

**Xavier University
Spanish 258
Summer 2011**

Language and Culture in Guatemala

Professor: Dr. Diane Ceo-DiFrancesco
Office: Schott 909
Contact Information: 745-3423 ceo-difr@xavier.edu
Class Meetings: May 10-21 M-F 9:30 a.m.-1:15 p.m.

Texts: Tell Me More Solutions Access Card

Mayan Folktales: Folklore from Lake Atitlán, Guatemala Translated and Edited by James D. Sexton. Albuquerque: University of New Mexico Press, 1999

To the Mountain and Back, Jody Glittenberg. Long Grove, IL: Wavegrove Press, 1994.

Guatemalan Journey. Stephen Benz. Austin: University of Texas Press, 1996.

Children's Book in Spanish to take to Guatemala

Additional Readings and Audio Visual Resources will be placed on Reserve or Blackboard

Description and objectives:

This course will provide an introduction to the Spanish language and the Guatemalan culture in the context of Service Learning in Guatemala for occupational therapy students. Each course session will include an integration of the language and culture of Guatemala. Through Spanish language immersion and differentiated instruction based on competency levels, the course will focus on the acquisition of conversational Spanish as well as specialized lexicon used in the field of occupational therapy. Cultural integration will include the history, culture, customs, practices, products and perspectives of the Guatemalan people.

Co-requisite: HOCS 405

Note: This course does not satisfy the Core Language Requirement at Xavier University.

Language: The principal goals of language study in this course are to prepare you to

communicate in Spanish with the Spanish-speaking children with whom you will be working in Guatemala, as well as basic survival skills for navigating travel within the country. This course will emphasize each of the four language skills in varying degrees to provide the necessary language introduction to achieve your goals.

Your level at the end of the course will depend partly on your previous experience with Spanish and your commitment to the course and the practice required, but you can expect to have obtained the following skills on a basic level by the end of the course:

* You should be able to understand some Spanish spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.

* You should be able to ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events, and express likes and dislikes.

* You should be able to perform some daily routines, particularly telling people to do something in your work.

In order to achieve these goals class attendance, participation and practice outside of class are very important. Therefore, irregular attendance and/or lack of preparation or participation will result in a lower grade. (Consult departmental attendance policy)

Culture: Lectures, films, readings, guest speakers and discussions are designed to provide an introduction to major topics related to Guatemalan society, including history and politics, economics, art and music, literature, religion, ancient Mayan civilizations, education and health care. The language and cultural integration should sufficiently prepare students to observe, experience and interpret this new culture during their fieldwork in Guatemala.

Responsibilities of Students:

- (1) Attend and participate fully in all classes.
- (2) Prepare all reading and written assignments before class and **complete them at the scheduled times. No Assignments will be accepted beyond the determined due date.**

Evaluation:	Class participation	10%
	Language assignments/Tell Me More	10%
	Language and Culture Assessments	15%
	Presentations*	15%
	Exams	25%
	Final portfolio*	25%

*Format and Evaluation Rubrics are available on Blackboard

Tentative Class Schedule:

Day 1 May 9

Language: Introduction, Language Learning Strategies, Greetings, Parts of the Body
Introduction to Tell Me More, Children's Songs

Culture: Introduction to Guatemala, Geography, Background Information/Statistics
 Film *Guatemala: The Human Price of Coffee*

Assignments: Topic for Investigation and Presentation
 Comparison Statistics
 Read Chapters 1-2 To the Mountain and Back
 Read pages 1-7, 107-121, 133-143 Guatemalan Journey
 View *Frontline* report on coffee, link available on Blackboard
 View *El norte* prior to class on 5/17/11—on reserve in the library

Day 2 May 10

Language: Review of Greetings, Introductions, Parts of the Body
 Useful Commands
 Numbers, Age
 Choosing Children's Picture Books
 Children's Songs

Culture: Music of Ricardo Arjona
 Relationship with the United States
 Film: *Guatemala Silenced*

Assignments: Read Introduction, Mayan Folktales: Folklore from Lake Atitlán, Guatemala
 Read Chapters 3-7, To the Mountain and Back
 View *El norte* prior to class on 5/17/11

Day 3 May 11

Language: Review of Commands, Body Parts, Numbers, Age,
 Family and Importance of Family
 Children's Songs
 Practice Reading Children's Book of Choice

Culture: History of the Mayas
 Archeological Sites: Iximche Tecpán
 Mayan Folklore
 Guest Speaker: Bob Lincoln, Children of the Americas

Assignment: Reading Presentation of Folktale
 Read pages 109-121 Guatemalan Journey
 View *El norte* prior to class on 5/17/11

Day 4 May 12

Language: Review of commands
 Children's Songs
 Room and Bathroom items and Prepositions of Place

Practice Reading Children's Books

Culture: Mayan Culture and Customs
 Weaving
 Film: *Splendor in the Highlands: Maya Weavers of Guatemala*
 Folktale Presentations
 Film: *A Wheelchair for Petronilia*
 Discussion of Readings

Assignment: Language Assessment
 Read Chapters 8-12 To the Mountain and Back
 Read pages 69-81 Guatemalan Journey
 View *El norte* prior to class on 5/17/11

Day 5 May 13

Language: Review of Commands, Songs, parts of the home
 Places, the verb *ir* and expressing future actions, colors, shopping
 Practice Read Children's Books
 Choose Commands and Expressions to use with Toy
 Assessment

Culture: Religious Celebrations: Corpus Christi
 Religion and Spirituality
 Student Cultural Presentations
 Discussion of Readings
 Film: *Reparando*
 Assessment

Assignment: Prepare for Children's Book Reading Presentations
 Bring in appropriate Toy
 Read Chapters 13-15 To the Mountain and Back
 View *El norte* prior to class on 5/17/11

May 14: Celebrating the Coffee Harvest, 10:00-4:00, Ten Thousand Villages Shop, 2011 Madison Rd. *Jonathan Mianos photo essay of Guatemalan coffee farmers will debut. There will be an impromptu coffee bistro, with baked goods and chocolate all from Fair Trade, as well as on-hand experts to answer any questions.* <http://www.citybeat.com/cincinnati/event-38618-fair-trade-day-201-celebrating-the-coffee-harvest.html>

May 15: Meeting with Faculty, Practitioners and Students 6:00-8:00

Day 6 May 16

Language: Review Presentations, Commands
Songs and Fingerplays
Expressing Feelings, Question Words
Practice expressions with Toy
Read Children's Books: Assessment

Culture: Student Cultural Presentations
Discussion of Readings
Guest Speaker: Vivian Harvey, Cemanahuac
Film: *The Long Road Home*

Assignments:
View *El norte* prior to class on 5/17/11
Read Chapters 16-18 To the Mountain and Back

Day 7 May 17

Culture: Guest Speaker: Milton Ramos-Augustín
Student Presentations
Discussions of Readings and *El norte*
What to expect: Lutheran Center, therapy with children
Travel tips: Treading lightly

Language: Practice Giving Commands
Asking and Answering Questions, Medical vocabulary
Reports for caregivers and therapists

Assignments: Read pages 11-32, 52-55, 121-133 and 166-175 Guatemalan Journey

Day 8 May 18

Language: Review Medical Vocabulary, Commands
Songs and Fingerplays
Simple games and activities

Culture: Student Cultural Presentations
Discussion of Readings
Ecological Issues: El Lago Atitlán y el Volcán Pecaya
Film: *Recycled Life*

Assignment: Purchase item from Guatemalan grocery store to bring to class

Read pages 81-85 Guatemalan Journey

Day 9 May 19

- Language: Songs
 Kitchen Vocabulary and Food
 Useful Verbal Phrases
 Expression likes and dislikes
 Review for exam
- Culture: Student Cultural Presentations
 Guatemalan Food: rice, beans, tortillas y ¿Qué más?
 How do I swallow this?
 Present food items
- Assignments: Final exam

Day 10 May 20

- Language: Review of Commands and songs
 Songs and commands Assessment
- Culture: Present food items
 Review of Portfolio Project
 Final Exam
 12:00-1:20 lunch and guest speaker Rosalba, Valle Verde Restaurant

I. ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty, excerpted here from pp. 54-55 in the 2006-2008 University Catalog. This policy applies to all courses in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University”

Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments. As you can see, penalties for violations can be severe, so you are encouraged to submit only your own work in all your classes

II. Department of Modern Languages ATTENDANCE POLICY

The Department of Modern Languages at Xavier University strives to increase the student’s fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and

proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is **regular class attendance**.

The entire range of the students' skills can be evaluated only if they are in class. Therefore, we will allow **NO** absences without penalty. Any absence will result in a loss of **3% per absence** from the student's final course **participation** grade. Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than **5 minutes late, he/she will be COUNTED AS ABSENT**. Students are **strongly discouraged** to schedule appointments or interviews during class time!

There is a strict **NO MAKE-UP POLICY**. A grade of zero will be given for any missed work.

III. Criteria for CLASS PARTICIPATION

<u>Rating</u>	<u>Points</u>
<u>Superior</u>	
I greeted people and took leave using Spanish expressions	25-22.5
I used English only after asking permission and after I attempted to express myself in Spanish	(100-90)
I listened attentively when others spoke and showed respect for my peers	
I actively participated in all activities and discussions and had a positive attitude	
I came prepared to class everyday	
My presence made a positive impact on getting tasks done	
<u>Average</u>	
I greeted people and took leave using Spanish expressions	22-19
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful	(88-76)
I occasionally used English, specially in pair work or without attempting to express myself in Spanish first	
I showed interest in activities and participated, though sometimes passively rather than actively	
I generally came prepared to class	
<u>Unsatisfactory</u>	
I used more English than Spanish in class	18.5-15
I did not pay active attention during activities	(74-60)
I was often distracting and disrespectful of my peers	
I was frequently unprepared for class	
My presence in group work had little impact on accomplishing the task	
I seldom participated	
<u>Not enough to evaluate</u>	
I used English only in class	14-0
I did not pay attention during activities	(59-0)
I often slept, read the newspaper, did homework, etc., during activities	
I was absent frequently	
I came to class late or left early	
I never participated	

IV. GRADING CRITERIA

A. VERY GOOD TO EXCELLENT

Very good to excellent command of the language AT THIS LEVEL.

Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.

Ease of expression.

Makes every effort to use the target language in class.

Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.

Virtually free of significant errors in syntax and good use of verbs.

Wide range of vocabulary, including idiomatic usage.

High level of fluency with strong attempts at more complicated structures.

High level of comprehension in listening and reading activities.

Good intonation and largely accurate pronunciation with slight accent.

Demonstrates understanding of and appreciation for cultural differences.

B - GOOD

Clearly demonstrates competence AT THIS LEVEL.

Meaningful, appropriate responses orally and in writing with sufficient detail

Good command of the language.

Makes a good effort to use the target language; avoids using English in class.

Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.

Few errors of syntax and appropriate use of verbs.

Above-average range of vocabulary.

Good idiomatic usage and little awkwardness of expression.

Good level of comprehension in listening and reading activities.

Good fluency with some attempts at more complicated structures.

Acceptable intonation and pronunciation with distinctive accent.

Demonstrates strong understanding of and appreciation for cultural differences.

C - ACCEPTABLE

Suggests competence AT THIS LEVEL.

Appropriate but limited oral and written responses with reliance on simple structures.

Speaks and writes with some detail, but not sufficient.

Comprehensible but strained expression; halting, may self-correct.

Makes some effort to use the target language in class.

May have frequent errors in orthography and other conventions of the written language.

Many word-order errors. Some attempts at organization, but with confused sequencing.

Some serious errors in syntax and some successful correction. Frequent errors in complex structures.

Some fluency but hesitant. Pronunciation does not interfere with communication.

Understands main elements when listening and reading.

Moderate range of vocabulary and idiomatic usage. Few anglicisms.

Errors in intonation and pronunciation with heavy accent.

Demonstrates some understanding and of appreciation for cultural differences.

D - WEAK TO POOR

Suggests incompetence AT THIS LEVEL.

Oral and written responses force interpretation of appropriateness and/or meaning.

Attempts to translate or use English; avoids using or speaking in the target language.

Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures. Limited grammatical structures and lack of organization.

Unfinished answers due to lack of resources. Generally, narrow responses.

Limited fluency. Poor pronunciation and it interferes with communication.
Narrow range of vocabulary and of idiomatic usage.
Pervasive errors of orthography may be present. Excessive word-order errors.
Little control of syntax and frequent anglicisms.
Occasional redeeming features such as correct advanced structure.
Very little understanding when listening and reading.
Errors in intonation and pronunciation that interfere with listener's comprehension.
Demonstrates very little understanding of and appreciation for cultural differences.

F - UNACCEPTABLE

Demonstrates incompetence AT THIS LEVEL.
Irrelevant or incomprehensible answers orally and in writing.
Unacceptable from almost every point of view.
Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.
Few vocabulary resources. Little or no sense of idiomatic usage.
Practically no understanding of target language when listening and reading.
Severe problems with orthography that may interfere with written communication.
Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. SPAN 101, 102, 201 etc.)