

**Spanish 3215: Practicum in Spanish
Guidelines and Policies
Winter/Spring 2008**

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<http://mygateway.umsl.edu>

Class materials

- Selected articles on **Reserve** in **TJ Library** under the title “**Spanish 3215 Articles.**” It is not necessary to photocopy all articles at once.
- Internet articles (links to Internet articles will be posted on My Gateway).
- Computer with internet access.
- Community partner’s resources.

Course Description

This course introduces students to the Hispanic/Latino cultures in the US through community service and academic work. Students will perform a minimum of 20 hours for the semester of supervised fieldwork in local organizations that serve area Hispanics. They will study several issues related to the community they serve, will reflect on their field experience, and will connect their field experience with class readings and discussions. A required weekly seminar accompanies the field experience. This is a community-based learning class, which means that students are expected to reflect critically on their service experience throughout the semester.

Course Objectives

Through their field experiences as well as through readings, discussions, and reflections, by the end of the semester students should be able to:

- Perform with increased control, advanced proficiency level tasks and functions in the Spanish language (such as describing and narrating in major time frames) both in speech and in writing, as established by the American Council on the Teaching of Foreign Languages.
- Interact with Hispanics/Latinos using culturally appropriate attitudes and behaviors.
- Demonstrate an understanding of the mission, goals, activities and needs of the local agencies where they have performed their service.
- Demonstrate a critical understanding of some of the current issues affecting the Hispanic/Latino communities in the US both at the local and national level.

Instructional Strategies

Class time will be used primarily to share and reflect on students’ field experiences and to discuss some current key issues affecting Hispanic/Latinos in the US, relating them to students’ experiences and perceptions at the community agencies. Outside of class students will do their service work and will reflect on their field experiences by writing journal entries in the MyGateway blog. They will also read articles and complete other written or oral assignments.

Course Requirements

1) *Field experience.*

Students are required to complete a minimum of 20 hours of supervised volunteer work at one of the agencies approved for this course. Completing less than 20 hours will affect the course grade and may result in a failing grade even if the student fulfills the other course requirements. Some agencies may require more hours. Students are expected to be at their field site every week until the end of the semester. Even if students fulfill the required minimum of 20 hours of field work before the end of the semester, they must continue their field work until the end of the semester.

Some agencies may require a training session. The hours of training at an agency will not necessarily count towards the 20 hours required for this course.

If a student has not done so yet, he/she must contact an agency by the end of the first week of classes.

Once students make a commitment with their agency supervisors, they must comply with the work, the days and the hours they agreed on. They will have to fill out a time sheet throughout the semester and have it signed by their supervisor. The students' work at the agency site will be evaluated by their site supervisors through a mid-semester and an end of the semester report.

I may accompany students to their sites once during the semester, mainly to better understand the comments they make in class or in journals about their field experiences.

2) *Seminar.* The class meets every week on Thursdays, from 2:00 to 3:30 p.m. Attendance at the seminar is required. Students should make sure that the hours they choose for their service do not coincide with the hours of this seminar. Seminars will be devoted mainly to sharing students' experiences at the field site and to discussing various issues related to Hispanics/Latinos in the US. It is important that students read the assigned articles and that they come prepared to discuss them in class. Students are expected to check the "Assignments" area of MyGateway prior to every class for weekly assignments. Even though some of the readings will be in English, class discussions will be in Spanish.

Assessment

- **Attendance to agency:** A time sheet will document students' attendance and activities at the service site. Every time a student attends the field site, he/she is responsible for filling out the time sheet and asking the supervisor to sign it.
- **Supervisor's Reports:** Field supervisors will complete a mid-semester progress report form and a final evaluation form assessing students' work at the agency. The mid-semester progress report will provide both students and instructor with feedback on their service work. The supervisor's final evaluation will be the basis for a "Satisfactory/Unsatisfactory" grade on the students' field work performance. A "Satisfactory" grade will be earned if the supervisor gives the student an "Average to Excellent" mark in most areas. If the student receives below average marks in most areas, he/she will earn an "Unsatisfactory" grade for field work performance and therefore will not receive the points assigned to "Supervisor's Report."
- **Reflective Journal:** Students are required to write their journal entries in Spanish in the MyGateway blog. Most of the weekly journal entries will include a description of the student's **field activities** of the week as well as his/her **reflection** on them. Some will refer to an assigned reading or other activity. The topics of some of the entries will be assigned by me; others will be open. Each weekly entry has to be of between 130 and 150 words unless otherwise indicated by me. I will collect journal entries randomly every two to three weeks.

Before collecting journal entries, I may read them, provide some feedback, and ask the student to revise an entry when needed. For detailed guidelines and assessment criteria on journal entries, see “El diario reflexivo: pautas y criterios de evaluación.”

- **Community-based Activity:** This activity is related to the student’s field placement. Students will observe and study the agency where they do their service work (by reading its literature, by conducting interviews with its staff and clients, etc.), identify a problem or need related to the agency or the population it serves, and design an activity that could be implemented at the site. They will write a 3-5 page paper with a description of this community-based activity. Students may be asked to share this activity with the class. This project may be assigned to be done individually or in groups, depending on this semester’s field placements. More specific guidelines will be given to students later in the semester.
- **Reflective Oral Presentation:** At the end of the semester each student will give a 15 to 20 minute oral presentation on his/her field experience. It will be given in class, but I may open it to other students and faculty in the university. This presentation will include a description of the agency, a summary and evaluation of the student’s service experience, and a reflection on what he/she has learned from such experience. A written outline of the presentation will be submitted to me for evaluation purposes. More specific guidelines will be given to students later in the semester.
- **Class Participation and In-class Activities or Quizzes.** Class participation is determined according to attendance, preparation for class, quality and quantity of contributions to classroom discussions and activities, and use of Spanish (see Participation Assessment Criteria). At the end of each class day the instructor will record the number of points earned for participation. In addition, announced or unannounced quizzes and other in-class activities may be given for a grade.

Course Grade

The final course grade will be based on the following:

Reflective Journal	20%
Community-based Project	20%
Oral Presentation	20%
Class Participation and Quizzes	15%
Attendance to Agency	15%
Supervisor’s Report	10% (Satisfactory/Unsatisfactory)

Note: The final course grade will be based on students’ performance at the field site AS WELL AS on their performance in class. Credit will not be given for field experience alone or for class performance alone.

Grading Scale

The letter grade is calculated in the following manner:

100 – 93 % = A	82 – 80 % = B-	69 - 67 % = D+
92 – 90 % = A-	79 – 77 % = C+	66 – 63% = D
89 – 87 % = B+	76 – 73 % = C	62 – 60% = D-
86 – 83 % = B	72 – 70 % = C-	59% or less = F

Special Policies

Learning Contract and Release Form: In this course students are required to sign a *Student Learning Contract* and a *Hold Harmless Agreement*. Forms will be distributed the first day of class and have to be turned in to me on the second day of class.

Withdrawal from the course: A practicum is different from other courses in that a field placement in the community entails commitments to the agencies, its clients, and the community. Therefore, students should only consider withdrawing from this course or from a field placement site under exceptional circumstances. Should a student desire or be requested to terminate a placement prior to the completion of the total hours required, the instructor should be contacted immediately to discuss the situation. Only after consultation with the instructor may the student terminate the practicum. Students experiencing problems at the practicum site should talk to the instructor and to the agency supervisor immediately.

Academic Dishonesty: Academic dishonesty, such as cheating and plagiarism, is defined in the Student Code of Conduct (see Bulletin and UMSL Student Handbook). No cheating or plagiarism will be tolerated. A student will receive a grade of zero (0) on the assignment (quiz, homework, take-home paper, final exam, and composition) for cheating or plagiarism. All dishonesty may be reported to the proper University authority.

Electronic devices: Please turn off cell phones and other electronic devices and refrain from using them in class.

Special needs

If a student has a disability, he/she should notify me immediately so that I can make the appropriate accommodations for the class. However, community partners may not be able to offer the appropriate accommodations. Please see me after class or during office hours.