Syllabus-S411
S411 Spain: the Cultural Context (Service Learning section)
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Spring 2010, MW 9:05-11:00

Course Description
What images or stereotypes of Spain and its cultures do we have and how do they deviate from reality? What defines culture and cultural production? How does the process of learning about a foreign culture take place? How can we foster the development of cultural learning in Bloomington/our own community? This course examines our notions of Spain and seeks to build a more complex understanding of contemporary Spanish culture. In addition, we will explore and analyze the process of cultural awareness. To accomplish these two goals, traditional classroom learning will be paired with service learning: as S411 students learn about Spanish culture they will, in turn, teach elements of it to Bloomington-area preschoolers. The teaching component will provide both active and reflective ways to grasp cultural learning. This course is based on the philosophy that in order to really know something, you must “learn one, do one, teach one.”

We will study five primary areas of cultural activity, using cultural “texts” that range from literature and newspapers to music and art. Students will then form small groups that will work together to adapt these cultural materials in order to create age-appropriate lesson plans and vocabulary that they will present in preschools. This teaching component of the course will be guided by readings on pedagogy and culture as well as in-class workshops. The experience gained in the preschools will then serve as an “experiential text” for class discussion. Observational and reflective writing assignments (journals and compositions) about the teaching experience will form the basis for these discussions.

All class discussion and writing assignments will be in Spanish. Required readings will be in English and Spanish.

The Mission of Service Learning in S411
By combining academic learning with teaching experience, service learning will provide S411 students with a broader and deeper understanding of the course content. Service learning will sharpen student awareness about cultural processes and foster a sense of civic engagement. Students will have hands-on experience related to how young children learn about culture while providing area pre-schools with valuable expertise. As S411 students and teachers you will learn about Spain’s cultural context while also passing your ideas about culture and language along to area preschoolers.

Course Requirements
***This course is scheduled to meet twice a week for two hours. The class time INCLUDES a scheduled Service Learning time, designated for travel time to/from your community site and teaching a half hour Spanish culture class.

***En lieu of the purchase of required textbooks for the course, students must BUDGET APPROXIMATELY $50.00 for the purchase of supplies to use with their teaching in the preschools (e.g., glue, paper, photocopies, etc.).
***Daily participation in the form of reading, writing, teaching, and discussion are the basis for this course. There are no exams.***

***Attendance is ABSOLUTELY essential for this course. Our workshops, your group partners, and community agencies depend on you. All unexcused absences will have a serious negative impact on your grade.***

I. Cultural Readings and Compositions/Presentations
   All course readings will be posted on course webpage or in the Main Library’s 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.

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.)

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.

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. The complete binder will be due the last day of classes.
**Course Evaluation**

1) Daily participation and professionalism 20%
   (this includes general preparedness for class and professionalism in dealing with your community site)
2) Cultural Assignments (5 compositions/presentations) 25%
3) Reflection Assignments (4 total, ranging from one paragraph to two pages in length) 20%
4) Group lesson plans (10 total) 35%
5) Group and Site Evaluation (your peers in your group/your Community Partner will submit a brief written evaluation of your work; this will not correspond to a traditional academic letter grade, but more like a “real life” work evaluation)
Programa de clases

I. Introduction and Preparation

**Week 1: Spain, Culture, and Cultural Awareness**

*Mon.:* Course objectives, Service Learning and Culture

*Wed.:* **Read:** “¿Cómo nos ven a los españoles?”
“Service-Learning: A Balanced Approach to Experiential Education”

**Write:** a paragraph each on: culture; preschoolers

**Week 2: Teaching is a Way to Learn**

*Mon.:* Teaching Foreign Language and Culture to Preschoolers

**Read:** “The Academics-Verus-Play Debate”
“What is a Play Based Curriculum?”
“Teaching Spanish to Children”
“Flying with French….Class for Young Learners”
“A Taxonomy for Learning and Teaching”

* Due: Reflective writing #1

*Wed.:* Working with Community Partners

**Read:** “Reflection in Service Learning: Making Meaning of Experience”

**Write:** 3-5 questions for Community Agencies

Roundtable with Community Agencies and ACE
(See list of agencies and contacts in the final page of this syllabus)

**Forms due:** Consent, Schedules, site/age preferences, group partner preferences

**Week 3: Preparing the Way**

*Mon.:* Theme #1: Spanish Names and Places

**Read:** “¿Qué es España?”, pp. 1-21, CE

**Write:** Respaso y síntesis, p. 21; pick one from “Más allá”

**Group partners and Community Sites assigned**

**Background check information due**

*Wed.:* Site visits

~**Groups are required to:**
- observe for an hour of their designated class
- the observation must include “Circle Time”
- include time to interact informally with children

~**Appointments** must be made with the respective teachers in advance (be sure to get their full names and contact information)

~**Wear appropriate dress.**

**DUE:** Reflective Writing #2

II. Learning, Doing, and Teaching Culture
Week 4: Getting Started

Mon.: Workshop on Names and Places; Concrete Vocabulary for Daily use
Due: ideas for Lesson Plan strategies
Due: list of Resources
Professionalism: ways to dress and forms of address

Wed.: Cultural Presentation at assigned Community Agency, theme #1a
Upload to OnCourse Drop Box (K. Myers, S411) your lesson plan and materials

Week 5:

Mon.: Theme #2 Regionalism and Gastronomy as Identity
Read: “Regionalism, Autonomy, and Cultural Policy,” 332-55, SCS
Write: 1 page essay in Spanish on the role of a specific food and its regional origins
Due: Reflective Writing Assignment # 3
Wed: Cultural presentation at Community Agency, theme #1b; upload materials

Week 6:

Mon.: Workshop theme #2
Prepare lesson plan strategies and resources
Wed: Cultural presentation at Community Agency, theme #2a;

Week 7:

Mon.: Theme #3 The Fine Arts: Painting and Music
Read: “La cultura contemporánea,” 310-21, CE
Write: 2 page essay in Spanish on an artist, musician, or artistic form/movement (you may want to use the image gallery)
Wed: Cultural presentation at Community Agency, theme #2b

Week 8:

Mon.: Workshop theme #3
Prepare lesson plan strategies and materials
Wed: Cultural presentation at Community Agency, theme #3a

Week 9:

Mon.: Theme #4: Mass Media: Radio, T.V., and Cinema
Read: “The State, Enterprise Culture, and the Arts,” 356-80, SCS
Write: 1 page essay in Spanish on one form of mass media and its cultural impact
Due: Reflective Writing #4
Wed: Cultural presentation at Community Agency, theme #3b

Week 10:

Mon.: Workshop on theme #4
Prepare lesson plan strategy and materials
Wed: Cultural presentation at Community Agency, theme #4a
Week 11:

Mon.: Theme #5: Festivals of Spain
Read: TBA
Write: choose one Spanish festival and write a 2 page analysis of its cultural role
Wed: Cultural presentation at Community Agency, theme #4b

Week 12:

Mon.: Workshop theme #5
Prepare lesson plan strategy and materials
Wed: Cultural presentation at Community Agency, theme 5a

Week 13:

Mon.: Spain: the Cultural Context: Extensions
Read: “La sociedad española contemporánea,” 285-94, 308-9, CE
Write: Repaso y síntesis; choose one from “Más allá”
Wed: Cultural presentation at Community Agency, theme 5b

III. Final Reflections and Conclusions

Week 14:

Mon.: Reflections
Due: Reflective Writing #5
Wed: Where do we go from here?

Week 15

Final Course binder due by noon Wednesday