

**COURSE SYLLABUS**

**COURSE TITLE/NUMBER:** HUM 291: SPANISH LANGUAGE THROUGH EXPERIENTIAL ACTIVITIES

(Continuous enrollment course. Participants have the equivalent of two quarters to complete coursework.)

**CREDITS:** Variable: 5-10 credits (quarter hour credits)

Students who plan to use this course to fulfill specific curriculum areas should discuss transfer options, and obtain written approval from a counselor or study abroad advisor at their own college/university PRIOR to enrollment in this course.

These credits may apply toward the elective area of the Associate of Arts degree at Seattle Central.

Note: 10-credit option requires additional coursework: 80+ hours of intensive language study during study period and additional critical thinking papers.

**TYPE OF CREDIT:** Credit may be considered electives for Washington State residents who attend Seattle Central Community College.

**FEES:** Please refer to website: [www.seattlecentral.edu](http://www.seattlecentral.edu)  
Click on Courses & Programs, Travel Study and Policies & Procedures  
(Course fees subject to change)

**PREREQUISITES:** None

**COURSE DESCRIPTION:**

This is a self-paced course designed for the undergraduate student who plans on taking advantage of language study opportunities outside the USA. Students enroll in approved language schools and attend class at least 4 hours per day (M-F) and live with a host family for total language immersion. Students will be expected to complete all course requirements upon their return to the United States.

Seattle Central Community College is fully accredited by the Northwest Commission on Colleges and Universities.
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**COURSE GOALS:**

Independent research and study of a selected language through intensive language study. Each participant will select a language study program in consultation with the course instructor. Self-paced approach designed for the undergraduate student who plans to attend a language immersion program abroad. The student will also enhance their language skills via travel/research to various historic sites, cultural events, exhibits, etc.

**PROGRAM OUTCOMES/GENERAL:**

1. Document supplemental language enhancement as evidenced by study abroad travel, language immersion, conversational practice, grammar study, reading, speaking, listening, etc.
2. Examine differences in cultures, economies, politics, art, history, sports, humanities, literature, language, education, etc. as evidenced by discussion of such in Portfolio.
3. Evaluate scholarly writings and/or Internet/WWW sites pertaining to language and culture of area under research.

**LANGUAGE SCHOOL SELECTION CRITERIA AND OUTCOMES:**

The language school selected by the student must offer different levels of instruction with a mix of conversation, grammar, reading, and vocabulary. Students will be placed in the Spanish continuum based on a written placement exam and interview with the Language School Coordinator. Progress to the next level is based on successful completion of the previous section and may also be determined by length of enrollment. Students must provide written evidence documenting successful completion of one or more of the levels listed below.

**ELEMENTARY:** For students who have little or no previous knowledge of the basic structures in Spanish. By the end of the course, students will have increased their level of grammar and vocabulary so they can express themselves functionally and will also have a greater awareness of Spanish/Hispanic culture and society.

**INTERMEDIATE:** For students who possess a general command of the more complex structures in the Spanish language and a good vocabulary base. By the end of the course, students will have a greater understanding of the linguistic and extra-linguistic structures in Spanish/Hispanic so he/she can communicate more effectively. Students will also acquire a greater understanding of the Spanish/Hispanic way of life.

**ADVANCED:** For students who possess a solid knowledge of the Spanish/Hispanic language and culture, able to perform at the communicative level. By the end of the course, students will have gained a wider knowledge of the Spanish/Hispanic culture and will be more proficient at expressing his/her ideas at an abstract level.

**INSTRUCTOR:** To be determined

### **AMERICANS WITH DISABILITIES ACT:**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with your instructor, or if you need special arrangements, contact your instructor as soon as possible.

### **INSTRUCTOR'S EDUCATIONAL PHILOSOPHY:**

Experiential education is but one tool to help nurture the learning desire of undergraduate students. Course participants will describe themselves and their experiences, if appropriate, as members of the global community, and will value the views of diverse peoples, cultures, places, etc.

### **STUDENT OUTCOMES:**

Upon completion of this course, participants will be able to:

1. Demonstrate enhanced foreign language proficiency as evidenced by verification and evaluation by language school officials.
2. Recognize and identify ethnic, cultural, political and economic diversity in the host country as evidenced by portfolio entries.
3. Conduct a mini-ethnography of the host country.
4. Select books, journals, articles, etc. related to the travel/language experience and analyze them critically.

### **METHODS OF INSTRUCTION:**

1. This course meets electronically or by mail (E-mail, phone, fax, snail mail). There is no physical site or classroom.
2. Course instructor usually available via E-mail up to 12 hours daily.
3. Optional: Students will use the Internet/WWW to access resources and evaluate information sources according to external criteria, such as the author's credentials, the timeliness of the information, the genre of the source, etc.

### **STUDENT ASSIGNMENTS:**

1. A DAILY PORTFOLIO must be maintained in English during the travel/study period. Use it to keep brief narratives of your daily instructional experiences. It should contain notes on places visited, interviews, daily lessons, new vocabulary, oral language activities, student observations of different and unique cultural traits, etc.

2. **MINI-ETHNOGRAPHY:** The purpose of this exercise is to allow you to put yourself in a first encounter situation, and allow you to practice a little ethnography on a personal level. Ethnographers study human culture by researching artwork, architecture, tools, and other material products of a culture. They also devote much research to a culture's non-material creations, including its music, religious beliefs, symbols, and values. They can also study social relationships in human groups such as marriage, family life, authority, and conflict. This project should give you a chance to conduct research directly on the area, people, culture, historic sites, political system, art, music, society, history, education, foreign relations, geography, scientific research, leisure-time activities, etc. of the area, region, culture in which you are spending your language enhancement research. In order to meet the requirements of this exercise I am asking you to do the following:
- a. During your language travel period find an event occurring within a community of people you know little or nothing about. Possible events include an art show, musical performance, political meeting or speech, party, dance, family gathering, museum tour, archaeological dig, historic site visit, wedding, religious service, recreational activity, school activity, and others.
  - b. Once you have selected an event I want you to write up what you think you will encounter. What do you think the environment will be like? What will the people be like? What will you experience? Also describe any feelings that you might be experiencing?
  - c. When you finally arrive and begin to participate in and observe the activities, I want you to **DESCRIBE** what you see, hear, smell, touch, taste; don't analyze, just describe. Begin with the surrounding environment, the people in it, the activities taking place, the use of space, etc. Pretend that you are creating a description for someone who is sightless.
  - d. After you feel that you have done justice to the practice of description, begin asking the three questions posed by ethnographers: What do these people do (are doing)? How do they do it? Why do they do it that way? Thus begins your analysis.
  - e. Summarize your thoughts and feelings: Why was this a good or not so good experience? What did you learn about yourself? Are you more or less likely to continue to encounter new situations in the future? What would you do differently?
- NOTE: Project may be submitted in hard copy format and mailed direct to instructor or via email WORD attachment.
3. **LANGUAGE VERIFICATION:** Written evidence documenting at least 20 formal/informal hours of language instruction per 5 days of travel for humanities/language enhancement (min. 40 hours). Submit photocopy to verify instruction hours and grade and/or level of completion. Possible sources of evidence include certificate/award of completion, letter from school dean or language immersion coordinator, grade card, or official transcript, along with photocopies of airline, passport and lodging receipts.

**CRITICAL THINKING PAPERS:**

Read and analyze two articles from two different journals (try if possible to locate a scholarly journal

which usually means it is a signed article with a bibliography written by an expert in their field) from fields such as counseling, education, psychology, history, political science, humanities, ethnic studies, cross-cultural studies, women's studies, business and economics, international studies, gender studies, language studies, etc. on a topic related to any aspect of YOUR humanities/language study experience. Answer the following questions and staple a photocopy of the article to your sheet. \*\* Journal and Magazine Article Links [http://westudyabroad.com/html/related\\_links.html#13](http://westudyabroad.com/html/related_links.html#13)

\*\* Travel Links/-free online databases to search for your articles if you don't have access to your college library. Try using "Travel Study" web links for locating websites for research on study abroad and international topics. [http://westudyabroad.com/html/related\\_links.html#13](http://westudyabroad.com/html/related_links.html#13)

- a. Title of article, full title or journal, date, page numbers.
- b. Author of article, author's qualifications or basis of authority. Was this author qualified to write on this topic? Why or why not? If no data is available, what do you think based on the article and your critical judgment? Explain. (Hint: Use various library resources such as Contemporary Authors and Directory of American Scholars. Also, ask reference librarians for assistance.)
- c. Brief summary of article (main points and conclusion).
- d. Validity of information: What type of evidence does the author give for any claims that are made? Are sensational claims made? Are several viewpoints or just one presented?
- e. Author's motivation: Why was this article published?

INTERNET OPTION: Internet/WWW users please locate and analyze two WWW sites related to your humanities/language enhancement (language, country, region, culture, etc.). Provide the exact URL (address), full description of site, analysis, purpose, author or webmaster credentials. Try to answer the same questions posed above (items a-e). Trace your steps by telling what search engine(s) you used to locate each site; links you followed to final site. Do for each of the sites. Possible search engines to use include, but are not limited to, Google, Yahoo, Ask.com, Infoseek, Excite, Webcrawler and MSN.

### **CALENDAR/SCHEDULE:**

Students may enroll at anytime. All course requirements must be submitted to instructor for grading before the end of the quarter (or within 2 quarters from date of enrollment).

### **FEEDBACK TO STUDENT/COURSE POLICIES:**

Daily Portfolio (400 points): Evaluation criteria includes, but is not limited to, clearly presented ideas and observations, creative thought and appropriateness.

Mini-Ethnography (600 points): Evaluation criteria includes, but is not limited to, format, content appropriateness, organization, analysis, originality and summarization skills.

Language Verification (300 points): Evaluation criteria based on written verification (photocopies acceptable).

Critical Thinking Papers and/or Internet/WWW sites (250 points each = 500 points total): Evaluation

criteria includes, but is not limited to, journal/site selection, critical thinking research and analysis, author critique and article summarization.

**GRADING STRUCTURE:**

A	4.0 - 3.9	Excellent	1620+ points
A-	3.8 - 3.5		
B+	3.4 - 3.2		
B	3.1 - 2.9	High	1440 - 1619 points
B-	2.8 - 2.5		
C+	2.4 - 2.2		
C	2.1 - 1.9	Average	1170 - 1439 points
C-	1.8 - 1.5		
D+	1.4 - 1.2		
D	1.1 - 0.9	Minimum	1080 - 1169 points
D-	0.8 - 0.7		
E	0.0	Failure	0 - 1079 points

NOTE: Seattle Central Community College awards numerical grades.

**\*\* IMPORTANT NOTICE FOR STUDENTS ENROLLING IN 10-CREDIT OPTION\*\*****Additional Course Requirements:**

1. Three additional critical thinking papers and/or Internet sites must be researched.
2. Evidence supporting an additional 40 hours of language enhancement study must be provided.
3. The Daily Portfolio must be expanded to include the additional travel/study research period.

Grading Structure for 10-credit Option:

A	4.0 - 3.9	Excellent	2205+ points
A-	3.8 - 3.5		
B+	3.4 - 3.2		
B	3.1 - 2.9	High	2040 - 2294 points
B-	2.8 - 2.5		
C+	2.4 - 2.2		
C	2.1 - 1.9	Average	1657 - 2039 points
C-	1.8 - 1.5		
D+	1.4 - 1.2		
D	1.1 - 0.9	Minimum	1530 - 1656 points
D-	0.8 - 0.7		
E	0.0	Failure	0 - 1529 points

**EVALUATING OUTCOMES AND ASSESSMENT FORMS:**

Upon enrollment a questionnaire will be sent to each enrollee to study whether this "self-guided," and "self-paced" aspect of learning met with their needs and approval. It will ask how valuable the course was to them in this manner, what they felt was missing, and what portion of this course was the most helpful to them in their educational plans.

**HONOR SYSTEM**

It is expected that each student will prepare his or her own assignments and that any assignments submitted will be the sole work of the student.

Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will not be tolerated.

Violation of these rules will be considered **Misconduct** under the student code WAC 132-F-120-110. Students suspected of misconduct will be referred to the Dean of Student Development Services. Students found guilty of misconduct will forfeit all fees and credit will be denied.

**GENERAL INFORMATION:**

Terms of Enrollment: Enrollment in travel/language courses does not constitute admission to the college. Students who are not attempting to earn a degree or certificate are registered as non-matriculated students.

Time Limitations: Students have two quarters to complete courses and will receive a "Y" (on-going) grade on grade reports until all coursework is completed. One extension (for one additional – or 3<sup>rd</sup> – quarter) will be granted at a cost of \$50/extension. (Please note: The "Y" will remain on transcripts if students do not complete courses.)

Please note: Seattle Central is on a quarter system. Approximate dates are as follows:

Summer:	Last week in June through mid-August
Fall:	Last week in September through mid-December
Winter:	First week in January through March
Spring:	First week in April through mid-June

Refund Policy: To receive a refund, a student must submit a written request (mailed, e-mailed, or faxed) to the Cooperative Education Office. No refunds will be given once the quarter officially ends. Please note: If you are taking two quarters to complete coursework, no refunds will be granted during the second quarter.

Final Grade/Transcripts: If you receive a "Y" for your course, the Cooperative Education Office will submit a grade change to the Registrar's office as soon as the grade is received from the instructor.

To request an official or unofficial transcript of grades, students should call (206) 934-3805 (8:00 am - 4:30 pm, Pacific Standard Time) or go online to [www.seattlecentral.edu](http://www.seattlecentral.edu). Click on Enrollment and Transcripts and scroll down to Request an Official Transcript. There is a charge for official transcripts. Unofficial transcripts are available at no cost to the student.

Change of Name/Address: Students are responsible for providing current contact information to the Cooperative Education Office. Delivery of mail to the last address on record constitutes official notification to students.

Cooperative Education Program, SEATTLE CENTRAL COMMUNITY COLLEGE, 1701 Broadway, Room BE 1103, Seattle, WA 98122. Phone: 206-934-5422 FAX: 206-934-5529 <http://seattlecentral.edu/coop/index.php>