Course Assignments

I. Course Readings

All course readings are provided through the links on this website below or are posted on e-reserve (course password: ). Students are expected to print out and read thoroughly all materials. Students must bring to class one analytical question per reading per class. We will use these questions as the basis for discussion. In addition, a short composition or presentation will be required on each of the five cultural themes covered during the semester. Please see below the Programa de clases for the schedule of readings and assignments.

“¿Cómo nos ven a los españoles?,” El País Semanal, 2 de Julio 2000, pp. 42-56


“The Academics-Versus-Play Debate,” Rae Pica

“What is a Play Based Curriculum?,” notes from PDO


Introduction to Service-Learning Toolkit, Robert Bringle and Julie Hatcher (Campus Compact, 2003)


“¿Qué es España?”, pp. 1-21
“La cultura contemporánea,” 310-21
“La sociedad española contemporánea,” 285-94, 308-9

Spanish Cultural Studies, ed. Helen Graham and Jo Labanyi (Oxford, 1995)
“Regionalism, Autonomy, and Cultural Policy,” 332-55
“The State, Enterprise Culture, and the Arts,” 356-80

Popular Culture article, TBA

II. Lesson Plans

You will be helping to develop 10 lesson plans during this course. The lesson plans will be formulated within your designated group and you will be in charge of leading at least three of the lessons. See “Format of a Lesson Plan” below. For each lesson plan, you must upload to S411 OnCourse “Drop Box” your group’s lesson plan. Each lesson plan must include:

a. the theme you are presenting and a list of age-appropriate vocabulary for the theme
b. how you plan to present the material

c. what follow-up activities you plan and a complete description of them

d. copies of any materials you used with the students (e.g., handouts, images, etc.)

The Format of a Lesson Plan

Be sure to check with the head teacher in your respective class to see how long s/he prefers your lesson plan to be. In general, it will probably be about 30 minutes.

In our workshops we will be discussing materials and age-appropriate activities for each class you will teach. For starters, please consult the articles on pedagogy for preschoolers and the websites listed. When you come to each workshop, please include in your lesson plan the following items:

1. Taking the cultural theme for the week, work with your group to identify a concrete strategy to engage preschoolers in the topic. This approach usually requires an integrated lesson plan that moves from an initial presentation using familiar or personalized concepts to related hands-on activities.

2. Select 5 to 10 Spanish vocabulary related to the theme that you will focus on having the children learn. Try to have the vocabulary revolve around concrete things that the children know.

3. Plan how you will present the theme and the vocabulary. Remember that using more than one of the five senses helps young children learn, so use visuals, taste (if appropriate), sounds, etc. Remember also that often less is more with preschoolers. Variations on a theme or different ways to present the same words work better than teaching too much material. Plan on using only Spanish so students can experience an sense of immersion. Ask your head teacher how long the “Circle Time” should be and observe it rigorously.

4. Plan two activities for each class that engage children and give them hands-on experience. Vary the activities week to week (songs, dance, games, coloring, projects, etc.). Be sure to consult with your Head Teachers by Monday each week for age-appropriate guidelines and ideas (e.g., classroom management, activities, etc.).

5. Consider including things that the children can take home with them (something from the activity, or a handout, etc.).

6. Personalize as much as possible your lesson plans; personalization makes a lesson plan more interactive and engaging. Be sure you know all of the children’s names.

Consult the link for Teaching & Learning Resources, especially sites for teaching preschoolers

III. Reflective Writing Component

There will be five reflective writing assignments during the course that give you an opportunity to observe, interpret, and critique your experience dealing with learning and teaching Spanish culture. The assignments will help you confront stereotypes and ambiguity as well as
critically examine existing beliefs about culture and learning. See “Reflective Writing Assignments” below.

**Reflective Writing Assignments**
These short writing assignments are designed to help you recognize, assess, and then reconsider how culture is learned and taught. All assignments must be typed.

---Assignment #1 Getting Started
**Due: before your first teaching day**
In a short paragraph consider: What prompted you to sign up for a service learning class? What do you expect to encounter at the school? What are you most looking forward to? What are you most nervous about?

---Assignment #2 Observation of Circle Time
**Due: after your observation day**
Using a journal-like style and double-column entries, write in one column what you objectively observe as you watch Circle Time in action (what do you hear and see? What are the children saying/doing? What are the teachers saying/doing?, etc.) In another column what you feel or how you are reacting to what you observe (does it seem chaotic? fun? etc.).

Based on your journal, discuss what the interactions between students and students and teachers were. Discuss what children seem able to grasp conceptually and what they were unable to grasp.

Finally, as a result of this observation, what did you learn about the children and learning (content/pedagogy)?

---Assignment #3 My First Day of Teaching
**Due: after your first day of teaching**
Briefly describe how your first class went. What did you do? How did the children react? Were you comfortable in your role? Did anything surprise you? What did you learn from your experience? How did you feel about your Spanish skills and cultural understanding in this context?

---Assignment #4 Service Learning and Teaching Culture
**Due: Mid-term week**
Using the Office of Service Learning link ([http://www.indiana.edu/~copsl/download.shtml](http://www.indiana.edu/~copsl/download.shtml)), open the “Tools: Reflection Questions” document. Select questions from two of the categories that most interest you (focused on issue, client, self, or course) and write a two-page essay on how these relate to your Service-learning experience teaching Spanish culture. Please highlight how your experience at any of the levels affects your ideas of cultural awareness.

---Assignment #5 Taking Stock of Service Learning and Spanish Culture
**Due: Week 14, after your last lesson has been taught**
Using as a springboard your thoughts and observations in your first four reflective writings, consider if your perceptions about your experience have changed. If so, how? Have your experiences as a teacher affected how you think about learning? What do you think the challenges are to understanding another culture? Does age matter?
In another section of the essay, critique your experience. What has worked the best? What would you change? Have your Spanish language skills improved as a result of your Service Learning? Has your attitude toward Spanish changed? What do you hope to do next?

IV. Semester Portfolio

In the second week of classes, begin building your portfolio: a three-ring binder that will divided into four sections: 1) cultural written assignments; 2) reflective writings; 3) lesson plans, and 4) all pertinent materials used in the lessons. A fifth section may be added as necessary. As the semester progresses, please insert all materials in the appropriate section. At the end of the semester, please review the binder, complete it, and turn it in on the last day of classes.