomplished through exposure to a wide variety of texts and themes. Learning, of course, is never a passive activity. In order to learn, one cannot simply be exposed to ideas, but rather must inquire, reflect, and apply the lessons – in other words, engage in the enterprise. This is not a lecture class, but rather a course in which I will challenge you to think and reflect on the material presented and then formulate and articulate your own ideas in class discussions and presentations as well as in well-thought-out and well-developed writings. Only you can take advantage of this time and these resources in order to improve your skills. The more you put into each activity and assignment both in and outside of the classroom, the more you will progress.

**Community Engagement and Academic Service-Learning Component**

This section of Spanish 300 is special and unique because it offers students the opportunity to directly engage with the Hispanic/Latino community of Green Bay and northeast Wisconsin. As the title of the course suggests, we will make cross-cultural connections through conversation, writing, and engagement with other cultures. This

engagement will not only be intellectual via readings and class discussion, but will also be real and hands-on via academic service learning. In addition to grammatical review, development of writing skills, and analysis of readings about Hispanic cultures, students will develop their knowledge and skills through community engagement at Literacy Green Bay or Casa Alba Melanie, both located in downtown Green Bay. This service is not merely an add-on, but will be an integral part of the course content as we discuss our community engagement and the relationships we form with the Hispanic/Latino community in relation to course readings and themes. Beginning the third week of the semester, students will be engaged in the local community two hours per week. Due to this commitment, we will meet in class two days a week (Mondays and Fridays) beginning the third week of the semester. Students may choose to collaborate at Literacy Green Bay or Casa Alba during our Wednesday regular class time or a different day and time that works with their schedule and with the respective site. This unique blend of classroom and community engagement allows us to match our talents and abilities with the needs of the local community. In so doing, we will form mutual relationships of learning, appreciation and respect with our community. In taking this course, you are challenging yourself in unique and transformative ways. You are stepping outside your comfort zone to become pioneers, role models, and leaders in your community, all while actively applying the skills and knowledge you are developing in your coursework. By taking the learning process beyond the classroom and into the community, this course will build bridges between the Hispanic and Latino populations of our area and St. Norbert College, and will foster cross-cultural dialogue, learning and mutual respect.

The academic service-learning initiative at St. Norbert College is directed and supported by our Sturzl Center for Community Service & Learning, located in Todd Wehr Hall. The Sturzl Center promotes transformative student learning by addressing real community needs, building relationships of mutuality, and working for the Common Good. We do this inspired by our Catholic, liberal arts, and Norbertine traditions. The Norbertine order is grounded in the ideals and values of *communio*, whereby we apply our learning and knowledge to meet the needs of our local community through dialogue, mutual respect, and community engagement.

### What is Academic Service Learning at St. Norbert College?

At the heart of academic service-learning at St. Norbert are three criteria set forth by Jeffrey Howard, editor of the *Michigan Journal of Community Service Learning*. These criteria are:

1. Relevant and meaningful service with the community – there must be service provided in the community that is both relevant and meaningful to all stakeholder parties.
2. Enhanced academic learning – the addition of relevant and meaningful service with the community must not only serve the community but also enhance student academic learning in the course.

3. Purposeful civic learning – the addition of relevant and meaningful service with the community must not only serve the community and enhance student academic learning in the course, but also directly and intentionally prepare students for active civic participation in a diverse democratic society.

(Taken from the Sturzl Center Web page, <http://www.snc.edu/sturzlcenter/>. Source: Service-Learning Course Design Workbook, *Michigan Journal of Community Service Learning* p. 12)

Student learning through community engagement in this course will be assessed via the following components, which will combine course readings and themes and community engagement:

- In-class discussion and analysis
- Weekly journal entries and reflections (in Google docs) and Discussion Forum posts on Snoodle
- Two formal 4-6 page critical reflection essays, one at the midpoint of the semester and one at the end of the semester
- A formal 10-minute oral presentation at the end of the semester

### **Grading Scale**

|    |        |    |       |
|----|--------|----|-------|
| A  | 93-100 | C  | 73-79 |
| AB | 89-92  | CD | 70-72 |
| B  | 84-88  | D  | 60-69 |
| BC | 80-83  | F  | 0-59  |

### **Components of Evaluation**

|  |     |
|--|-----|
| Attendance, Preparation, Participation | 15% |
| Homework                               | 15% |
| Quizzes and Short Writings             | 10% |
| Critical Reflection Essay 1            | 10% |
| Critical Reflection Essay 2            | 10% |
| Oral Exam                              | 10% |
| Final Oral Presentation                | 15% |
| Journal and Snoodle Discussion Forum   | 15% |

### **Attendance, Preparation, and Participation (15%)**

- Each class period I will record your attendance, preparation, and participation using the following scale:
- 0 absent; sleeps in class; disrupts the learning process.
  - 1 arrives late; in class physically but not mentally; clearly unprepared for class; unable to participate accurately in pair and group activities due to lack of preparation; does not volunteer; speaks English.
  - 2 partially prepared for class; makes an effort to participate in class activities with only some success due to lack of preparation; speaks English at times; does not

- volunteer to answer out loud or go to the board.
- 3 clearly prepared for class; attentive, focused, and engaged in class activities; contributes voluntarily to class discussions and activities; contributes in a positive way to the learning process and community; speaks Spanish at all times.

If you have a *serious* problem that prevents you from attending class, please provide documentation and speak with me ahead of time. This allows me to hold handouts for you and discuss with you the material you will miss.

### **Homework (15%)**

The course and our primary textbook are divided into four units, each of which contains three chapters. At the beginning of each chapter, you will receive a chapter homework guide that indicates daily homework to be completed before class. All written homework is to be typed or written out legibly. Homework may be collected at any time and will be graded on a scale of 1 to 10. All readings and discussion questions are to be done before class so that we can make full use of class time for discussion.

### **Quizzes and Short Writings (10%)**

There will be quizzes and short writing assignments during the semester that cover grammar, vocabulary, readings, and films. Quizzes may be announced or unannounced and will be conducted in class. There will be no make-ups for quizzes. Short writings may also be announced or unannounced and may be done in or outside of class.

### **Critical Reflection Essays 1 and 2 (10% each)**

Students will write two critical reflection essays during the semester that require them to think critically and make connections between assigned material and their community engagement. Students will be graded on content, quality of thought and critical analysis, and grammar and vocabulary. Instructions and a grading rubric will be distributed later in the semester.

### **Oral Exam (10%)**

There will be one midterm oral exam. The oral exam will be conducted in my office and will cover grammar and vocabulary, readings and films, and community engagement. Instructions and a grading rubric will be distributed later in the semester.

### **Final Oral Presentation (15%)**

Students will give a final oral presentation at the end of the semester. This presentation will require students to think critically and explore connections between assigned readings, in-class discussion, and community engagement and collaboration. Specific instructions and a grading rubric will be distributed later in the semester.

### **Journal and Snoodle Discussion Forum (15%)**

Students will keep a weekly journal throughout the semester in Google docs, in which they will reflect on their community engagement and seek to make connections between

these experiences and the assigned readings and in-class discussion. In addition, I will post questions in our Discussion Forum in Snoodle that will allow us to further reflect on course content and community engagement and to learn from one another and the community. The journal and Discussion Forum will also be a space for students to express their hopes, anxieties, questions, challenges, connections, and successes. Some of this writing will be descriptive in nature, while other portions will require critical reflection. Students are required to write at least 250 words per week in their journal and will be assessed on content, critical thinking, and grammar and vocabulary. Please check the Discussion Forum regularly for new posts from the professor and replies and commentary from classmates.

**NOTA BENE:** It is required that students turn in all assignments on the due date. Electronic submission is not accepted for work that requires a hard copy be turned in at the start of class. If you are absent due to illness or an emergency, please make every effort to deliver your assignment via another student.

### **Student and Faculty Civility**

A course based on discussion and the free exchange of ideas can only function within an environment of mutual respect among all members of the class (students and professor alike). Please bear in mind the importance of treating others with respect and courtesy. If at any time during the semester you have questions about the course, your progress, or your grade, please let me know, and I will work with you to answer your questions.

### ***Tertulias:***

During the semester, you must attend three *tertulias*, which are led by our native assistant and designed for students at the advanced level. Further details about dates and themes of these *tertulias* will be distributed as soon as they are available.

### **Spanish Club at St. Norbert College:**

In addition, the St. Norbert Spanish Club will be hosting cultural events throughout the semester. These events and opportunities will allow you to speak Spanish and develop your cultural knowledge of the Spanish-speaking world. I highly encourage you to attend these events and become involved with our Spanish Club!

### **Academic Support Services:**

In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For inquiries and further details, please visit the Academic Support Services Office located in Todd Wehr Hall Room 211 or contact the Director of Academic Support Services (403-1326), or visit the website <http://www.snc.edu/academicsupport/accommodation>. If you need academic accommodations, you must meet with the professor about your accommodations at the beginning of the semester and before each test or assignment in question. Requests for accommodations after the fact – after a test, after missing numerous classes, at the end of

the semester, etc. – will be denied.

**Academic Integrity:**

In this course, all students are expected to adhere to the College's academic policies regarding academic integrity (please refer to the "St. Norbert College Academic Honor Code" listed in *The Citizen*, or see the Honor Code website for the text of the Honor Code process, procedures and penalties). For further details, or if you have any questions, see the link for *The Citizen* on the judicial affairs website: [www.snc.edu/judicialaffairs](http://www.snc.edu/judicialaffairs). You may also contact the Honor Code Facilitator at 403-3047 or the Associate Academic Dean's Office at 403-4044.

**Calendario del semestre**

*(El profesor reserva el derecho de modificar este calendario.)*

**UNIDAD 1: ESPACIOS: PÚBLICOS Y PRIVADOS**

**Semana 1**

|                        |                                  |
|------------------------|----------------------------------|
| lunes, 23 de enero     | Introducción al curso y Unidad I |
| miércoles, 25 de enero | Unidad I                         |
| viernes, 27 de enero   | Unidad I                         |

**Semana 2**

|                         |                              |
|-------------------------|------------------------------|
| lunes, 30 de enero      | Visita de Literacy Green Bay |
| miércoles, 1 de febrero | Visita de Casa Alba Melanie  |
| viernes, 3 de febrero   | Unidad I                     |

**Semana 3**

|                         |          |
|-------------------------|----------|
| lunes, 6 de febrero     | Unidad I |
| miércoles, 8 de febrero | Unidad I |
| viernes, 10 de febrero  | Unidad I |

**UNIDAD II: ENCUENTROS Y DESENCUENTROS**

**Semana 4 (Comienza la colaboración con la comunidad)**

|                          |                               |
|--------------------------|-------------------------------|
| lunes, 13 de febrero     | Unidad II                     |
| miércoles, 15 de febrero | Colaboración con la comunidad |
| viernes, 17 de febrero   | Unidad II                     |

**Semana 5**

|                          |                               |
|--------------------------|-------------------------------|
| lunes, 20 de febrero     | Unidad II                     |
| miércoles, 22 de febrero | Colaboración con la comunidad |
| viernes, 24 de febrero   | Unidad II                     |

**Semana 6**

lunes, 27 de febrero  
 miércoles, 1 de marzo  
 viernes, 3 de marzo

Unidad II  
 Colaboración con la comunidad  
 Unidad II; **entregar ensayo 1 de reflexión crítica**

**Semana 7**

lunes, 6 de marzo  
 miércoles, 8 de marzo  
 viernes, 10 de marzo

**Exámenes orales**  
 Colaboración con la comunidad  
**Exámenes orales**

**Semana 8**

\*\*\*\*\* **Vacaciones de primavera** \*\*\*\*\*

**UNIDAD III: PATRIA/NACIÓN: ACERCAMIENTOS****Semana 9**

lunes, 20 de marzo  
 miércoles, 22 de marzo  
 viernes, 24 de marzo

Unidad III  
 Colaboración con la comunidad  
 Unidad III

**Semana 10**

lunes, 27 de marzo  
 miércoles, 29 de marzo  
 viernes, 31 de marzo

Unidad III  
 Colaboración con la comunidad  
 Unidad III

**Semana 11**

lunes, 3 de abril  
 miércoles, 5 de abril  
 viernes, 7 de abril

Unidad III  
 Colaboración con la comunidad (**Día de consejo académico**)  
 Unidad III

**Semana 12**

lunes, 10 de abril  
 miércoles, 12 de abril  
 viernes, 14 de abril

Unidad III  
 Colaboración con la comunidad  
**Viernes Santo; no hay clase.**

**UNIDAD IV: DE ACÁ PARA ALLÁ****Semana 13**

lunes, 17 de abril  
 miércoles, 19 de abril  
 viernes, 21 de abril

**Vacaciones de Pascua; no hay clase.**  
 Colaboración con la comunidad  
 Unidad IV



**Semana 14**

lunes, 24 de abril

Unidad IV

miércoles, 26 de abril

Unidad IV

viernes, 28 de abril

Unidad IV; **entregar ensayo 2 de reflexión crítica****Semana 15**

lunes, 1 de mayo

Unidad IV

miércoles, 3 de mayo

Unidad IV

viernes, 5 de mayo

**Presentaciones finales****Examen final: El viernes, 12 de mayo, 9:15 - 11:15 (Presentaciones finales)**