

PURDUE UNIVERSITY
SCHOOL OF LANGUAGES AND CULTURES
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SPANISH 302 SYLLABUS
(Excerpts relative to Intercultural Learning)

General Objectives:

This advanced level course is for students who have already developed their basic and intermediate language skills. The goals of this course are to develop formal grammatical knowledge through explicit grammar instruction, reading of original texts (lecturas culturales y literatura). At the end of the course, we will expect you to have achieved the following learning objectives:

- A thorough knowledge, comprehension, and production of the Spanish grammar.
- Enhanced oral and written skills in Spanish.
- Enhanced ability to understand, critically evaluate and summarize literary texts.
- Be prepared for higher level courses in Spanish literature, linguistics, and culture.

Intercultural Objectives:

SPAN 302 will help you cultivate your intercultural communicative competence (ICC) and your global awareness. ICC development is intrinsic to language learning, but it is not an automatic outcome of language learning or of study abroad immersive programs. Scholars agree that the most effective approach to developing the ICC is to teach it intentionally and to offer learners opportunities to practice it and reflect on their experiences. In order to help you in your intercultural learning, this course comprises two Intercultural activities in which you will actively practice intercultural skills throughout the semester.

IC Learning Outcomes

Lesson 1: Business across cultures (Ch. 7)

Outcomes: Verbal and nonverbal communication, knowledge of cultural worldview frameworks, cultural self-awareness.

Goals:

1. Recognize cultural differences in verbal and non-verbal communication.
2. Practice the ability to "articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrate understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and the ability to skillfully negotiate a shared understanding based on those differences."
(AAC&U VALUE Rubric for Intercultural Knowledge and Competence)

3. Understand the notion of pragmatics
Assessment: Assessed by your participation in class discussions and writing a reflection assignment.
Lesson 2: Hispanics in United States (Ch. 9) Outcomes: Empathy, self-awareness, and knowledge of cultural worldview frameworks. Goals: 1. Understand the differences between empathy and sympathy in an intercultural context and learn to appreciate your own and other's cultural identity. 2. Understand the concept of empathy in an intercultural context; recognize intellectual and emotional dimensions of worldviews other than your own, and practice acting in a supportive manner that recognizes the feelings of another cultural group (<i>AAC&U VALUE Rubric for Intercultural Knowledge and Competence</i>) 3. Refine your abilities to understand, analyze, and articulate the internal complexity of Hispanic cultural worldview, (especially in relation to the topics of immigration, and linguistic diversity), and to critically compare and contrast it to your own.
Assessment: Assessed by your participation in class discussions and writing a reflection assignment.

SPAN 302 Spring 2024
ASSIGNMENTS GRADE DISTRIBUTION

Exam 1 (Cap. 7-8) & Exam 2 (Cap. 9-10)	12% [2; 6% each]
Exam 3 (Cap. 7-11)	18%
Connect Cap 7-11	10%
In-Class Compositions	14% [2; 7% each]
Participation	12% [3; 4% each]
Group Recordable Video Chat (RVC)	9% [3; 3% each]
Cultural Project [5%] + Individual Mini Presentation [4%]	9%
Video Clip Reviews	6% [3; 2% each]
Flipgrid	6% [3; 2% each]
IC Reflection Assignments	4% [2; 2% each]

100%



Lesson 1: Business across cultures (Ch. 7)

Outcomes: Verbal and nonverbal communication, cultural self-awareness

Goal: Explore cultural concepts related to politeness and discuss behavior that could be impolite in different cultures. Understand the way people do business in other countries, as it is often related to cultural values.

Time: 50 minutes

Materials: Video about politeness, handout “Business across cultures”, Avances E-Book Cultural Reading “*Las prácticas empresariales entre culturas*”.

Instructions:

Before class

1. Ask students to watch the video “[Politeness](#)”, and do the following activity:

Activity A.

1. Before watching the video, what comes to mind when you think about politeness?
2. How did it make you feel to watch the video “Politeness”?
3. Based on your personal experience, recognize the politeness orientation of the people you have communicated with recently. Write one example (short dialogue) to illustrate “Group” or “Individual” orientation.

In-class (50 minutes)

1. Ask students what they thought about the video “Politeness” and go over Activity A (5 minutes)
2. Organize students in pairs to discuss the questions below. Then, ask for volunteers to share with the whole class (5 minutes)
 - a. What is the importance of Business Etiquette in your culture?
 - b. What is “politeness” supposed to accomplish while doing Business across cultures?
 - c. What shapes your sense of politeness? Has it evolved? How? Explain.
3. Next, remind students that Chapter 7 Avances Textbook talks about Business across cultures. Then, ask students to complete the following activity:

Activity B. Based on the article "[International Business Etiquette From Around the World](#)", choose for each statement (IP/IA) if you think is Impolite or Inappropriate and (P/A) if think is Polite or Appropriate (5 minutes, individual task)

	IP/IA	P/A
1. Arrive late at a business meeting.	___	___
2. Get straight to the point.	___	___
3. Ask about people's families.	___	___
4. Work meetings start/end on time.	___	___
5. Business is not discussed after-dinner conversation.	___	___
6. Use a firm negative, such as a simple "no".	___	___
7. Drop in on someone unannounced.	___	___
8. Bring gifts at the first business meeting.	___	___
9. Greet with a kiss on the cheek.	___	___
10. Address people by title and their surname.	___	___
11. Leave before the meeting has officially ended.	___	___
12. Try saying "please", "thank you", and "sorry" frequently.	___	___
13. Maintain eye contact and offer a brief handshake.	___	___

B. Compare your responses with a classmate and discuss the following questions (10 minutes)

- Which answers were the same? Different?
- How can meanings change within different cultural contexts? Which of these behaviors do you think are more characteristic of the US culture and which ones of the Hispanic cultures?
- How might this affect the way you perceive the other person and the way you communicate with that person?
- Are there any behaviors you consider rude that are not on the list?

3. Next, organize the students into groups of three. Ask them to use the statements from the article “International Business Etiquette from Around the World” (in-class activity A) to write a short dialogue in Spanish:

Activity C. Imagine that you are asked to discuss a topic that, according to your cultural rules, is inappropriate to talk about with your colleagues at the workplace or professional environment. Explain that topic/question you would find inappropriate, and how you would respond. Give them 15 minutes to write and after that, ask for volunteers to read the dialogue out loud (5 minutes).

4. End the activity by debriefing with the following questions (5 minutes):

- a. How will this activity benefit your interactions with people of different cultures in a workplace or professional environment?
- b. What are some of your overall takeaways on different cultural interpretations of politeness and appropriate/inappropriate behaviors? How does this activity relate to your own experience and cultural values?

6. Use the last couple of minutes before class ends to remind the students to do the Cultural Reading Voice Board assignment, **Connect Cap7. Tarea 9.** “*Las prácticas empresariales entre culturas*” (example below) and submit the IC Reflection Assignment in Brightspace.

¿Qué prácticas empresariales recomienda? Imagine que un compañero o compañera de clase va a comenzar a trabajar en una compañía que hace negocios con personas en Latinoamérica. Su compañero/a no conoce las costumbres empresariales hispanas. Déle tres recomendaciones sobre las maneras de portarse con los empleados de una compañía en Latinoamérica con base a la lectura «Las prácticas empresariales entre culturas»

Use las siguientes expresiones del presente del subjuntivo.

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Ejemplo: En una reunión de negocios en Latinoamérica, **es importante que** primero **hables** con la gente sobre temas personales. Después de grabar sus recomendaciones, escuche las de dos o tres compañeros y responda con un comentario **para comparar y contrastar las costumbres empresariales de los Estados Unidos con las de Latinoamérica.** Ejemplo: En los Estados Unidos no es costumbre hablar de temas personales; las personas comienzan a hablar de negocios inmediatamente.

After class

1. Ask students to complete the IC Reflection Assignment in Spanish and have them submit it in Brightspace the following class before 11:59pm (EST).

Reflection Assignment: Politeness

- a. Goal: Recognize cultural differences in verbal and non-verbal communication; understand the notion of pragmatics; Practice the ability to "articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrate understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and the ability to skillfully negotiate a shared understanding based on those differences." (*Verbal/nonverbal communication, AAC&U Rubric*)
- b. Grading: **There** is no right or wrong answer in this type of assignment. Credit for this assignment will be awarded according to the following criteria: **Completion** (thoroughness of your answers) and **Effort** (your effort and complexity of thought put into this reflection).
- c. Tips: Aim to be detailed, thorough, honest, and insightful in your answers. Write in Spanish complete sentences. Have between 75-100 words for each question.
- d. Task:
1. Do you have any real-life examples when you made an inaccurate assumption when interacting with people of different cultures in a workplace or professional environment? What happened? What could you have done differently?
 2. Do you identify with any of the statements from the article "International Business Etiquette from Around the World"? If so, how did you learn them?
 3. Do any of those statements seem different to you? If so, how are they different from your own learned, cultural behaviors?

Lesson 2: Hispanics in United States (Ch. 9)

Outcomes: Empathy, self-awareness.

Goal: Understand the differences between empathy and sympathy in an intercultural context and learn to appreciate your own and others' cultural identity.

Time: 50 minutes

Materials: Brené Brown's video, Avances E-Book Cultural Reading: "No Speak English" by Sandra Cisneros, paper, pen/pencil.

Instructions:

Before class

1. Ask students to watch Brené Brown's video "[El poder de la empatía](#)" and do the following activities:

Activity A.

1. Fill-in the blanks:
 - a. The difference between empathy and sympathy is: _____.
 - b. The four qualities of empathy are: _____.
2. Answer: What is it important to have empathy? _____.

Activity B. Empathy Book Synopsis.

1. Select a character from a book you love.
2. Write a short synopsis in Spanish (between 90-110 words-double space), focusing on this character and his or her experiences.
3. Mention how this character could relate to others in the real world.

In-class (50 minutes)

1. Organize students in pairs and ask them to discuss the following questions (5 minutes):
 - a. How did it make you feel to watch Brené Brown's video?
 - b. What are some signs of being a highly emphatic person? What characteristics of an emphatic person do you have? Explain.
 - c. An example of cultural empathy includes for instance, helping a friend to learn another language and learning that friend's language in return. Could you think of an example of empathy that happened to you recently?
2. Ask for volunteers to share their answers and then go over Activity A (5 minutes). Next, organize them in groups of three to share their Book Synopsis (10 minutes). After that ask for volunteers to share with the whole class (5 minutes)
3. Remind students to read "No Speak English", a short story from the semiautobiographical collection "La casa en Mango Street" by Mexican American author Sandra Cisneros. It tells the story of a Chicana girl, Esperanza Cordero, whose crowded Latino neighborhood in Chicago is one of harsh realities and beauty. Then, ensure that students work individually and give them a piece of paper to answer in Spanish the questions below (15 minutes):

Consider the visual and sensory imagery of the setting evoked by the title: "No Speak English". Then, answer:

 - a. What would one expect to see and hear in a crowded apartment building of an inner-city Chicago neighborhood in the late 1960s and early 1970s?
 - b. What tone would the reader anticipate by reading the title "No Speak English" (e.g., one of illusion, hope, disillusion, despair, etc.?)
4. When the students are done, organize them into groups of three and ask them to share what they wrote. Then, ask for volunteers to share their answers with the whole class.
5. End the activity by debriefing with the following questions (5 minutes):

- a. What have you learned about empathy? How did the writing of your empathy book synopsis, and reflecting on the title “No Speak English” make you feel?
 - b. Did the way the title was written (“No Speak English”) lead you assume something about the speaker? If so, how do you imagine the character/the speaker and their life? Explain.
 - c. What kind of information did you use to imagine the imagery and the tone in Sandra Cisneros’ story?
6. Use the last 5 minutes to remind students that after discussing the reading “No Speak English” next class, they will have two options to choose from to write their essay (See description below)

Assessment:

Option 1:

Write an essay that includes a clear thesis statement, an analysis of main characters, and two examples of direct quotes to support your ideas and point of view. In addition, make sure to add a connection between the reading with the real life. Here are the instructions in Spanish:

§ Sube (upload) el WordDoc o PDF en Brightspace en el módulo Composiciones.

§ Usa letra 12 pt. Times New Roman.

§ Escribe a doble espacio entre 300 palabras y 400 palabras.

§ Escribe el número de palabras en la última página.

§ NO tienes que escribir un resumen.

§ Usa tus propias palabras para explicar tu opinión e interpretación personal.

§ Usa mínimo 5 conectores (transitions words) diferentes en tu ensayo (ver lista de conectores en Brightspace - Módulo Composiciones - Recursos para escribir).

Responde las preguntas de todos los párrafos:

- a. Analiza el personaje de Mamacita. ¿Cómo se manifiesta su nostalgia y añoranza en la lectura?; ¿Piensas que esa nostalgia la ha hecho “invisible” en el nuevo hogar, a pesar de su cuerpo voluminoso? Incluye mínimo tres ejemplos usando citas textuales.
- b. Imagina que tú eres un(a) hijo(a) de una familia pobre y minoritaria y te das cuenta de que uno de tus padres está tratando de asimilarse a la cultura mayoritaria para sobrevivir y salir adelante, y el otro rechaza cada oportunidad que tiene para aprender el idioma. ¿Cómo te sentirías al respecto? ¿Qué experiencias chocantes (shocking) tendrías? ¿Cómo lograrías mantener tu propia identidad y al mismo tiempo incorporarte con éxito en la sociedad mayoritaria?

c. Si inmigraras a un país hispano, ¿crees que perderías algún aspecto de tu identidad americana? Si/no, ¿por qué?, ¿qué echarías de menos de tu país?

Option 2:

1. Essay Reflection to be submitted in Brightspace before 11:59pm (EST).

a. Goal: Practice the ability to "interpret intercultural experience from the perspectives of own and more than one worldview and demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group." (*Empathy, AAC&U Rubric*)

b. Grading: There is no right or wrong answer in this type of assignment. Credit for this assignment will be awarded according to the following criteria: **Completion** (thoroughness of your answers) and **Effort** (your effort and complexity of thought put into this reflection).

c. Tips: Aim to be detailed, thorough, honest, and insightful in your answers. Write in Spanish complete sentences. Have between 75-100 words for each question.

d. Task:

Imagine when you were 12 years old, you and your family moved from the US to a Spanish Speaking country without knowing the language, "No hablo español". Describe how you would have felt growing up in a barrio (neighborhood) and how that imagery experience enabled you to understand the tone of the narrative in "No Speak English".

a. How would it feel to move away from a familiar place? How do you feel about Mamacita's experience in this country?

b. How could we build a connection with a new or unfamiliar place without losing our cultural identity?

c. Based on what you have learned about the Spanish Speaking countries in your Spanish courses and in your experience, if you were to move to one those of countries, what would you have difficulty adapting to, or what would you be able to easily adapt to, and why? What aspects of your current cultural worldview would you have to change to understand and accommodate a different one?