Community Engaged Learning

Spanish 101 - Spring 2019

Español Intermedio

Haverford College

Professor Lina Martínez Hernández
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Education Liaison Alexandra Wolkoff
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Class hours:
Sec 01 Tuesday and Thursday 10.00-11.30
Sec 02 Tuesday and Thursday 11.30-1.00

Office Hall 102

Office hours: Tuesdays and Thursdays 4pm – 6pm and by appointment.
Course requirements: SPAN 002, SPAN 100 or have been placed in SPAN 101 through the department’s Placement exam. Placement is open throughout the first week of classes. Contact Professor Ariana Huberman ahuberma@haverford.edu

Class description

In this class we will learn how to learn from each other. Interdependence, understood as the co-existence of our autonomy and our dependence on others to have a meaningful life journey, will be our guiding principle. How can we learn much more than just a language in our Spanish class? Who can teach us beyond our professors in the college? Who could we teach using what we already know and what we will learn? How can we transform our classroom into a bridge that will take us to Spanish, the language, as a living cultural phenomenon around us?

As a member of this class, we ask you to keep your mind and spirit open to collaboration. Some of the work we will do follows a somewhat traditional pattern of a language class, but a lot of the work will require you to be creative, to think outside the box, to work with others, and to examine yourself throughout the semester.

In this Spanish class you will be working with students from the after-school program run by Puentes de Salud. Puentes de Salud promotes the health and wellness of Philadelphia’s rapidly growing Latinx immigrant population through high-quality health care, innovative education programs, and community building initiatives. The Puentes mission is two-fold: first, to partner with this community both to address immediate needs and desires and to build long-term individual and collective prosperity; and second, to foster a responsible learning environment for future advocates, educators, and healthcare providers to examine the social determinants of health within a marginalized community and to be trained in ethical, community-grounded work.

Puentes grew out of several years of community conversations and grassroots organizing in South Philadelphia beginning in 2003. The Latinx community in South Philadelphia is primarily comprised of immigrants from Mexico and Central America, and many of those from Central America are currently seeking asylum. The organization is deeply rooted within this community, whose members help lead, inform, and carry out this work. Together, we have built significant aspects of our model for community wellness.

The class is designed so that all of the information and work done in the classroom with your peers — cultural competencies, grammatical structures, speaking and listening skills — will be useful when planning, writing, and executing pedagogical activities for your work in the after-school program.
By the end of the semester you will:

- Be able to participate in most informal and some formal exchanges on a variety of topics relating to events of personal and public relevance.
- Be able to narrate in all major time frames (present, past, future) in paragraph-length discourse with a certain ease and confidence.
- Be able to produce presentations (oral, written, and audio-recordings) of various lengths on a variety of topics and issues.
- Reach global comprehension (through negotiation of meaning, whenever necessary) of authentic materials (film, simple literary pieces, native speaker conversations, radio shows);
- Have a reasonable understanding of some contemporary and historical issues of the Spanish-speaking world.
- Research, write, and produce pedagogic materials and reflections regarding your work with the after-school program with Puentes.
- Work collaboratively and creatively to enhance your understanding of interdependent learning experiences.

Let’s talk about...

Logistics for Puentes
About Puentes Education
The Puentes Education branch serves youth ages 3-18 and their families through year-round, out-of-school-time programming. As education is inextricably tied to the health of individuals and communities, we strive to support holistic child development academically, socially, and emotionally, while fostering bilingual literacy and family engagement. Our programs span the developmental spectrum and use art, movement, mindfulness, leadership development, and the power of positive relationships to work towards this mission. We currently serve roughly 600 students through 7,000 annual program visits.

For this course, you have the option of working with the Puentes elementary or middle school after-school programs once a week. The elementary program has the greatest need for volunteer tutor/mentors. If you choose this as your engagement option, you will select one consistent day that you will attend programming each week from the week of January 28th through the week of April 29th. Both programs take place at Southwark School, 1835 S. 9th Street, Philadelphia PA 19148. Students will work together with Alexandra and with the CPGC to arrange the best option for transportation - either shared transit in a College van (if there is a van-certified student willing to drive) and/or CPGC-supported transit on the Norristown High Speed Line and SEPTA subway. Note that transit takes approximately 1 hour each way, so the total weekly commitment will take place from roughly 2:15-6:30/7pm on your regular day.

After-School Program Schedules
The elementary program runs Mondays-Thursdays from 3:30-6pm. The middle school program runs Mondays-Wednesdays from 3:30-6pm. We ask that, with Alexandra, you rank your first and second program preference and communicate all of the potential day(s) that you could attend. The Puentes team will then match you with the best fit role in a particular grade/program and a specific day.

Important Information
*You will make 15 visits to programming over the course of this semester. Working with Puentes (round trip transit and time on-site) will replace the normal tutoría and study group requirements of this course. Outside of the regular weekly schedule described above (13 total visits), we ask you to commit to the following two dates:
  ● Mandatory volunteer training on Saturday, February 2nd from 10am-2pm at 1700 South St.
  ● A professional development session for all Education volunteers on Saturday, March 23rd from 10am-12pm at 1700 South St.

*Puentes does not require volunteers to be fluent Spanish speakers to participate in their after-school programming! All of the children are bilingual and speak both Spanish and English. They love connecting with tutor/mentors, and it is a deeply enriching experience for everyone. Please do not feel intimidated by the language aspect, as the programs work
with many volunteers who have never studied Spanish or who are at a similar level of language development as you in this class.

Additional Benefits

The current coordinator for elementary and middle school programs is a recent HC grad (Callie Kennedy, ’14) and is currently working with Puentes through the CPGC’s Haverford House Fellowship! This is a unique opportunity to explore what it is like to work in a community-based non-profit at the intersections of migration, education, community development, public health, multilingualism, youth development, mental health, and much more. This kind of learning and experience is invaluable both for your personal development and for your future career and/or academic pursuits. Should you wish to continue working with Puentes education or in a clinical or community program, you will get preference in future application processes. Many after-school volunteers have gone on to participate in the CPGC's fellowship program with the Puentes summer camp, which provides students with funding, professional development, and future opportunities to explore personal research, thesis options, and beyond.

Let’s talk about...

Class Logistics

This course is designed with the assumption that language is best acquired in a content-oriented environment. You will be learning the language (e.g., its grammar, vocabulary, how spoken and written texts are organized) by learning about the histories/narratives of the different cultures of the Spanish-speaking world. In order to make the most of the class, you need to take responsibility for your own learning, work steadily throughout the semester (daily), be engaged, take good risks, work collaboratively with others in the class, and have fun.

During the semester we will work with Punto y Aparte and other textual and audiovisual materiales.

Materials:

- **Required:** Foerster, Sharon W. and Anne Lambright. *Punto y aparte: Spanish in Review, Moving toward Fluency*. 5th edition. New York: McGraw Hill. *(This is the textbook – please BRING TO CLASS each time)*

- **Optional:** Foerster, Sharon W. and Anne Lambright. Workbook/Laboratory Manual to Accompany Punto y

- **Recommended**: A good dictionary

### Attendance and Participation - 20%

This course **meets three times a week: twice with your professor and with your education liaison and once during the weekday you choose to go to Puentes**. You are expected to attend all three weekly meetings. More than three absences during the course of the semester will affect your final grade. Attendance in the classes with the material prepared is fundamental.

Participation is also important, because speaking is essential for learning a language (“Use it or lose it”). Consistent participation will enable you to: 1) build up confidence in using Spanish; 2) internalize language use; 3) to notice the gap – what you can’t say yet- and move to bridge it; 4) to obtain feedback from the instructor and peer students.

During our first session, we will discuss as a group what other components do we consider relevant in terms of what do we understand as active and meaningful participation. This will be our guide throughout the semester.

### Writing Portfolio - 30%

During the semester you will produce two different formats of writing exercises. First, you will write four reflections on your work in the after-school program during the semester. Secondly, you will work in-class designing 3 pedagogical materials and activities to perform with the students under your mentorship. You will be supervised by Alexandra, and you will submit the reflections and pedagogical materials as part of your writing portfolio. Your individual work will be evaluated based on your performance, but also your ability to work as part of a team.

- 4 reflections during the semester (2 pages each)
- 3 pedagogical materials to use in Puentes

### Speaking assignments - 20%

During the semester you will have two opportunities to present in class the work you are doing with the students under your mentorship in Puentes. Each of these presentations should be 10 minutes long and each one will count for 10% of the grade.
- 2 presentations - 10 minutes: each 10%

Exams - 20%

Exams will include any combination of the following: reading, writing, and listening tasks. Each exam will be 80 minutes. Exams will focus on discussion topics and grammar covered in the course. Exams are not cumulative. However, some of the vocabulary and structures may be important for a better performance in the subsequent exams. For example, even if we are focusing on past tenses, you should still remember how to conjugate the present. Please let me know if you have any questions.

- 2 Exams - 10% each

Quizzes- 10%

Quizzes will focus on vocabulary. There will be 4 unannounced quizzes throughout the semester

- 4 unannounced quizzes - 2.5% each

Homework

You will have a combination of writing and reading for homework. You are expected to do the indicated actividades in the workbook you have purchased and check your answers to those exercises in the answer key in the back of that workbook. If you would like to resell it (either to the school or online), I would recommend not writing in the workbook; you can keep a separate notebook/file for your answers. Checking your answers will allow you to identify any areas of weakness and then let me know how I can help you to understand better. You may do it by hand-writing (legibly, please) or type your answers.

You are also expected to complete any other assignments that are given for homework, including watching films, doing readings, or whatever else is noted under the “En casa” portion of the syllabus. Some of the homework will be reviewed by the professor. Homework is intended to help you prepare and practice. Your homework counts as part of your assistance and participation grade.

Mentoring with Alexandra
Every two weeks, we will work with Alexandra during class-time on the preparation of the 3 pedagogical activities for the after-school program. Those specific classes will be divided in half: 45 min regular class and 45 min with Alexandra.

In these sessions, you will be expected to work with your classmates participating at Puentes in a small group to research and develop activities to use with the Puentes students. Alexandra will work with your small group to provide insight and to help you revise these plans. When finished, you will share them with the after-school program coordinator and be prepared to lead your personal activity with your group of students in the following two weeks. (For example, 3 Haverford students may work together to come up with an activity that they can each implement with 1st, 2nd, and 3rd graders in the program; or, the Haverford students may brainstorm together to come up with three separate activities that they will each implement with their after-school group in 1st, 3rd, and 5th grades.)

Grade Breakdown:

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>96 – 100</td>
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<td>A-</td>
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<td>87 – 89</td>
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<td>B</td>
<td>84 – 86</td>
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<td>B-</td>
<td>80 – 83</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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Honor Code: It is expected you will respect the honor code in this class. Use of electronic devices: only permitted when using material related to class content

Names, pronouns and their use in Spanish
In this class, students should be referred to by the name and pronoun of their choosing. Please be sure to inform me (in class, office hours or via email) of your pronouns or if your preferred name is not reflected in the official class list.

At the beginning of the semester, we will devote time to explain how does inclusive language work in a Spanish-speaking classroom and we will discuss how it will work in our sessions.

**Access and Disability Services (ADS):**

If you know or believe you have a disability requiring special learning or testing accommodations or any other classroom modifications, please contact Ms. Borowsky and let your professor know as early in the semester as possible – doing so will allow us to be sure your needs are properly addressed. Please note that no accommodations can be made without the appropriate documentation from ADS:

Sherrie Borowsky, Coordinator

Office of Access and Disability Services (ADS)

Stokes 111C

(610) 896-1324

sborowsky@haverford.edu