**CSUSB - Department of World Languages and Literatures**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# SPAN 4443: Community Service Project

# Fall 2023

|  |  |
| --- | --- |
|  | **Your professor: Carmen Dagostino (formerly Jany)**  **Office:** UH-201.43  **Contact**:909-537-7386;[cjany@csusb.edu](mailto:cjany@csusb.edu)  **Office Hours (in person): Tuesdays 1pm-2:15pm**  **Office Hours (virtual): Thursdays 10:30am-12noon & by appointment**  **Zoom link for office hours**: [**https://csusb.zoom.us/j/9661143238**](https://csusb.zoom.us/j/9661143238)  Professor Dagostino specializes in Spanish linguistics and general linguistics and has taught Spanish classes at all levels at CSUSB since 2007. Her research focus includes Native American languages and language contact. Please see the *Meet your instructor* folder and video for more information. |

COURSE FORMAT:You are completing a service-learning project for a Spanish for the Professions Certificate Program (Criminal Justice Spanish OR Healthcare Spanish).

## Communication and Instructor role

* Email or office hours is the best way to contact me. I will try to answer your email inquiries within two working days (Mon-Fri).
* My role is to facilitate this experience for your and to support your learning by interacting with you via discussions, keeping track of your progress, providing feedback on your work, reminding you of due dates, following up on your performance, and providing additional guidance and practice as needed.

## COURSE DESCRIPTION

Credit for academically related tasks using world language skills as performed as part of an internship or service-learning project in governmental or social service agencies, or in an educational context. Departmental permission required.

## COURSE PREREQUISITES

Department Permission.

REQUIRED TEXTBOOK **– NONE**

## Course objectives

* To practice the students’ communicative competence in Spanish as pertinent to professional fields
* To advance the development of the students’ linguistic abilities in the written and oral areas of the Spanish language as related to professional fields
* To increase the students’ interest in and awareness of Hispanic cultures

## STUDENT LEARNING OUTCOMES

The following refer to **two of the three modes of communication**: interpersonal, interpretive, presentational, as well as to the ACTFL level of **Intermediate mid or above** (www.actfl.org)

Upon successful completion of this course, you will be able to:

1. **Demonstrate** effective use of written Spanish in a variety of situations related to professional fields (*as evidenced by your ability to complete written assignments and to write reports in Spanish*).

2. **Demonstrate** effective use of spoken Spanish in a variety of situations related to professional fields (*as evidenced by your ability to complete oral assignments and deliver an oral presentation in Spanish*).

3. **Interpret** spoken Spanish in a variety of situations related to Criminal Justice (*as evidenced by your ability to complete assignments and discuss topics based on oral input in Spanish*).

4. **Identify** social and cultural factors (such as cultural practices, beliefs, and behaviors) that influence the communication between criminal justice professionals and Hispanics (*as evidenced by your ability to contribute to relevant tasks in Spanish*).

5. **Evaluate** diverse perspectives available through Hispanic cultures as related to Criminal Justice (*as evidenced by your ability to explore the perspectives, products, and practices of Hispanic cultures through comparisons to your own*).

## modes of communication

* **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Intermediate Level**: **I can** participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

* **Presentational Communication**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

**Intermediate Level**: **I can** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

## GRADING

Credit-no credit

**ALL tasks for this class need to be completed to receive credit for the class.**

## COURSE REQUISITES

Based on your service-learning project. Please see below the information for your respective project.

In addition, you need to fill out a form after being placed with an agency. Your professor will provide you with the information.

**CRIMINAL JUSTICE or HEALTHCARE STUDENTS**

* **You are completing 90 hours of service with a community-oriented organization.** Detailed assignments will be given at the site. Spanish is the language to be used for assignments (potentially including translation to/from Spanish, development of materials in Spanish, etc). Specific duties will be assigned by your site supervisor after an interview to learn about your interests, skills, and availability.
* **Credit for this course is given based on the assessment of your performance** at the end of the semester, including:   
  a) Completion of minimum number of hours (90 or more)  
  b) Positive evaluation of performance by the agency  
  c) Completion of reflection assignments/report

## Duties and Responsibilities OF STUDENT INTERNS

The actual duties of student interns will be determined by the agency or its representative(s), agreed to by the potential student intern, with final approval resting with the Internship Coordinator. Such duties will be varied depending on the type of agency involved. However, duties of student interns must benefit both the student intern, and the agency, and may include, but not be limited to, the following:

* Learning policies and procedures governing the long‐term objectives and day to day operations of the agency.
* Observation (including participant observation) of the day-to-day activities of agency personnel, and their pursuit of agency objectives.
* Carrying out of projects specified by the agency, which will provide data/information seen as desirable by the agency, and which will increase the awareness of the student intern regarding the actual operation/functioning of the agency (Examples: Conducting research on the feasibility of implementing a School Resource Officer [SRO] program; conducting research regarding the feasibility or effectiveness of sub‐stations).
* Assisting agency personnel in carrying out appropriate duties such as interviewing patients, witnesses, or clients, preparing appropriate paperwork, translating materials to Spanish.
* Other activities could include such things as assisting in developing new culturally appropriate materials in Spanish, etc.

Student interns must take responsibility for informing internship supervisors or other appropriate agency personnel when they have finished a task or are otherwise available for assignment to other or additional duties.

Any translations of materials from English to Spanish need to be turned in professor for approval/revision prior to submitting it to the agency.

## Code of Conduct

Student interns are expected to adhere to and exhibit the highest and most professional moral and ethical standards. Such standards include, but are not limited to, adhering to all laws, ordinances, and agency rules/regulations; maintaining confidentiality; maintaining appropriate interpersonal relationships; and adhering to the highest standards of fairness and justice; dressing and conducting oneself in a professional manner; etc.

During the course of the internship, the student may come into contact with sensitive or confidential information. The student is expected to treat such information confidentially and not discuss it with others. If confidentiality is breached, the intern will not receive credit for the course.

## Write a Paper/Report

One factor in determining whether credit is earned is a reflective paper. The paper should present a description and analysis of the duties and responsibilities you experienced during the internship. The paper should also evaluate your internship experience, noting both positive and negative aspects of the internship. Make sure to keep a journal of your activities throughout the semester.

### Format of the Paper

This written report should be about 2 pages long. Papers must be typed, double-spaced, one‐inch margins, standard font size 11 or 12.

### Content of the Paper

The final report should be reflective and evaluative in nature. It must include the following sections:

1. What were your duties and responsibilities during the internship?
2. What new knowledge and skills did you learn?
3. Is this an industry/organization/career path in which you would like to work full time? Why or why not?
4. Do you think this internship will help you in your career? Why or why not?
5. What did you discover that you need to learn more about? What course(s) or other experiences can you pursue to learn it?

### Paper Submission

The paper should be submitted via email to the professor by the last Friday of classes. Failure to turn in the paper by this date will result in a grade of “No credit”.

## Evaluation by Internship Supervisor

Toward the end of the semester, the internship supervisor will receive an evaluation form, which, when completed and returned, serves as one element in determining whether the student receives credit for the internship course. If the student receives an unsatisfactory evaluation from his or her internship supervisor, the student will not receive credit for the course.

## Statement of Inclusion, Diversity, and Equity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. All students are welcome, and all students belong in this class regardless of race, ethnicity, gender identity, political stance, religion, citizenship, or immigration status whether the status is documented or undocumented. If your name and/or pronouns differ from those on your college record, please let me know. If anything in the course content, lectures, or discussions prevents you from engaging in the course in the richest way possible, please let me know by email or other method.

## Student Support Services

### Academic Services

A complete list of all academic support services is available on the [Academic Success](https://www.csusb.edu/academic-support-resources) section of the [CSUSB Student Affairs](https://www.csusb.edu/student-affairs/student-services) website.

For help with improving your writing ability, the staff at the CSUSB [Writing Center](http://writingcenter.sdsu.edu/) is available in person and online.

### Counseling Services

[Counseling and Psychological Services](https://www.csusb.edu/caps) offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by calling (909) 537-5040.

### Food Insecurity/Scarcity

[The Obershaw Den](https://www.csusb.edu/community-engagement/den) provides food and personal hygiene items for enrolled students in need. Services are confidential.

## Students with Disabilities

If you are seeking classroom accommodations under the ADA, you are required to register with the Office of Services to Students with Disabilities (SSD). If you are taking classes at the San Bernardino Campus (SBC), SSD is located in UH-183. At the Palm Desert Campus (PDC), SSD is located in RG 203A. You can telephone the SBC-SSD at (909) 537-5238, or the PDC-SSD at (760) 341-2883, ext. 78117, or email them at ssd@csusb.edu. To receive academic accommodations for this class, please obtain the Faculty Notification Letter from SSD. Students should inform their instructors about the type of assistance that may be required in the event of any emergency, and also to contact the SSD office regarding special needs for evacuation.

## Academic Honesty

Please refer to the course bulletin’s [Academic Regulations and Standards](http://bulletin.csusb.edu/academic-regulations/) for the University’s policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of Plagiarism include but are not limited to:

* Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
* Copying and pasting work from an online or offline source directly and calling it your own
* Using information, you find from an online or offline source without giving the author credit
* Replacing words or phrases from another source and inserting your own words or phrases
* Submitting a piece of work you did for one class for another class