



FL-SPAN 109

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FYE: The Hispanic Influence in Chicago

General Description:

The FYE Colloquium provides an opportunity for freshmen to actively engage in Northeastern's unique makeup as a diverse, urban campus and community. The core theme, "Diversity in Chicago", is explored through the lenses of different disciplines as they apply to the deeper understanding of Chicago as an environment for discovery and learning. The focus on students' preparation for general academic expectations accompanied by some type of discipline-specific field experience (e.g., research component, service learning) situates the course as a bridge to the university experience and higher education, as well as a matrix for future development and active participation in society.

During the first year, you will notice the differences between the high school and university way of doing things. At university, you are expected to take responsibility for your own learning. With the assistance and guidance of First-Year Experience staff and faculty, you are taking the first steps toward your future.

Northeastern Illinois University is a HSI (Hispanic Serving Institution) with a large Latino population, many of whom are first-generation college students. According to the American Community Survey of the U.S. Census (2008), over one quarter of Chicago's and nearly one quarter of Cook County's population is Hispanic (or Latino). This ever increasing demographic has a significant cultural, historical, political, social, literary and linguistic impact on the city of Chicago and surrounding areas. This course seeks to explore and develop an appreciation for the diversity of these Spanish-speaking groups (nearly 80% of Chicago Latinos speak Spanish at home) and their invaluable contributions to the surrounding communities and to society in general.

This course will be presented in a "bilingual" format (English & Spanish). It is expected that all students are at least at the Intermediate High level of language proficiency as per the ACTFL guidelines. The Language Placement Exam can be taken online at [http://www.niu.edu/~lplacem](#), level is reached with 384 points. Students will be suggested to use Spanish in some of the discussions. Spanish will also be needed to conduct activities that will take place outside of the University, such as visits to cultural centers, the National Museum of Mexican Art, tours of murals in Pilsen, Paseo Boricua, among others. Other extra class activities will take place at the Main campus (Physical Education and others).

The books and other readings focus on two aspects: the Hispanic/Latino community in Chicago, and everyday strategies for doing well in college and how to achieve success in this stage of your life.

Required Readings:

1. Nist-Olejnik and Holschuh. 2009. College Success Strategies. Pearson Longman Publishers. 3rd edition.
2. De Genova and Ramos-Zayas. 2003. Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship. New York: Routledge.
3. Gardner, Jewler and Barefoot. 2008. Step by Step to College & Career Success. Thomson Advantage Books. 2nd edition.
4. Gordon and Minnick. 1996. Foundations. A Reader for New College Students.
5. Greene, Bouman and Grammenos. 2006. Chicago's Geographies. Metropolis for the 21st Century. Washington, D.C., Association of American Geographers.
6. Tienda and Mitchell. 2006. Multiple origins, uncertain destinies: Hispanics and the American future. Panel on Hispanics in the United States.
7. Flores and Rosaldo (eds.). 2007. A Companion to Latina/o Studies. Blackwell Publishers.

Learning Outcomes:

At the end of this course you will:

- Have knowledge of the Hispanic/Latino demographic in Chicago and in the U.S.
- Have a basic understanding of the factors that shape everyday life of Hispanics of different origins, including the variety of Spanish dialects
- Learn how to gather data and carry out empirical research

- Be more aware of the dynamic that characterizes language contact and change
- Gain critical thinking skills that will help you in your academic, professional, and personal life
- Have a one course completed for either the major or minor in Spanish
- Acquire life-long learning skills and collaborative learning techniques that you will utilize in all aspects of life

Evaluation:

The following general guidelines will be used:

GRADE	PERCENTAGE/POINTS
<i>A ("excellent")</i>	<i>90-100</i>
<i>B ("good")</i>	<i>80-89</i>
<i>C ("average")</i>	<i>70-79</i>
<i>D ("below average")</i>	<i>60-69</i>
<i>F ("failing")</i>	<i>Below 60</i>

<i>Participation in Class Discussions</i>	<i>10%</i>
<i>Oral Presentation</i>	<i>10%</i>
<i>Written Assignments</i>	<i>20%</i>
<i>Research Project</i>	<i>15%</i>
<i>Exams (3)</i>	<i>45%</i>

Course Policies:

- **Attendance is mandatory.** *You must be present to engage in the learning process. You should always arrive in class and be prepared to start promptly. Continual late arrivals and multiple absences will negatively affect your grade; furthermore, in accordance with university policy, less than 75% attendance will automatically result in a failure for the semester, regardless of your grade for assignments.*
- **Participation is essential to learning.** *Being physically present in class is not enough. Learning is not a passive process; it is an active one. You must take part in class discussions and always do your share in partner or group work. Don't be afraid to make mistakes; they are a part of learning and they also help your instructors to understand what you need. Don't wait to be called; that's not participation. Ask questions when you don't understand and offer your opinions when it is appropriate. It is only asked that you remember to be as much an active listener as an active participant; that is, give others a chance to participate, too.*
- **Assignments are always due as assigned on the syllabus.** *The syllabus indicates all assignments with their page numbers. Unless otherwise indicated, homework must always be done as indicated, presumably for the next class meeting. Even if you aren't completely sure of the answers, try to finish the homework. Incomplete and late work will be reduced in grade.*

- **Plagiarism in any form will not be tolerated.** *All assignments—including exercises in the book—are expected to be your own work. Quotations and citations must be properly referenced. Any work that has been copied from any other source (e.g., a book, a magazine, the Internet, or even a classmate)—will receive an immediate failing grade without question. If necessary, additional steps will be taken; please be aware that the university's policy on academic integrity states that a student may be expelled for plagiarism.*
- **Class outlines.** *At the beginning of each class you will be given an outline for the class meeting that gives a more detailed account of what we will be doing on that particular day. These outlines will help you to structure and organize your class notes as well as prepare for the examinations. If there is an additional homework assignment or an adjustment in the scheduled assignment for the next meeting, you will have written documentation on the outline. The outline does not replace the course syllabus; it is supplemental to it.*

Tentative Course Outline

<i>Day</i>	<i>Topic/Material covered</i>	<i>FYE/FYE Colloquium Goal</i>	<i>Assignment/Special instructions</i>
8/31 M	<ul style="list-style-type: none"> • Introduction • Hispanics in the US: who?, where? when? 		<ul style="list-style-type: none"> • Purchase books • Read Syllabus • Familiarize with <i>Blackboard</i> • <u>Write down exam dates and other deadlines in daily planner</u>
9/2 W	<ul style="list-style-type: none"> • College Makes the Difference • Hispanics in the US 	Self-Discovery; Transitions	<ul style="list-style-type: none"> • Read: <i>Now That You're Here</i> (pp. 2-11) from College Success Strategies • Read: "Multiple Origins, Hispanic Portrait". Tienda and Mitchell (pp.19-34).
9/7	<ul style="list-style-type: none"> • LABOR DAY 	No class	•
9/9 W	<ul style="list-style-type: none"> • College Makes the Difference • Hispanics in Chicago 	Self-Discovery; Transitions	<ul style="list-style-type: none"> • Read: <i>Active Learning: What's in It for You?</i> (pp. 13-23) from College Success Strategies • Read "Dime con quién hablas, y te dire quién eres": Linguistic (In)security and Latina/o Unity", Ana Celia Zentella, in Flores & Rosaldo (Electronic reserve) • Read "Español or English? Tienda and Mitchell (pp.45-50).
9/14 M	<ul style="list-style-type: none"> • Learning Styles • <i>Latinidad</i> 	Self-Discovery	<ul style="list-style-type: none"> • Read: <i>How You Learn</i> (pp. 24-33) from College Success Strategies • Read <i>Latino Crossings</i>, Ch. 1(pp. 1-30)
9/16 W	<ul style="list-style-type: none"> • Learning Styles • <i>Latinidad</i> 	Self-Discovery	<ul style="list-style-type: none"> • Read: <i>Interacting with Your Professors</i> (pp. 34-44) from C. S. S. • Read <i>Latino Crossings</i>, Ch. 1(pp. 1-30)
9/21 M	<ul style="list-style-type: none"> • Learning Styles • <i>Latinidad</i> • Discussion of presentation 	Self-Discovery	<ul style="list-style-type: none"> • Read <i>Foundations</i> (pp. 99-107; 108-114) by Gordon & Minnick • Read <i>Latino Crossings</i>, Ch. 1 (pp. 1-30)
9/23 W	<ul style="list-style-type: none"> • Learning Styles • Latino Locations 	Self-Discovery	<ul style="list-style-type: none"> • Read <i>Foundations</i> (pp. 99-107; 108-114) • Read <i>Latino Crossings</i>, Ch.2 (pp. 31-56)

<i>Day</i>	<i>Topic/Material covered</i>	<i>FYE/FYE Colloquium Goal</i>	<i>Assignment/Special instructions</i>
9/28 M	<ul style="list-style-type: none"> • Learning Styles • Latino Locations 	Self-Discovery	<ul style="list-style-type: none"> • Read <i>Foundations</i> (pp. 99-107; 108-114) • Read <i>Latino Crossings</i>, Ch.2 (pp.31-56)
9/30 W	<ul style="list-style-type: none"> • Review for Exam № 1 • Latino Locations 		<ul style="list-style-type: none"> • Read <i>Latino Crossings</i>, Ch. 2 (pp. 31-56) • Bring review questions to class
10/5 M	<ul style="list-style-type: none"> • Exam № 1 		<ul style="list-style-type: none"> • Review and prepare for Exam № 1
10/7 W	<ul style="list-style-type: none"> • Skills for Academic Success • Work ideologies • Presentation topic due! 	Academics; Transitions	<ul style="list-style-type: none"> • Read <i>What Is It I'm Supposed to Do, Anyhow?</i> (pp. 46-56) from C. S. S. • Read <i>Getting Organized: Managing Yourself and Your Time</i> (pp. 58-69) from College Success Strategies • Read <i>Step by Step</i> (pp. 64-67) by Gardner & Jewler • Read <i>Latino Crossings</i>, Ch. 3(pp. 57-82) • PRESENTATION TOPIC DUE
10/12 M	<ul style="list-style-type: none"> • Skills for Academic Success • Work ideologies 	Academics; Transitions	<ul style="list-style-type: none"> • Read <i>Academic Energy: Motivation for Learning, Attitudes, and Interests</i> (pp. 70-83) from College Success Strategies • Read <i>Just What Do You Believe, Anyway?</i> (pp. 85-95) from College Success Strategies • Read <i>Step by Step</i> (pp. 64-67) by Gardner & Jewler • Read <i>Latino Crossings</i>, Ch.3(pp.57-82)
10/14 W	<ul style="list-style-type: none"> • Skills for Academic Success • Work ideologies 	Academics; Transitions	<ul style="list-style-type: none"> • Read <i>Dealing With Stress</i> (pp. 96-108) from College Success Strategies • Read <i>Strategic Reading</i> (pp. 110-123) from College Success Strategies • Read <i>Step by Step</i> (pp. 64-67) by Gardner & Jewler • Read <i>Latino Crossings</i>, Ch. 3(pp. 57-82)
10/19 M	<ul style="list-style-type: none"> • Skills for Academic Success • Modernity in conflict 	Academics; Transitions	<ul style="list-style-type: none"> • Read <i>Take Note! Lectures: A Different Kind of Text</i> (pp. 124-142) from College Success Strategies • Read <i>Step by Step</i> (pp. 34-35) by Gardner & Jewler • Read <i>Latino Crossings</i>, Ch. 4 (83-106)

<i>Day</i>	<i>Topic/Material covered</i>	<i>FYE/FYE Colloquium Goal</i>	<i>Assignment/Special instructions</i>
10/21 W	<ul style="list-style-type: none"> • Critical Thinking • Modernity in conflict 	Academics; Future Planning	<ul style="list-style-type: none"> • Read <i>Rehearsal and Review Strategies</i> (pp. 143-160) from College Success Strategies • Read <i>Step by Step</i> (pp. 34-35) by Gardner & Jewler • Read <i>Latino Crossings</i>, Ch. 4 (pp. 83-106)
10/26 M	<ul style="list-style-type: none"> • Critical Thinking • Modernity in conflict 	Academics; Future Planning	<ul style="list-style-type: none"> • Read <i>Strategies for Social Science</i> (pp.162-175) from College Success Strategies • Read <i>Latino Crossings</i>, Ch. 4 (pp. 83-106)
10/28 W	<ul style="list-style-type: none"> • Review for Exam № 2 		<ul style="list-style-type: none"> • Bring review questions to class
11/2 M	<ul style="list-style-type: none"> • Exam № 2 		<ul style="list-style-type: none"> • Review and prepare for Exam № 2
11/4 W	<ul style="list-style-type: none"> • Time Management 	Academics	<ul style="list-style-type: none"> • Read <i>Strategies for Social Science</i> (pp.162-175) from C. S. S.
11/9 M	<ul style="list-style-type: none"> • Time Management • Gender and Ideologies of the family 	Academics	<ul style="list-style-type: none"> • Read <i>Strategies for the Humanities</i> (pp.176-191) from College Success Strategies • Read <i>Latino Crossings</i>, Ch. 5 (pp. 107-143)
11/11 W	<ul style="list-style-type: none"> • Time Management • Gender and Ideology 	Academics	<ul style="list-style-type: none"> • Read <i>Latino Crossings</i>, Ch. 5 (pp. 107-143)
11/16 M	<ul style="list-style-type: none"> • Time Management • Latino Languages 	Academics	<ul style="list-style-type: none"> • Read <i>Strategies for Science and Mathematics</i> (pp.192-204) from College Success Strategies • Read <i>Step by Step</i> (pp. 34-35) • Read <i>Latino Crossings</i>, Ch. 6 (pp. 145-174)
11/18 W	<ul style="list-style-type: none"> • Critical Thinking • Latino Languages 	Academics; Future Planning	<ul style="list-style-type: none"> • Read <i>Step by Step</i> (pp. 34-35) • Read <i>Latino Crossings</i>, Ch. 6 (pp. 145-174)

<i>Day</i>	<i>Topic/Material covered</i>	<i>FYE/FYE Colloquium Goal</i>	<i>Assignment/Special instructions</i>
11/23 M	<ul style="list-style-type: none"> • Critical Thinking • Divergent Articulations of <i>Latinidad</i> 	Academics; Future Planning	<ul style="list-style-type: none"> • Read <i>Preparing for and Taking Essay and Specialty Exams</i> (pp. 217-229) from College Success Strategies • Read <i>Step by Step</i> (pp. 34-35) by Gardner & Jewler • Read <i>Latino Crossings</i>, Ch. 7 (pp. 175-210)
11/25 W	<ul style="list-style-type: none"> • Critical Thinking • Divergent Articulations of <i>Latinidad</i> 	Academics; Future Planning	<ul style="list-style-type: none"> • Read <i>Preparing for Objective Exams</i> (pp. 206-216) from College Success Strategies • Read <i>Latino Crossings</i>, Ch. 7 (pp. 175-210)
11/30 M	<ul style="list-style-type: none"> • Review for Exam № 3 		<ul style="list-style-type: none"> • Read <i>Latino Crossings</i>, Ch. 8 (pp. 211-217) • Bring review questions to class
12/2 W	<ul style="list-style-type: none"> • Exam № 3 		<ul style="list-style-type: none"> • Review and prepare for Exam № 3
12/7 M	<ul style="list-style-type: none"> • <i>Presentations</i> 	<i>Presentations</i>	<ul style="list-style-type: none"> • <i>Presentations</i>
12/9 W	<ul style="list-style-type: none"> • <i>Presentations</i> 	<i>Presentations</i>	<ul style="list-style-type: none"> • <i>Presentations</i>
12/14 M	<ul style="list-style-type: none"> • <i>Presentations</i> 	<i>Presentations</i>	<ul style="list-style-type: none"> • <i>Presentations</i>
12/16 W	<ul style="list-style-type: none"> • <i>Final Exam Day</i> 		<ul style="list-style-type: none"> • <i>Projects due by 4:00 pm</i>