COURSE DESCRIPTION:

UNR catalog course description: “Supervised experience as an interpreter or translator using Spanish for local public agencies.” Prerequisite: Spanish 350. Credits: 3 (http://www.ss.unr.edu/records/catalog/?id=SPAN400).

Through community-based service learning, students are introduced to Spanish-speaking communities, focusing on issues of interest to the local Hispanic community, develops oral proficiency, and facilitates student civil engagement.

GENERAL COURSE OBJECTIVES:

The main purpose of the course is (1) to provide the students with a supervised experience as an translator and/or interpreter using Spanish in the community; (2) to learn different facets of service-learning through Spanish translation and/or interpretation: Service-learning incorporates two fundamental components that are (2.1) the creation of a service project that meets an identifiable need in the community and (2.2) the use of specific assignments, classroom activities, and reflection that connect the service project to the learning academic curriculum.

SILVER CORE OBJECTIVES:

In the new Silver Core, this course will satisfy CO14 (Application).

The CO 14 requires students “to apply knowledge in both focused and broad interdisciplinary contexts.” In this course, students will have the opportunity to encounter real-life experiences to use their Spanish language and culture skills and to expand their knowledge and develop critical thinking. This course will place an emphasis on diversity and pluralism that contributes in developing students’ civic involvement in learning beyond the traditional classroom.
A detailed description of how Spanish 400: “Practicum in Spanish in the Community” satisfies this core objective follows.

**STUDENT LEARNING OUTCOMES:**

- Students will be able to integrate classroom learning, theory, and course content of the Spanish language and culture with the practicum experience in the Hispanic community.
- Students will be able to identify, assess, and develop personal and professional strengths of civic responsibility to Hispanic community issues, needs, and social policies.
- Students will be able to apply academic knowledge of the Spanish language and culture to solve practical, real-world problems in a professional setting.
- Students will be able to articulate through written and oral reflections, work experience in the community and demonstrate improvement in Spanish speaking and writing skills Spanish.
- Students will be able to articulate and demonstrate teamwork, collaboration, and leadership.

**COMMUNITY PARTNERS IN THE COMMUNITY:**

The Latino Research Center (LRC)
The Student Outreach Clinic (UNR-SOC)
Northern Nevada International Center (NNIC)
Washoe County School District (WCSD)
Girls Scouts
The Alzheimer’s Association
Washoe County Department of Social Services (Nevada Quality Parenting Initiative)
Catholic Charities of Northern Nevada

**CRITERIA FOR ASSESSING LEVELS OF LEARNING**

Students actively participate with community-based organizations (listed above) that require the use of Spanish with native Spanish speakers. Students have the opportunity to encounter real-life experiences that afford them opportunities to expand their knowledge and develop critical thinking and problem solving skills while serving as Spanish translators and/or interpreters in the community.

In this course, students will follow the model for evaluating service-learning in academically based service proposed by J. Bradley. He developed three levels of reflection that are similar to the “What?, So What?, Now What? Framework. Reflection exercises should be designed to gradually move students toward the third level. According to Bardley, these levels are as follow:

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Level One
1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to be one dimensional and conversational or unassimilated repetitions of what has been heard in class or from peers.
2. Tends to focus on just one aspect of the situation.
3. Uses unsupported personal beliefs frequently as “hard” evidence.
4. May acknowledge differences of perspective but does not discriminate effectively among them.

Level Two
1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
2. Proves a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors which may make change difficult.
3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
4. Perceives legitimated differences of viewpoint.
5. Demonstrates a beginning ability to interpret evidence.

Level Three
1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
2. Perceives conflicting goals within and among individuals involved in a situation and recognizes that the differences can be evaluated.
3. Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.
4. Makes appropriate assessment of the decisions facing clients and of his or her responsibility as part of the clients’ lives.

SERVICE LEARNING REFLECTION ACTIVITIES:

Keeping a journal, class discussions, and an oral presentation.

PERSONAL/PROFESSIONAL JOURNAL:

• Students write freely about their experience, usually done weekly and in Spanish.
• Students submit personal journal entries to the instructor using WebCampus.
• Students should address the following questions in their journals (According to Julie Hatcher, Indiana University-Purdue University at Indianapolis):

Reflection 1 Prompt
1. How are you preparing for your service? What do you believe you can contribute? What do you hope to gain from this experience?
2. What are you nervous/anxious/not happy unsure about (in regards to this project)?
3. What are you excited about?
4. What are your service objectives? How will you meet them?
5. What services does your organization provide? What is the history of the program/project you are assisting with?
6. What is the community partner’s mission or goal?
7. What expectations do you have about your service experience – the organization, your service, and impact?

Reflection 2 Prompt
1. Are there any challenges you are experiencing?
2. What is similar/different about the culture of the person/people you are working with through your service-placement?
3. How is your service addressing community-identified needs?
4. How is the community a teacher in your learning? What have you learned from staff, volunteers, and from those accessing services?
5. What is your view about the issue(s) your organization is working to address?

Reflection 3 Prompt
1. What roles do you play at the site?
2. What does it feel like to come into and leave my different roles (student, server, teacher)?
3. What are the relationship between by community service experience and my other life experience?
4. How has your socio-economic status impacted your own life? How does your experience impact your views and interactions with others?
5. What are you learning about yourself and others?
6. What did you expect to happen that happened? What didn’t you expect to happen that happened? Why did you have those expectations?

Reflection 4 Prompt
1. What are the most difficult and most satisfying parts of the service you are performing?
2. Did anything happen that made you feel comfortable? What did you learn from this?

Reflection 5 Prompt
1. How will your efforts working with this community partner contribute to social change? To your career?
2. Is it important for you to stay involved in the community? Will you continue to do this kind of work? In what capacity?
3. How do we take what we have learned and convert it into action in the community you are working in?
4. How can society be more compassionate/informed/involved regarding this community?
5. What social and economic policy changes would alleviate the problem/s you are encountering or addressing?
6. How did your feelings/experience/intercultural competence change or grow over the course of the semester?
7. How were you different when you left the project or community site compared to when you entered?
8. What skills have you developed through your service experience?
9. Describe what you have learned about yourself as a result of your service.
10. What was the most meaningful thing someone said to you during your service?

STATEMENT ON ACADEMIC DISHONESTY: “Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment.” For more details, see the Academic Dishonesty Policies and Procedures: http://www.unr.edu/cla/ch/4-Academic_Policies.html.

STATEMENT OF DISABILITY SERVICES: “Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.”

STATEMENT FOR ACADEMIC SUCCESS SERVICES: “Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring-center), and University Writing Center (784-6030 or http://www.unr.edu/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.”

STATEMENT ON AUDIO AND VIDEO RECORDING: “Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”
**COURSE WORK REQUIREMENTS:**

Students will need to work four hours a week to satisfactory pass this class. The semester is divided in 15 weeks. The first week will be used to find the community partner and to sign the contract with the supervisor.

1\textsuperscript{st} WEEK: This week, students will be required to meet with the instructor in her office, find the community partner and sign the contract. ALL students must attend the first mandatory meeting this week. There will be two different meetings to choose from to avoid schedule conflicts with other classes.

AFTER THE 1\textsuperscript{st} WEEK (2\textsuperscript{nd} WEEK-15\textsuperscript{th} WEEK): After the first week, students will start working with the community partner four hours/weekly. Students will need to work only two hours during Thanksgiving week.

**MISSING WORKING HOURS:**

If a student misses one day of work with a justify excuse, he/she will have to make up those hours no later than the following week. Any change in the working schedule will need to be notified to the instructor and approved by the student’s supervisor and the instructor. It is mandatory to email the instructor before making any change in the schedule.

**CHANGING PARTNERS:**

Students are allowed to change partners if they are not completely satisfied with their first choice and have the instructor’s permission to do so. If a student changes partners, he/she will need to catch up with any missing hours as soon as possible.

**WEEKLY WRITING ASSIGNMENTS ➔ THE JOURNAL:**

Students need to write about their service learning experience in a journal. Each week, students will write one page minimum in the journal and submit their weekly entries through WebCampus on the dates marked in the calendar. Please, follow the format or the diario will not be accepted. Students will need to follow the deadlines to submit their journals. No late submissions will be accepted.

At the end of the semester, students will submit a final edited copy of the diario with 15 journal entries.

**VIDEO-PRESENTATION:**

In this oral presentation, students prepare a detail overview of their service-learning experience using PowerPoint, covering the three different stages of their working experience with the Hispanic community (as proposed by J. Bradley). Here is more specific information about the format, extension and due date of the presentation:
How do I prepare this oral presentation? Use a PowerPoint document to select and organize the information. The extension should be between 10-15 slides. It should cover the most important responsibilities of the community service assignment and the conclusions of this individual learning experience. It should include some of the answers to the “prompts” used to elaborate the personal/professional journal.

How do I submit my document and when is the due date? The final document should be submitted through WebCampus the final exam day.

BIBLIOGRAPHY:


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