

Syllabus for FLL 333 SL

Foreign Languages and Literatures 333 Service Learning

May Mini-Term 2016 San Juan, Puerto Rico

Professor:

John Maddox, Department of Foreign Languages and Literatures,

University of Alabama at Birmingham

Course description:

Students will use their Spanish skills to do hands-on community service and help fortify the underprivileged community of La Perla in Old San Juan. They will help children, the elderly, or the homeless in small groups. They will contextualize, record, and reflect on these experiences through readings, writing, and a weekly discussion led by Prof. Maddox.

Contact Hours: 41.5 plus cultural excursions (20 hours) and readings.

Goals:

This class will immerse students in a Puerto Rican community through one of three service projects: 1. Tutoring children, 2. Painting homes of the elderly and a community center, and 3. Helping the homeless at a Franciscan community aid center. Students will reflect on these experiences in Spanish and English through a weekly readings and discussion with the professor. Students will write weekly entries in a journal. These will be gathered with photos and final reflections in an e-portfolio, a memento and tool for future learning.

The general goals of the service learning course (FLL 333 SL) are to immerse students in a Puerto Rican community through one of three service projects: 1. Tutoring children, 2. Painting homes of the elderly and a community center, and 3. Helping the homeless at the Franciscan community aid center. Students will reflect on these experiences in Spanish and English through a weekly readings and discussion with

the professor. Students will write weekly entries in a journal. These will be gathered with photos and final reflections in an e-portfolio, a memento and a learning tool for future learning. At the end of the course, the students will be able to:

1. Perform community service in Spanish and English.
2. Contextualize and interpret their service experience using information from the social sciences.
3. Contextualize and interpret their service experience using information from pedagogy.
4. Contextualize and interpret their service experience using information from literature, the arts, and other forms of culture.
5. Create documents and images that organize and communicate their experiences in Spanish and English.

C. Student Learning Outcomes for FLL 333 SL:

At the end of the language and culture course, the student will be able to:

1. Communicate in Spanish by a. presenting information, concepts, and ideas about and/or in Spanish to an audience of listeners and readers; b. engaging in conversation or correspondence in Spanish to provide and obtain information, express feelings and emotions, and exchange opinions; c. understanding and internalizing Spanish on a variety of topics.
2. To demonstrate an understanding of the concept of culture through comparisons of Puerto Rican culture and their own.
3. Show evidence of becoming part of a global community by a. using Spanish for personal enjoyment and enrichment, b. using and drawing from the Spanish language and Puerto Rican culture both within and beyond the classroom setting, including within a professional context.
4. Appreciate the impact of cultures on language by demonstrating an understanding of the relationship between the practices and perspectives of Puerto Rican culture.

5. Make interdisciplinary connections as they reinforce and further their knowledge of other disciplines through Spanish and Puerto Rican culture through the practice of active learning.

Service Projects:

1. Tutoring neighborhood children.
2. Painting and restoration of La Perla community center and homes of the elderly.
3. Volunteering at Padre Vernard assistance programs for the homeless.

Readings (Posted on Canvas before trip; students must download and print before flight out).

Week 1: Social sciences (Readings for the plane and first weekend, 110 pp., due first Thursday):

1. Overview of Puerto Rico, the Estado Libre Asociado: Readings from Pew Hispanic Center. (5 p)
2. Newspaper articles on Puerto Ricans in Huntsville. (1/2 p)
3. Newspaper article on Puerto Rican external debt and the United States. (1/2 p)
4. Newspaper article on Puerto Ricans leaving island, wealthy mainland Americans moving in (1 p).
5. Newspaper articles on recent developments in La Perla (1 p).
6. History and Politics of Puerto Rico: Javier Galván, *Culture and Customs of Puerto Rico*. (pp. 1-29)
 - a. Galván's is a highly recommended e-book at the Sterne Library. The teacher will provide scanned copies of the book chapters for class on Canvas.
7. Sociology article: Family Attitudes toward the elderly in Puerto Rico and the US (10 pp).
8. Excerpt from sociologist Oscar Lewis's "The Culture of Poverty in Puerto Rico and New York." (1-20)
9. Sociology article challenging "The Culture of Poverty." (20 pp.)
10. Excerpt from anthropology study *Worker in the Cane*. (20 pp.)

Week 2: Pedagogy (Weekend Readings for second week, 100 pp, due second Thursday):

1. Forbes: "Who Will Remake Puerto Rico for the 21st-Century Social Economy?"
2. Emmanuel Levinas – Readings on "The Face": our duty to "the Other."
3. Eugenio María de Hostos: Essays on education.
4. Excerpt from Paulo Freyre, *Pedagogy of the Oppressed*: the radical function of teaching and listening to students.
5. Biliteracy and Bilingualism in Puerto Rico: teaching while valuing home cultures.
 - a. These readings may be revised based on input from UAB Service Learning seminars.

Week 3: Culture and the Arts (Weekend Readings for third week, 120 pp, due third Thursday):

1. René Márquez, *La carreta* (54 pp)
2. Jossianna Arroyo's articles on La Perla's culture: *LASA Forum* 46.2. (5 pp)
3. Judith Ortiz Cofer, selected short stories on her carpenter father and grandfather. Interview: "A Puerto Rican Literature in Georgia?" (27 pp.)
4. Excerpts from Juan Flores, "From Bomba to Hip-Hop." (20 pp) or selections from Galván's *Culture and Customs of Puerto Rico*.
5. Excerpts from Edgardo Rodríguez Juliá, *El entierro de cortijo* (20 pp.).

Breakdown of Contact Hours: 41.5 plus cultural excursions (20 hours)

Week 1 (9-13 May):

Service Site: 3-6 pm, Tuesday through Wednesday. Total: 6 Hours.

Class discussion at Turabo: 3-6 pm, Thursday. Total: 3 Hours.

UAB Group Meetings: Tuesday, 2:00-2:30, Thursday, 2:00-3:00. Total: 1.5 hours.

Week Total: 10.5 hours.

Week 2 (16-20 May)

Service Site: 3-6 pm, Monday through Wednesday. Total: 9 Hours.

Class Discussion at Turabo: 3-6 pm, Thursday. Total: 3 Hours.

UAB Group Meetings: Tuesday, 2:00-2:30, Thursday, 2:00-3:00. Total: 1.5 hours.

Week Total: 13.5 hours.

Week 3 (23-27 May)

Service Site: 3-6 pm, Monday through Wednesday. Total: 9 Hours.

Class Discussion at Turabo: 3-6 pm, Thursday. Total: 3 Hours.

UAB Group Meetings: Tuesday, 2:00-2:30, Friday, 2:00-3:00. Total: 1.5 hours.

Service and Goodbye Gathering: Friday, 3:00-6:00. Total: 3 hours.

Week Total: 16.5 Hours

Total Contact Hours: 41.5.

Students will also be expected to complete readings outside of class by the date assigned below. Attendance is mandatory for cultural excursions each weekend (**5 excursions times 4 hrs = 20 hrs**):

Week 1: Old San Juan, Arecibo Space Observatory

Week 2: El Yunque Rainforest and Fajardo Bioluminescent bay (optional).

Grading Scale:

A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: Below 60

Course assignments, in addition to course readings:

A. Pre-Trip essay (1):

Before embarking on the plane, students must write two hand-written pages or one half page typed on what they already know about Puerto Rico, their goals for the trip, and their fears and concerns about going to a new place.

B. Journal Entries (13):

By Thursday of each week, students must have recorded one journal entry of two hand-written pages or one half page typed for each weekday. Thus, on week one, students must have written three entries by the end of class time (3:00-6:00). On weeks two and three, they must have written five. The entries must be dated and must demonstrate reflection on trip activities. The entries must follow norms of spelling, punctuation, and grammar. They need to show effort during the trip, but they can be revised for the e-portfolio. At least four entries must be in Spanish. At least three entries must include information from class readings, such as what ideas or facts interested the student most.

C. Creative Writing (2):

On Weeks 2 and 3, students will be expected to create a short story of two handwritten pages or more or two poems of fourteen verses or more (or equivalent) based on their service and cultural experiences. Week 3's work should be in Spanish.

D. Living Dictionary (1):

By Thursday of Week 3, students must have compiled, by hand or electronically, a personal dictionary of 25 new words they learned outside the classroom and curriculum at the Universidad del Turabo. These should be at least 20 Spanish words, but they may include commonly-used "Spanglish" English words or simple grammar rules such as those regarding pronouns, forms of address (Tú/Ud.), and pronunciation.

E. Final reflection (1):

On Week 4, students will write a five-page typed reflection on the trip, which will include:

1. A reflection on the goals and misgivings from the pre-trip essay.

2. A synthesis of the Journal entries, adding new ideas and information.
3. A reflection on what the student now knows on Puerto Rican history, politics, and society (Wk 1).
4. A reflection on what the student now knows on pedagogy and service learning (Wk 2).
5. A reflection on what the student now knows on Puerto Rican culture and the arts (Wk 3).
6. A statement of how this experience will benefit them in their educational, professional, and personal lives.

F. E-Portfolio and PowerPoint

The e-portfolio is a word document and a PowerPoint Presentation that serves as a memento and a learning tool for the students. Both files must be uploaded to Canvas for grading purposes. However, the students are encouraged to print them and keep them to share with others.

1. The Word Document should follow this structure:

- a. Title page, including author, dates, place, and an image/photo.
- b. Table of Contents
- c. Pre-Trip Essay (A)
- d. Typed and revised Journal Entries (B)
- e. Creative Writing (C)
- f. Living Dictionary (D)
- g. Final Reflection (E)

2. The PowerPoint should follow this structure:

- a. Title Slide, same format as Word Document, but may have different photo.
- b. Five slides with five photos that tell the story of the trip.
- c. Each slide should have one to two sentences or phrases (no more) describing the images and how they relate to the trip. At least one slide's text should relate to the readings and at least one slide should relate to the service project.
- d. A final slide that "ties up" the presentation; this may include some information that did not fit in the other five slides (so you can put service or reading info here if necessary).
- e. The slides should be aesthetically pleasing and communicate reflection on class activities.

3. Grading of E-Portfolio, Word and PowerPoint:

- a. A Work: Followed all norms in categories 1-2 for portfolio/presentation and used correct grammar and punctuation.
- b. B Work: Followed all norms in categories 1-2 for portfolio/presentation and did not always have correct grammar or punctuation, or a non-essential part of the presentation (such as an entry) is missing.
- c. C Work: Problems listed in B Work, but an essential part is missing (such as the PowerPoint, the final reflection, or the living dictionary) is missing. Or the work is more than one hour late.

- d. D and F Work: More than one essential part is missing, or the student did not turn in the work.

Attendance and Participation:

Attendance is essential to study abroad, not only for academic reasons, but also for logistic and safety reasons. If a student is late to activities more than three times, s/he will lose half a letter grade, and s/he will lose one half for each tardy after that. Students are not allowed unexcused absences. Each unexcused absence of a meeting, class, or service project will result in loss of a letter grade.

Participation will be evaluated qualitatively, which means the student must show evidence that s/he read and make a serious, consistent attempt to speak Spanish. If s/he does not, his/her participation grade will be lowered, potentially costing him/her a letter grade.

Final Grade Breakdown:

1. E-Portfolio and PowerPoint: 80%
2. Participation: 20%

Materials:

All materials will be on Canvas. Students should print and bind them before leaving for Puerto Rico.

Calendar:

Week 1 (9-13 May):

1. Monday, 9 May: Arrive in San Juan
2. Tuesday, 10 May:
 - a. UAB Planning Meeting: 2:00-2:30.
 - b. Service in La Perla, 3:00-6:00
3. Wednesday, 11 May: Service in La Perla
4. Thursday, 12 May:
 - a. 2:00-2:30: UAB Group Meeting
5. **Thursday, 12 May: Class readings, Week 1: Social Sciences.**
 - a. Discussion of Service and how it relates to one's major.
 - b. Discussion of Readings and how they relate to Service.
 - c. Sharing from journals.
 - d. Role play on topics discussed.
 - e. Revision/Translation/Transcribing of journal entries.

Week 2 (16-20 May)

1. Monday, 16 May:
 - a. 2:00-2:30: UAB Group Meeting
 - b. Service in La Perla, 3:00-6:00

2. Tuesday, 17 May: Service in La Perla, 3:00-6:00
3. Wednesday, 18 May: Service in La Perla
4. Thursday, 20 May: UAB Group Meeting, 2:00-2:30.
5. **Thursday, 19 May: Class readings, Week 2: Pedagogy.**
 - a. Discussion of Weekend Excursion, Language Classes, and how they relate to Service.
 - b. Discussion of Readings and how they relate to Service.
 - c. Sharing from journals.
 - d. Role play on topics discussed.
 - e. Creative writing activity: poetry or short story.
 - f. Revision/Translation/Transcribing of journal entries.

Week 3 (23-27 May)

1. Monday, 23 May:
 - a. 2:00-2:30: UAB Group Meeting
 - b. Service in La Perla, 3:00-6:00
2. Tuesday, 24 May: Service in La Perla, 3:00-6:00
3. Wednesday, 25 May: Service in La Perla
4. **Thursday, 26 May: Class Readings, Week 3: Culture, Arts, and Literature.**
 - g. Discussion of Weekend Excursion, Language Classes, and how they relate to Service.
 - h. Discussion of Readings and how they relate to Service.
 - i. Sharing from journals.
 - j. Role play on topics discussed.
 - k. Creative writing activity: poetry or short story.
 - l. Revision/Translation/Transcribing of journal entries.
5. Friday, 27 May: UAB Group Meeting, 2:00-2:30. 3:00-6:00: Service and Goodbye gathering.

Week 4 (1 June, 4 June)

1. **Saturday, 4 June: Students submit e-portfolio by 12:00 noon.**
2. Sunday, 5 June: Professor submits grades for class.