

Spanish 3320/English 5375
Literacy and Language in Latine/x communities
Department of Language, Literature, and the Arts

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

Instructor:
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Office: Classroom Hall 321
Hours: Wednesdays 5:00-6:30pm

Course description

Spanish 3320/English 5375 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/es born in the United States and Spanish-speaking immigrants. It would look at how race and ethnicities, along with socio-economic backgrounds of each Latine group, impacts their experiences with language. US Latine 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 with **Restore Education** 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 GEC/WI goals:

1. Students investigate ethnicity and race and related categories through required readings, class discussions, service-learning activities, and writing assignments.
2. Students will complete three formal expository writing assignments. In addition,
3. Students will keep a reflective journal of their tutoring experiences with English adult learners.
4. 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.
5. 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.
6. Students explore their own attitudes and values by comparing them with those of their literacy partners at *Restore Education*, 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.

<https://tamusa.on.worldcat.org/oclc/501326586>

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

<https://tamusa.on.worldcat.org/oclc/693206420>

- * 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 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.

Free library installation.



According to literacy studies, one common factor in neighborhoods with low literacy rates is the lack of public libraries. As a class, we will research the neighborhoods on the west and south side of San Antonio to determine the number of libraries, literacy rates and schools. We will then do a field trip (in groups) to visit some of the community organizations in these areas and consult with them about where the best place is to install a free library.

We will also collect and fully stock the library with books in English and Spanish.

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 the reading, 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 activity 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.



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%

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:** 4-5 pages (undergraduates) 5-7 pages (graduate), 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:** 5-6 pages (undergraduate) 7-8 pages (graduates), double-spaced, 12-point Times-New Roman font. You will turn your writing assignment into a podcast recording of 15-30 minutes (undergraduates) 30-45min (graduates).

Only if you upload the first version of each project on time (specified on BLACKBOARD and the course calendar) will you have the 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 5th, you will have bi-weekly critical reflections due on Wednesdays. After each of your tutoring sessions at **Restore Education**, you will write a **one-page** 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. Each journal entry must be word-processed, double-spaced, using 12-point Times-New Roman font. All journals must be turned 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 contribute to our [class glossary](#) (three new items per student), *do not repeat words*. Each student is expected to provide a word/concept and definition, as described in our readings.

Student conduct

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, instructors, 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.

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
Week 1: Introduction to the course		
January 22	Introduction to the course Lengualistic Algo: Speaking in Tongues IWC presentation/orientation.	<i>Literacy and Power Chapter 1</i> “Words Were all We Had: Reflections on Becoming Biliterate” - <i>WWAW</i>
Week 2		
January 27	<i>Literacy and Power Chapter 1</i> “Words Were all We Had: Reflections on Becoming Biliterate” - <i>WWAW</i> BLACKBOARD	<i>Literacy and Power Chapter 2</i> Paulo Freire, <i>Pedagogy of the Oppressed</i> . (Chapter 2)
January 29	<i>Restore education training in class</i> Paulo Freire, <i>Pedagogy of the Oppressed</i> . (Chapter 2)- BLACKBOARD	<i>Literacy and Power Chapter 2</i> El entierro de "Mister Spanish": Prepare for project 1
Week 3		
February 3	<i>Literacy and Power Chapter 2</i> El entierro de "Mister Spanish": In-class writing activities for project 1	<i>Literacy and Power Chapter 3</i> View: https://www.youtube.com/watch?v=sHficpL6Rjc
February 5	<i>Literacy and Power Chapter 3</i> What is language ideology? Reflective journal entry First version project 1 due on BLACKBOARD	<i>Literacy and Power Chapter 3</i> DEBUNKING "STANDARD" LANGUAGE Introducing the "language-elsewhere" (Mena & Garcia, 2020) - YouTube Article: “The Language Elsewhere: Friendlier Linguistic Terrorism” BLACKBOARD
Week 4		
February 10	<i>Literacy and Power Chapter 3</i> DEBUNKING "STANDARD" LANGUAGE Introducing the "language-elsewhere" (Mena & Garcia, 2020) - YouTube “The Language Elsewhere: Friendlier Linguistic Terrorism”	<i>Literacy and Power Chapter 4</i>
February 12	NEIGHBORHOOD FIELD EXPLORATION	<i>Literacy and Power Chapter 4</i> “Border Literacies: Con-textos Bilingües.” - <i>WWAW</i>
Week 5		
February 17	<i>Literacy and Power Chapter 4</i> “Border Literacies: Con-textos Bilingües.” - <i>WWAW</i> BLACKBOARD Writing project 1 final version due	“Global Ill-Literacies: Hip Hop Cultures, Youth Identities, and the Politics of Literacy” BLACKBOARD

February 19	“Global Ill-Literacies: Hip Hop Cultures, Youth Identities, and the Politics of Literacy” Reflective journal entry	<i>Literacy and Power Chapter 4</i> “Literacy as <i>Comida</i> : Learning to Read with Mexican Novelas”- WWAW Recommended: <u>THE DEFICIENCY PERSPECTIVE: A Biography of a (Racist) Worldview</u>
Week 6		
February 24	<i>Literacy and Power Chapter 4</i> “Literacy as <i>Comida</i> : Learning to Read with Mexican Novelas”-BLACKBOARD	“Prayer Books and Hymnals: Textual Stepping Stones to Bilingual Literacy.” – WWAW
February 26	“Prayer Books and Hymnals: Textual Stepping Stones to Bilingual Literacy.” – WWAW BLACKBOARD	<i>Literacy and Power Chapter 5</i>
Week 7		
March 3	<i>Literacy and Power Chapter 5</i> In-class writing activities for project 2	<i>Literacy and Power Chapter 5</i> “Obstinate Child.” - WWAW
March 5	<i>Literacy and Power Chapter 5</i> “Obstinate Child.” – WWAW Reflective journal entry	“Examining Latinx Familial Literacies Through a Testimonio of Pedagogies of the Home” -Ruth M. López
Week 8 Spring break March 10-15		
Week 9		
March 17	“Examining Latinx Familial Literacies Through a Testimonio of Pedagogies of the Home” -Ruth M. López	<i>Literacy and Power Chapter 6</i>
March 19	<i>Literacy and Power Chapter 6</i> First version project 2 due via BLACKBOARD	<i>Literacy and Power Chapter 6</i> Listen:
Week 10		
March 24	<i>Literacy and Power Chapter 6</i>	https://www.michigandaily.com/michigan-in-color/a-first-gen-students-reflection-on-dual-identity-and-the-immigrant-experience/
March 26	https://www.michigandaily.com/michigan-in-color/a-first-gen-students-reflection-on-dual-identity-and-the-immigrant-experience/ Reflective journal entry BLACKBOARD	“ ENGLISH IS BROKEN HERE ” Junot Díaz <u>ENGLISH IS BROKEN HERE; or MS. S-</u>
Week 11		
March 31	<u>ENGLISH IS BROKEN HERE; or MS. S-</u> Writing project 2 final version due	“Successful” and “Unsuccessful” Literacies of two Puerto Rican Families in Chicago”- WWAW
April 2	“Successful” and “Unsuccessful” Literacies of two Puerto Rican Families in Chicago”- WWAW Reflective journal entry BLACKBOARD	“Subtracting Spanish and Forcing English: My lived Experience in Texas Public Schools”-BLACKBOARD

Week 12		
April 7	<i>Literacy and Power Chapter 7</i> “Subtracting Spanish and Forcing English: My lived Experience in Texas Public Schools”- BLACKBOARD	<i>Literacy and Power Chapter 7</i> “Borinquen Querido: Growing up Bilingual in a Military Family”- WVAW
April 9	<i>Literacy and Power Chapter 7</i> “Borinquen Querido: Growing up Bilingual in a Military Family”- WVAW Reflective journal entry BLACKBOARD	<i>Literacy and Power Chapter 7</i>
Week 13		
April 14	<i>Literacy and Power Chapter 7</i> First version project 3	<i>Literacy and Power Chapter 8</i>
April 16	<i>Literacy and Power Chapter 8</i> Reflective journal entry	<i>Literacy and Power Chapter 8</i>
Week 14		
April 21	<i>Literacy and Power Chapter 8</i>	<i>Literacy and Power Chapter 9</i>
April 23	<i>Literacy and Power Chapter 9</i> Reflective journal entry BLACKBOARD	<i>Literacy and Power Chapter 9</i>
Week 15		
April 28	<i>Literacy and Power Chapter 9</i> Writing project 3 final version due	<i>MAKE STUDIO RESERVATIONS</i>
April 30	Project 3 Podcast, questions, and practice Reflective journal entry BLACKBOARD	Work on podcast questions, and practice <i>RESERVE STUDIO</i>
Week 16		
May 5	Project 3 Podcast recordings <i>RESERVE STUDIO</i> Reflective journal entry BLACKBOARD	<i>Work on audio editing of podcast</i>
Your podcast is due via BLACKBOARD May 10 by noon		