

Last updated: November 8th, 2007

ADVANCED SPANISH FOR SERVICE LEARNING SP395

DESCRIPTION:

This course is based on the creation of a portfolio that combines two different approaches to Spanish language learning and instruction: firstly, information will be gathered in various communities and social centers in Barcelona, such as care homes for the elderly, centers for immigrants, women's associations, schools, etc. Simultaneously, classes will involve a selection of activities dealing with various social phenomena in Spain depending on the interests of the students and largely related to their chosen community services. First hand observations will be used alongside classroom studies to come up with a work plan(s) aiming to provide a service within a specific community. Throughout the course, the impacts of the work plan(s) will be discussed and monitored in class.

In this way, linguistic practice (grammar, spelling, vocabulary, etc.) and the development of study skills and planning strategies will be promoted to benefit both Spanish language learning and the service being provided in the community.

PREREQUISITE:

Students must be currently taking the Spanish language courses SP301 or SP302, or have passed SP202.

LANGUAGE OF TUITION:

Spanish

PROFESSOR:

J. PARDO

STUDENT OUTCOMES:

On completion of the course, students should be able to:

- identify, analyze, and discuss the needs of the social community in which the student is placed in Barcelona;
- develop and carry out the desired goals depending on the social community work;
- provide and articulate a coherent oral and written analysis of their personal learning experiences in both the classroom and within the community;
- discuss different points of view regarding social problems in Spain and the USA;
- evaluate the impact of the proposed action in the community;
- evaluate students cultural adaptation to the community to which they are providing a service in Barcelona;

LEARNING MEANS:

The course focuses on the **practical work** of the students. Firstly students will participate in one or various work plans to provide social service within the community. In addition, class time will be used to carry out a selection of activities, texts, clips from television series, films and commercials, **discussions** and **readings** dealing with social problems in Spain. **Debates** and **oral presentations** analyzing the needs and interests of communities in Barcelona.

METHOD OF ASSESSMENT:

Students will be expected to complete a portfolio which will include all the pieces of work completed during classroom time and time spent within the community: activities and articles, interviews, vocabulary lists, records, etc. In addition, the portfolio should include a weekly work diary with personal reflections of the student's learning experience, both in the classroom and in the community, and dealing with various social problems which interest them in Barcelona.

This portfolio has two key objectives: to demonstrate levels of competence in written Spanish in relation to the linguistic content of the course, and to portray the learning experience and work that has been carried out in the community.

IES Barcelona – Syllabus

IES is compliant with international and US copyright laws. It obtains permission from publishers to reproduce materials in electronic format or in course readers. Please, note that the copyright for this syllabus is retained both by the instructor and IES Barcelona.

Each class will begin with an oral presentation based on a recent article from a local newspaper that relates to any of the topics dealt with during the course. Each student will discuss a different article with the rest of the class and this presentation will be used to evaluate oral skills developed during the course.

There will be an evaluation half way through the course when the development of portfolios will be reviewed.

At the end of the course, students must give an oral presentation in class of their portfolio. This should explain their learning experience, and their experience within the community.

The Portfolio must be handed in once the course is finished, before the established deadline.

The final evaluation of the course will be based on the following:

- Portfolio of work (activities, vocabulary lists, interviews, diary entries and reflections, readings, leaflets or brochures, work plan, etc.): 60%
- Oral presentation of newspaper article: 15%
- Oral presentation of portfolio (work experience): 15%
- Class participation: 10%

Failure to complete any of the above criteria will prevent successful completion of the course.

COURSE CONTENT

SESSION 1	Jan. 23, 2008	<p>Class content: INTRODUCTION: Personal and course presentations (objectives, content, methodology, evaluation, etc.).</p> <p>Required reading and homework: -Students must present themselves in a community centre and meet the people that work there, identifying and analyzing the needs through a personal interview and from gathering informative brochures/leaflets. -Portfolio of the Spanish class.</p>
SESSION 2	Jan. 30, 2008	<p>Class content: TASK: Round table in class of the results obtained from the interviews and gathered leaflets. OBJECTIVE: Compile a list of the needs of a determined community, and declare intentions.</p> <p>Homework: -Present the proposed community work to the community centre and discuss its realisation. -Work diary and portfolio.</p>
SESSION 3	Feb. 6, 2008	<p>Class Content: TOPIC: Social problems in Spain. OBJECTIVES: Make an assertion, or demand. Present facts or situations and evaluate them.</p> <p>Required reading and homework: -Quesada, Sebastián: <i>España Siglo XXI</i>. -Work diary and portfolio.</p>
SESSION 4	Feb. 13, 2008	<p>Class content: TOPIC: Immigration. OBJECTIVES: Convey and denounce facts and situations. Propose solutions.</p> <p>Required reading and homework: -Work diary and portfolio. -Nair, Sami: "Educar para la integración".</p>
SESSION 5	Feb. 20, 2008	<p>Class content: TOPIC: Immigration. OBJECTIVES: Debate in class about the integration of the immigrants.</p> <p>Required reading: -Cachón, Lorenzo: "Diez notas sobre la inmigración en España 2006". -Work diary and portfolio.</p>
SESSION 6	Feb. 27, 2008	<p>Class content: TOPIC: Women. OBJECTIVES: Expose conflictive situations.</p> <p>Required viewing and reading, and homework: -Viewing film <i>Princesas</i>. -Work diary and portfolio.</p>
SESSION 7	Mar. 5, 2008	<p>Class content: TOPIC: Women. OBJECTIVES: Give advice and find solutions. -Review and round table of work portfolios. -Evaluation criteria (Portfolio).</p> <p>Required reading, and homework: -Cary Van Der Sanden, Hermine: "Situación de la mujer española en el siglo XX: un largo camino."</p>

IES Barcelona – Syllabus

		-Echeburúa, Enrique: "¿Es posible tratar al agresor?" -Work diary and portfolio.
SESSION 8	Mar. 12, 2008	Class content: TOPIC: Youth in Spain. OBJECTIVES: Present social problems related to youth in Spain. Required reading and homework: -Plan an interview to get to know the social problems. -Barrio, J. and Caballero, D.S.: "Nuevas familias, nuevos retos". -Elzo, Javier: "Padres permisivos". -Work diary and portfolio.
	SPRING BREAK	No class.
SESSION 9	Mar. 26, 2008	Class content: TOPIC: Youth in Spain. OBJECTIVES: Express interests, hopes, intentions and opinions, (and justify them). Required reading and homework: -Martínez Sallés, Matilde: "Paradojas de la juventud española: ¿una generación privilegiada o perjudicada?" -Work diary and portfolio.
SESSION 10	Apr. 2, 2008	Class content: TOPIC: The elderly and the past. OBJECTIVES: Discuss the situation of the elderly in Spain. Required viewing and reading, and homework: -Viewing of the film <i>Solas</i> . -El Ciervo: "Cómo nos divertimos". -Work diary and portfolio.
SESSION 11	Apr. 9, 2008	Class content: TOPIC: Environment. OBJECTIVES: Write a 10 point program to help protect the environment. Required readings: -Cerrillo, Antonio: "El ciclo caliente". -López, Salvador: "El cambio climático no es una hipótesis". -P. Ramírez, Begoña: "Lo que el 'Prestige' se llevó...". -Work diary and portfolio.
SESSION 12	Apr. 16, 2008	Final Evaluation: -Oral presentations about the work portfolio. -Reflection and discussion.
FINAL EXAM*	Apr. 23, 2008	

LIST OF SELF-GUIDED VISITS, FIELD STUDIES, CLASSES ON SITE, GUEST SPEAKERS OR FILM VIEWINGS

SESSION	DATE	ACTIVITY	DESCRIPTION
1	In students own time between Jan. 23-29, 2008	Self guided	Students must present themselves in a community centre and meet the people that work there. Students must identify and analyze the needs through a personal interview and from gathering informative brochures/leaflets.

IES Barcelona – Syllabus

BIBLIOGRAPHY

● **ARTICLES:**

- Barrio, J and Caballero, D.S. "Nuevas familias, nuevos retos", in *ADN*. 14/11/2006.
- Cachón, Lorenzo (2007): "Diez notas sobre la inmigración en España", in *Vanguardia dossier: Inmigrantes, el continente móvil*. Number 22. La Vanguardia Ediciones. Barcelona, p. 68-74.
- Catry Van Der Sanden, Hermine (1998): "Situación de la mujer española en el siglo XX: un largo camino", in *Mosaico 1: La mujer en España*. Embajada de España en Bélgica, Consejería de Educación y Ciencia. Bruselas.
- Cerrillo, Antonio: "El ciclo caliente", in *La Vanguardia*. 14/01/2007.
- "Cómo nos divertimos" (2007), in *El Ciervo*. Number 670. Barcelona, p. 10-17.
- Echeburúa, Enrique. "¿Es posible tratar al agresor?", in *La Vanguardia*. 12/11/2006.
- Elzo, Javier. "Padres permisivos", in *La Vanguardia*. 14/01/2007.
- Garrido, Luis (1996). *La situación de la vejez en España a partir de una perspectiva demográfica*. Colección Serie Informes Técnicos. Number 3. Madrid.
- López, Alicia (2006): "Rebeldes sin casa", in *Puntoycoma*. Number 3. Madrid, p. 18-22.
- López, Salvador (2007): "El cambio climático no es una hipótesis", in *El viejo topo*. Number 228. Barcelona.
- Martínez Sallés, Matilde (1999). "Paradojas de la juventud española: ¿una generación privilegiada o perjudicada?", in *Mosaico 2: Teselas de actualidad*. Embajada de España y Consejería de Educación y Ciencia. Bruselas.
- Naïr, Sami. "Educar para la integración", in *El País*. 28/06/2003.
- P. Ramírez, Begoña (2002). "Lo que el 'Prestige' se llevó...". *El Mundo*. Available at: <http://www.elmundo.es/especiales/2002/11/ecologia/prestige/relato.html>. Accessed: 10/04/2007.

● **AUDIOVISUAL MATERIAL:**

- Amenábar, Alejandro (2004). *Mar adentro*. España.
- Bollian, Iciar (2003). *Te doy mis ojos*. España.'
- Círculo Digital (1998). *Los mejores anuncios de televisión*, San Sebastián Festival of Television Commercials. España.
- EL PAÍS. *Hay motivo*, short films of social protest. España.
- León de Aranoa, Fernando (2005). *Princesas*. Warner Sogefilms. España.
- Zambrano, Benito (1999). *Solas*. España.

● **MANUALS AND MAGAZINES:**

- Bilbeny, Norbert (2002). *Por una causa común. Ética para la diversidad*. Gedisa. Barcelona, pp. 19-32 y 63-105.
- López Moreno, Cristina (2005). *España contemporánea*. SGEL. Madrid.
- Pajares, Miguel (2005). *La integración ciudadana. Una perspectiva para la inmigración*. Icaria Antrazyt. Barcelona, pp. 35-64.
- Solé, Carlota (1982). *Los inmigrantes en la sociedad y en las culturas catalanas*. Ediciones Península. Barcelona, pp. 21-60.

Quesada, Sebastián (2004). *España Siglo XXI*. Edelsa. Madrid, p. 89-104.

• **GRAMMAR BOOKS AND DICTIONARIES:**

Bueno, Isabel y Pilar Casamián. *Diferencias de usos gramaticales entre el español y el inglés*. Edinumen: Madrid, 2001.

Equipo Santillana (1996). *Diccionario Salamanca de la Lengua Española*. Santillana: Universidad de Salamanca, 1996.

García Santos, Juan Ignacio. *Sintaxis del español. Nivel de perfeccionamiento*. Santillana: Madrid, 2006.

María Iglesias, José. *Diccionario de argot español*. Alianza editorial: Madrid, 2003.