

## Spanish 3320/English 4388

### The U.S. Experience: Latinx/e, Language, and Literacy Department of Language, Literature, and the Arts

**Class meeting: M/W 3:30-4:45pm Classroom: Classroom Hall 205**

**Instructor:**

**Dra. Elena Foulis**

**She | Her | Ella**

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**Office:** Classroom Hall 314-J

**Hours:** Mondays 1-2:30pm and by appointment in person or via Zoom

<https://tamusa.zoom.us/my/profefoulis>

### Course description

Spanish 3320/English 4388 is social diversity course that focuses on generating ideas, drafting, and revising writing projects. These projects will be situated within the thematic context of literacy and related issues among Latinas/os/x born in the United States and Spanish-speaking immigrants. It would look at how race and ethnicities, along with socio-economic backgrounds of each Latinx group, impacts their experiences with language. US Latinx populations may be bilingual in Spanish and English or monolingual in one of those languages. Within both native-born and immigrant groups, however, low literacy levels (the ability to read and write) affect their ability to function in society, achieve personal goals, and develop their full knowledge and potential. This course will be in English and Spanish. Additionally, while most of our readings will be in English, some of our readings and writing activities will be also done in Spanish. In addition to writing, we will practice the skills of reading, speaking, and listening. In this course, students will be partnered as tutors with adult English Language Learners (ELL or ESL), as part of the learning experience into these topics.

### Assessment statements

#### Writing and Related Skills

#### Goals/Rationale

Writing courses across disciplines develop students' skills in writing, reading, critical thinking, and oral expression.

#### Learning objectives:

1. Students learn to identify the diversity

- within the US Latina/o/e/x populations.
2. Students examine the role of race, ethnicity and socio-economic backgrounds affect literacy experiences.
3. Students apply basic skills in expository writing.
4. Students demonstrate critical thinking through written and oral expression.
5. Students retrieve and use written information analytically and effectively.

#### How this course meets GE goals:

1. Students will complete three formal expository writing assignments. In addition, students will keep a reflective journal of their tutoring experiences with English adult learners.
2. Writing assignments progress from description to thesis development and support and, finally, to persuasion. Journaling requires students to reflect on their service-learning experiences and state them in terms of what they have learned from the experiences.
3. Students will receive instruction in writing, use of TAMUSA's WLDC, library and Internet resources, and how to document and cite sources using the Modern Language Association (MLA) style.

#### Social Diversity in the United States Goals/Rationale

Courses will foster an understanding of the pluralistic nature of institutions, society, and culture in the United States.

#### Learning objectives:

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in

the institutions and cultures of the United States.

2. Students recognize the role of social diversity in shaping their own attitudes and values.

**How this course meets GEC goals:**

1. Students investigate ethnicity and race and related categories through required readings, class discussions, service-learning activities, and writing assignments.

2. Students explore their own attitudes and values by comparing them with those of their literacy partners at EOTO (Each One, Teach One), as well as the attitudes and values presented in required readings and class discussions. Through the process of reflection, they will discover how social diversity shapes their attitudes and values.

**Textbook**

Janks, Hilary. *Literacy and Power*. Routledge, 2010.

Reyes, María L. *Words Were All We Had: Becoming Biliterate Against the Odds.*, 2011.

\* Additional readings will also be posted on BLACKBOARD

**Service-learning**

In service-learning courses, students work with a community partner and reflect on that experience, as well as on the social issues associated with the partner organization. In the service-learning setting, you will learn about contexts for writing that are different from those you have encountered in academic classrooms.

In addition to meeting on campus twice a week, you will act as a literacy partner for an adult

**Learning tasks/grading**

- 20% Class participation, engagement, community building
- 10% Writing project 1 (description of research question) (In Spanish or English)
- 15% Writing project 2 (review of literature, models, or components) (In Spanish or English)
- 15% Writing project 3 (In Spanish or English)
- 10% Podcast (In Spanish or English)
- 30% Reflective journals (learning through community service) (In Spanish or English)
- 100%

learner of English as a Second Language at ESL centers across the city, including TAMUSA ESL students. You must complete at least **15 hours outside** of class working with your community partner.

**Classroom learning**

For the on-campus component of the course, you will read and discuss essays and articles from the course textbooks and write about issues related to literacy, second-language learning, Latinx/e, and immigration to the U.S. from Spanish-speaking countries. By connecting your practical experience with readings, writing, and discussion in class, we will conduct a rich investigation of literacy from different perspectives. The majority of the assigned readings are in English, but some are in Spanish. Classroom discussions and writing assignments will be both in English and Spanish.

In addition to the content described above, you will also receive instruction in writing, use of the TAMUSA libraries and Internet resources, and how to document and cite your sources using the Modern Language Association (MLA) style. Prior to each writing project there will be an in-class writing workshop in which you will study writing models, vocabulary, and structures appropriate to the project. After you write the first version of each project, you will receive feedback from your classmates through small-group peer editing activities and written feedback from your instructor. Afterwards, you will revise and resubmit your project. The final grade for each project is the average of the first and second versions.

## Grading Scale

		C	70-79
A	90-100	D	60-69
B	80-89	F	Below 59

### Writing projects

As part of your study of Latinx/e and literacy, you will complete three writing projects in English or Spanish in which you apply your reading, your practice of working with an ESL program, and independent research.

• **Project 1:** Choose a question about literacy that you want to investigate. It can be a topic that arises from your tutoring at ESL centers, the assigned readings, or another experience in your life. In your essay, present the question, describe its components, and explain why you are interested in it. **Length:** 3 pages, double-spaced, 12-point Times-New Roman font.

• **Project 2:** Based on the topic that you selected for Project 1, you will conduct a review of related literature using the skills that you have developed and your library visit. In addition to library and Internet resources, you are encouraged to obtain personal communication sources from your ESL program partner(s). Present the information in a coherent essay with appropriate citations and documentation. **Length:** 5-6 pages, double-spaced, 12-point Times-New Roman font.

• **Project 3 and podcast:** Using the sources that you identified in Project 2, you will develop your research question into a full-length position (persuasion) paper. Your argument should be fully supported by different types of resources, including those that you have developed through your work at your ESL program. Appropriate documentation is essential. **Length:** 6-7 pages, double-spaced, 12 point Times-New Roman font. You will turn your writing assignment into a podcast recording of 15-30 minutes.

Only if you upload the first version of each project on time (specified on BLACKBOARD and the course calendar) will you have the

### Student conduct

opportunity to write a second version and receive the average of the grades on the two versions. Normally, the second version is handed in one week after you receive the instructor's comments on the first version.

### Reflective journals

Starting on February 2<sup>nd</sup>, you will have bi-weekly critical reflections due on Fridays. After each of your tutoring sessions at EOTO, you will write a **500-700 words critical reflection in Spanish or English** on your experience. A reflection is not merely a description of the events, but it includes your feelings and insights into the experience, as well as questions that arise. In other words, you will write about what you are learning from your community engagement experiences. You may include connections you see between the work in the community and the readings from class. Each journal entry must be word-processed, double-spaced, using 12-point Times-New Roman font. All journals must be turn in via BLACKBOARD. Please check BLACKBOARD for due dates and times.

### Participation, engagement and community building

You are expected to come to class ready to contribute, discuss and dialogue with your peers and professor. Each day, you will be evaluated based on your preparedness and active engagement in the class. Additionally, you will complete 3-5 online discussions and weekly contribute to our [class glossary](#) (one per week), *do not repeat words*. Each student is expected to provide a word/concept and definition, as described in our readings. By the end of the semester, each student should have at least **10 entries**.

English and Spanish will be used throughout the semester. During class, you must participate in all activities and discussions in an active and respectful manner. You are expected to arrive to class on time and stay for the entire period. Reading assignments and other homework should be well prepared before coming to class. Peers, instructor, visitors, and guest speakers are to be treated with respect and courtesy. Cell phones and paging devices must be turned off during class. Discourtesy, disrespect, and inattentiveness will result in banishment from this course.

### **Attendance Policy**

Successful progress in this course requires that you keep up with assignments and attend class regularly. Undocumented absences will result in a deduction of two percentage points per absence from the final course grade. Late arrivals and early departures are disruptive, so do not arrive late and stay for the entire class. **Every two late** arrivals/early departures will count as **one unexcused** absence, with the same penalty as outlined above. Tutoring sessions at EOTO fall under the same policy; be aware that if you are absent from a tutoring session, it will have a negative impact on your partner.

**NOTE ON ZOOM:** This is an in-person class, *occasionally* due to documented illness or other pressing issues, you might request the instructor to allow you to join via Zoom. If requested granted, you are expected to have your camera ON during the class, and to actively participate.

### **Make-up Work**

Make-ups will be permitted only when the instructor is presented with acceptable documentation. Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is your responsibility to notify the instructor of any excused absence as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation). Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

Homework assignments handed in late will receive a 10% discount for each day beyond the due date. In-class activities/discussions are only done in class. **If you are absent or do not participate, you will not have the opportunity to make up those activities and will receive a zero.**

### **Academic Misconduct**

It is the responsibility of the Committee/Office on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct. For additional information, see the Code of Student Conduct <https://www.tamusa.edu/student-rights-and-responsibilities/student-conduct.html> The sanctions for the misconduct can include a failing grade in this course and suspension or expulsion from the university.

### **Disability Services**

Students with disabilities that have been certified by the office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

IMPORTANT DATES	
<b>January 16</b>	First day of classes
<b>January 23</b>	Last day to register for Spring 16-week Session
<b>March 11-17</b>	Spring Break - no classes
<b>April 13</b>	Last day to drop with an automatic "W"
<b>April 29</b>	Last day of scheduled classes
<b>May 1-7</b>	Final examinations
<b>May 7</b>	Submit Podcast on Blackboard (11:59pm)

### Tentative calendar

Note: The assigned readings will prepare you for the following class. It is recommended that you take notes as you read to enable you to participate fully in discussion and class activities.

*Words Were All We Had*= **WWAW**

Date	In class	At Home
<b>Week 1: Introduction to the course</b>		
January 17	Introduction to the course	<i>Literacy and Power Chapter 1</i> "Words Were all We Had: Reflections on Becoming Biliterate" - WWAW
<b>Week 2</b>		
January 22	<i>Literacy and Power Chapter 1</i> "Words Were all We Had: Reflections on Becoming Biliterate" - WWAW <b>BLACKBOARD</b>	<i>Literacy and Power Chapter 2</i> Paulo Freire, <i>Pedagogy of the Oppressed</i> . (Chapter 2)
January 24	<i>EOTO training in class</i>  Paulo Freire, <i>Pedagogy of the Oppressed</i> . (Chapter 2)-BLACKBOARD	<i>Literacy and Power Chapter 2</i> <b>Prepare for project 1</b>
<b>Week 3</b>		
January 29	<i>Literacy and Power Chapter 2</i> In-class writing activities for <b>project 1</b>	<i>Literacy and Power Chapter 3</i> View: <a href="https://www.youtube.com/watch?v=sHficpL6Rjc">DEBUNKING "STANDARD" LANGUAGE   Introducing the "language-elsewhere" (Mena &amp; Garcia, 2020) - YouTube</a> <a href="https://www.youtube.com/watch?v=sHficpL6Rjc">https://www.youtube.com/watch?v=sHficpL6Rjc</a>
January 31	<i>Literacy and Power Chapter 3</i> <a href="https://www.youtube.com/watch?v=sHficpL6Rjc">DEBUNKING "STANDARD" LANGUAGE   Introducing the "language-elsewhere" (Mena &amp; Garcia, 2020) - YouTube</a>  <b>Reflective journal entry</b> <b>First version project 1 due on BLACKBOARD</b>	<i>Literacy and Power Chapter 3</i> "The Language Elsewhere: Friendlier Linguistic Terrorism" BLACKBOARD
<b>Week 4</b>		
February 5	<i>Literacy and Power Chapter 3</i> "The Language Elsewhere: Friendlier Linguistic Terrorism"	<i>Literacy and Power Chapter 4</i> Read Chapter two of <i>Raza schools the fight for Latino educational autonomy in</i>

		<i>a West Texas borderlands town, <a href="#">Raza Schools - Google Books</a></i>
February 7	<i>Literacy and Power Chapter 4</i> Chapt two, "A School of their Own"	"Border Literacies: Con-textos Bilingües." -WWAW
<b>Week 5</b>		
February 12	"Border Literacies: Con-textos Bilingües." - WWAW <b>BLACKBOARD</b> <b>Writing project 1 final version due</b>	"Global Ill-Literacies: Hip Hop Cultures, Youth Identities, and the Politics of Literacy" BLACKBOARD
February 14	"Global Ill-Literacies: Hip Hop Cultures, Youth Identities, and the Politics of Literacy" <b>Reflective journal entry</b>	<i>Literacy and Power Chapter 4</i> "Literacy as <i>Comida</i> : Learning to Read with Mexican Novelas"- WWAW
<b>Week 6</b>		
February 19	<i>Literacy and Power Chapter 4</i> "Literacy as <i>Comida</i> : Learning to Read with Mexican Novelas"-BLACKBOARD	"Obstinate Child." - WWAW
February 21	"Obstinate Child." - WWAW <b>BLACKBOARD</b>	<i>Literacy and Power Chapter 5</i>
<b>Week 7</b>		
February 26	<i>Literacy and Power Chapter 5</i> In-class writing activities for <b>project 2</b>	<i>Literacy and Power Chapter 5</i> 'Prayer Books and Hymnals: Textual Stepping Stones to Bilingual Literacy.'" - WWAW
February 28	<i>Literacy and Power Chapter 5</i> 'Prayer Books and Hymnals: Textual Stepping Stones to Bilingual Literacy.'" - WWAW <b>Reflective journal entry</b>	"Latina Literacies in Convivencia: Communal Spaces of Teaching and Learning" - WWAW
<b>Week 8</b>		
March 4	"Latina Literacies in Convivencia: Communal Spaces of Teaching and Learning" -	<i>Literacy and Power Chapter 6</i>
March 6	<i>Literacy and Power Chapter 6</i> <b>First version project 2 due via</b> <b>BLACKBOARD</b>	<i>Literacy and Power Chapter 6</i> Listen:
<b>Week 9 Spring break March 11-17</b>		
<b>Week 10</b>		
March 18	<i>Literacy and Power Chapter 6</i>	<a href="https://www.michigandaily.com/michigan-in-color/a-first-gen-students-reflection-on-dual-identity-and-the-immigrant-experience/">https://www.michigandaily.com/michigan-in-color/a-first-gen-students-reflection-on-dual-identity-and-the-immigrant-experience/</a>
March 20	<a href="https://www.michigandaily.com/michigan-in-color/a-first-gen-students-reflection-on-dual-identity-and-the-immigrant-experience/">https://www.michigandaily.com/michigan-in-color/a-first-gen-students-reflection-on-dual-identity-and-the-immigrant-experience/</a> <b>Reflective journal entry</b> <b>BLACKBOARD</b>	Watch: <b>Being ñ film</b> <a href="https://tamura.on.worldcat.org/oclc/985057579">https://tamura.on.worldcat.org/oclc/985057579</a>
<b>Week 11</b>		
March 25	<i>Being ñ</i> class discussion <b>Writing project 2 final version due</b>	"Successful" and "Unsuccessful" Literacies of two Puerto Rican Families in

		Chicago"- WWAW
March 27	<p>“Successful” and “Unsuccessful” Literacies of two Puerto Rican Families in Chicago”- WWAW</p> <p><b>Reflective journal entry</b></p> <p><b>BLACKBOARD</b></p>	<p>“Subtracting Spanish and Forcing English: My lived Experience in Texas Public Schools”-BLACKBOARD</p>
<b>Week 12</b>		
April 1	<p><i>Literacy and Power Chapter 7</i></p> <p>“Subtracting Spanish and Forcing English: My lived Experience in Texas Public Schools”- BLACKBOARD</p>	<p><i>Literacy and Power Chapter 7</i></p> <p>“Borinquen Querido: Growing up Bilingual in a Military Family”- WWAW</p>
April 3	<p><i>Literacy and Power Chapter 7</i></p> <p>“Borinquen Querido: Growing up Bilingual in a Military Family”- WWAW</p> <p><b>Reflective journal entry</b></p> <p><b>BLACKBOARD</b></p>	<p><i>Literacy and Power Chapter 7</i></p>
<b>Week 13</b>		
April 8	<p><i>Literacy and Power Chapter 7</i></p> <p><b>First version project 3</b></p>	<p><i>Literacy and Power Chapter 8</i></p> <p>“Becoming a Cross-Cultural Educator.”- WWAW</p>
April 10	<p><i>Literacy and Power Chapter 8</i></p> <p>“Becoming a Cross-Cultural Educator.”- WWAW</p> <p><b>Reflective journal entry</b></p>	<p><i>Literacy and Power Chapter 8</i></p>
<b>Week 14</b>		
April 15	<p><i>Literacy and Power Chapter 8</i></p>	<p><i>Literacy and Power Chapter 9</i></p>
April 17	<p><i>Literacy and Power Chapter 9</i></p> <p><b>Reflective journal entry</b></p> <p><b>BLACKBOARD</b></p>	<p><i>Literacy and Power Chapter 9</i></p>
<b>Week 15</b>		
April 22	<p><i>Literacy and Power Chapter 9</i></p> <p><b>Writing project 3 final version due</b></p>	<p><i>MAKE STUDIO RESERVATIONS</i></p>
April 24	<p><b>Project 3</b> Podcast, questions, and practice</p> <p><b>Reflective journal entry</b></p> <p><b>BLACKBOARD</b></p>	<p>Work on podcast questions, and practice</p>
<b>Week 16</b>		
April 29	<p><b>Project 3</b> Podcast recordings</p>	<p><i>Work on audio editing of podcast</i></p>
May 1-7	<p><b>Project 3</b> Podcast recordings</p> <p><b>Reflective journal entry</b></p> <p><b>BLACKBOARD</b></p>	<p><i>RESERVE STUDIO</i></p>
<b>Your podcast is due via BLACKBOARD</b>		
<b>May 7 by noon</b>		