

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling

Course Name	Advocacy in the Latino Community and Introduction to Spanish Language		
Course Number	SCED 598-02/CESC 866-02		
Term	Summer 2016		
Department	School Counseling		
Instructor	Laurel Auda-Capel		
E-mail	laurelma@lclark.edu		
Schedule	Monday	June 20	9-12pm
	Tuesday	June 21	9-12pm
	Wednesday	June 22	9-12pm
	Thursday	June 23	9-12pm
	Friday	June 24	9-12pm

Course Description

This course will focus on diversity within the Latino community in Oregon and the social and political factors impacting the educational experiences of Latino youth and families in our public school system. It will also address exploration of our own linguistic identities and our roles as we engage with this population. The course will also offer an introduction to basic Spanish language, specific to the educational setting.

Course Objectives

Participants will be able to:

- 1) Develop basic Spanish language skills, specific to the educational setting.
- 2) Develop a deeper understanding of his/her own linguistic identities.
- 3) Develop a deeper understanding of the experience of English Language Learners and Latino students in the Oregon public schools.
- 4) Gain knowledge on the immigration issues impacting Latino students.
- 5) Gain knowledge on the role of therapy within the Latino community.

Required Readings

References for required journal readings/articles will be provided via email.

Recommended Resources

Bender, D. E., & Harlan, C. A. (2006). *Spanish for mental health professionals: a step by step handbook*. Albuquerque: Univ. of New Mexico Press.

Harvey, W. C. (2006). *Spanish for Educators* (second edition ed.). Hauppauge, N.Y.: Barron's.

Holt, Marion P. and Julianne Dueber. 1001 Pitfalls in Spanish. Barron's Educational Series. www.barronseduc.com

Olsen, L., & Jaramillo, A. (1999). *Turning the tides of exclusion: a guide for educators and advocates for immigrant students*. Oakland, Calif.: California Tomorrow.

Thuro, B. (1984). *A bilingual dictionary of school terminology: English-Spanish* (Rev. ed.). Vista, CA: Ammie Enterprises.

Urrea, L. A. (2004). *The Devil's Highway: a true story*. New York: Little, Brown.

Course Schedule

Day 1: *Introductions and Background*

- 1) Course Introduction: Syllabus and Group Agreements
- 2) Spanish activity: ¡Gusto Conocerle!
- 3) Spanish activity: Números
- 4) Presentation: Language Tips and Latinos in US
- 5) What would you do?
- 6) HW: Turning the Tides article

Day 2: *Immigration*

- 1) Spanish activity: Review greetings
- 2) Spanish activity: Pronunciation/Alphabet
- 3) Presentation: Immigration PPT
- 4) Spanish activity: Rooms in the school/School items/School staff
- 5) What would you do?
- 6) HW: *Linguistic Autobiography*, "Climbing the School Ladder" article and label your house

Day 3: *Therapy in the Latino Community*

- 1) Spanish activity: Review School vocab
- 2) Spanish activity: Name Bingo/Survival Phrases-Conferences
- 3) Guest Speaker: Caitlin Clark, Counseling/Therapy in the Latino Community
- 4) Share *Linguistic Autobiography*
- 5) What would you do?
- 6) HW: *Interview with Speaker of Another Language*

Day 4: *Family Support*

- 1) Spanish activity: El Árbol Geneológico
- 2) Guest Speaker: Migrant Education Program Representative
- 3) Presentation: Supporting Latino Families/DVD
- 4) Share *Interview*
- 5) Spanish activity: Review Family vocab
- 6) What would you do?

Day 5: *Closing*

- 1) Presentation: Working with Interpreters

- 2) Spanish activity: Role Play
- 3) Share remaining *Linguistic Autobiographies/Interviews*
- 4) Closing reflection
- 5) What would you do?
- 6) Evaluations

Assignment #1: My Linguistic Autobiography/Interview with a Speaker of Another Language

We will be discussing the experiences of multi-cultural and multi-lingual students and families in public education, so we are going to further explore our relationships to language by writing a "Linguistic Autobiography" or conduct an "Interview with a Speaker of Another Language." You are only required to complete one, which will count for 30% of your grade, but if you wish to complete both, each will count as 15% of your grade. Write a 2-3 page informal essay. Answer (Autobiography) or ask (Interview) at least 10 of the following questions. You do not have to limit yourself to this list. All assignments must be typed, double-spaced. The Linguistic Autobiography is due in class on July 27th; please email it to the instructor before class that day and bring a printed copy to class. The Interview is due in class on July 29th, please email it to the instructor before class that day and bring a printed copy to class.

Linguistic Autobiography: due July 27th

This paper should address the influences that make our speech and communication the way it is. Not everyone will complete this assignment in the same way or share the same relationship with language because we have all had different experiences and exposure throughout our lives. Some of us have traveled widely, others have hardly left the neighborhood where we were raised. Some have had a wide variety of jobs, contacts with a variety of people and more or less formal education, but everyone has a story to tell, and you are invited to tell yours.

Interview with a Speaker of Another Language: due Friday July 29th

We grow and gain insight from collaborating with members of cultures other than our own. Much of this learning takes place by listening to others' personal stories around their own cultural and linguistic identities. In this interview, you are asked to interview someone who is a native speaker of a language different than your own native language. The person could be bilingual or multilingual and can answer the questions below in any format they desire. If you are struggling to identify someone to interview, please consult with the instructor.

Questions:

Where were you born and where did you grow up? Did you move often?

What languages were spoken in your neighborhood?

What is your ethnic and social class background?

Where did your parents grow up? What cultures and languages they were exposed to in their childhood? What are their levels of education?

What are your family's attitudes about language?

Do any members of your family come from varying language backgrounds?

When was the first time you were aware of your language? Of a language different from yours?

Do you have relatives who speak other languages? How has language influenced your relation to them?

Do you have words or phrases you've picked up from relatives or places you have traveled, lived, or worked?

What stories or experiences can you share from being the linguistic minority?

How extensively have you travelled?

Has moving or travelling affected your speech?

What other languages have you studied? Was it by voluntary or required of you?

What other languages have you used for communication?

Has anyone ever remarked that a feature of your speech "sounds funny" or is incorrect? If so, please describe the situation.

Do you change your speech when you are in different settings?

Are there any features in your speech you have consciously tried to get rid of or change? If so, which ones?

How do you feel about the way you sound?

How has a job or your work ever influenced the way you speak?

Assignment #2: Final Paper

Due by 5pm on Friday August 7th via email to laurelma@lclark.edu

OPTION #1

Read The Devil's Highway and write a double-spaced, 4-5 page personal response. Reflect on the experience of the undocumented immigrant's journey and its implications on families, school-age children and their experiences in the school system. You should address the impacts on students of the following issues:

- The role and affects of trauma
- Family history/stories of immigration
- Potential school supports and resources to put in place for students
- Recommendations for educators to best engage these students

You may also wish to include potential classroom guidance activities, professional development presentations for staff, etc. You can also draw from the selected readings from Turning the Tides of Exclusion or any other resources/information distributed in the course.

OPTION #2

Utilizing the reports provided by a DHS caseworker for foster youth, create a double-spaced, 4-5 page "Educational Treatment Plan" for "Alejandro," a student recently arrived from Honduras. Considering his family history, experiences with immigration and psychological diagnoses, establish a structured plan to support his academic success. The plan must include at least FOUR of the following:

- Goals for your initial parent meeting
- A potential 4 year plan of courses to be taken to achieve graduation
- Extra-curricular opportunities in and outside of school
- Specific info you'll share with teachers/school staff (admin, deans, etc.)
- Counseling/therapeutic support

You may also wish to include potential leadership opportunities, resources for his foster family or any other supports you identify. If you are planning to work in an elementary or middle school setting and wish to focus the plan on a student of a younger age group, please discuss appropriate alterations to the student profile with the instructor in order to do so.

OPTION #3

Write a double-spaced, 4-5 page personal reflection on the course content. Include responses to the following:

- Articles
- Topics of discussion
- Language skills

You should address how these impacted you personally and how you will apply this information to your practice. Consider areas that caught your interest and attention, as well as areas for further growth. Include specific plans on how you will continue practicing and pursuing Spanish language skills. You may also wish include specific plans of action, contacts to be established, students you will focus on for support, guidance curriculum you will establish, personal and/or professional goals around the subjects covered.

Evaluation Criteria

1. Participation 20%
2. Linguistic Autobiography 15%
3. Interview with Speaker of Another Language 15%
4. Final Paper 50%

Distinguished (A is 94-100%, A- is 90-93%)

Indicates that you are consistent, active, and thoughtful in your participation during class sessions. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your fellow classmates are able to learn from your contributions to class. You have completed all assignments as stated, addressing all the components specified in the instructions. Completed work demonstrates an understanding of the intention of the assignment as a learning process including: engagement with the material and resultant learning or insight; clear presentation of written work; key concepts or themes of the completed assignment are clear and well articulated.

Proficient (B is 84-89%, B- is 80-83%)

Indicates that you are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. You are able to use what you have learned. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to assignments, engagement with the material and resultant learning or insight, with some lack of clarity or inaccuracies in communicating learning or insight. Clear presentation of written work requiring some revisions.

Progressing (C is 74-79%, C- is 70-73%)

Indicates that you are not always prepared when you come to class. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. You have limited or minimal understanding of some of the concepts. Your writings do not show understanding of key concepts.

Unsatisfactory (Below 70%)

Indicates that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written. You have not demonstrated an understanding of the course content or objectives.

* Class attendance is required. Your attendance and active class participation are critical to successful completion of the course. Please contact instructor to pre-arrange any absence.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss class time the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.