

## **SPAN 4500: PROFESSION-RELATED PRACTICUM OR STUDY ABROAD**

**Valdosta State University**  
**Department of Modern and Classical Languages**

Dr. Victoria Russell

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### **COURSE DESCRIPTION**

**Prerequisite:** SPAN 3014 or consent of instructor. Supervised service learning in a Spanish-speaking community or study abroad in a Spanish-speaking country. Appropriate courses in the student's major field may be substituted.

### **COURSE DESIGN**

SPAN 4500 is designed to accommodate different needs and learning styles through computer-based, online instruction using synchronous and asynchronous multimedia tools: Wimba voice boards, virtual classrooms, and online social environments such as Second Life. These approaches allow for flexibility in scheduling for students. Students will be trained in using all necessary technology and supported throughout the course by faculty.

SPAN 4500 is a Practicum or Study Abroad course. Students will participate in supervised service learning in a Spanish speaking community or in a structured study abroad in a Spanish speaking country. In either placement, students are expected to use their Spanish through services, translation and/or interpretation in the community in order to improve their spoken Spanish and to provide a service while getting immersed in the local culture.

SPAN 4500 is a multi-section course where all students will work between 30-40 hours with Spanish speaking population. One section accommodates people who will work in an internship through their place of employment. A second section will have people placed in community centers according to their profession. The third section will consist in a study abroad experience catered to their profession.

### **COURSE OBJECTIVES**

At the end of SPAN 4500, students will be able to:

1. Understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation
2. Conduct interviews, write reports, and other documents primarily dealing with factual information.
3. Meet most practical writing needs and limited social demands.
4. Develop critical reflection—an awareness of how one is informed by one’s own culture and makes sense of cultural differences

**LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**Outcomes for the Major Program in Spanish**  
<http://www.valdosta.edu/mcl/assessments.shtml>

**COURSE EVALUATION**

(1) Internship/Community Practicum	
Study Abroad attendance .....	45%
(2) Journal / Field Notes .....	10%
(3) Digital Storytelling Project.....	45%
	100%

**Table of Correspondences: Course Objectives, VSU General Educational Outcomes, and Assessments:**

Course Objectives	VSU Educational Outcomes	Assessments
1	1,2,4,6,7	1
2	3,4,5,6,7	2,3
3	3,4,7	2
4	1,2,4,6,7,8	2,3

**ACTFL Proficiencies for Advanced Low**

**SPEAKING**

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames

or aspects, such as present, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

### **WRITING**

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

### **READING**

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

### **LISTENING**

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

**<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/ACTFLProficiencyGuidelines.htm> - Accessed Nov30, 2010**

## **REQUIRED TEXTBOOKS**

### **For Study Abroad Students:**

Dowell, M. & Mirsky, K. (2002). Study Abroad: How to Get the Most Out of Your Experience.

**ISBN-10:** 0130499978 | **ISBN-13:** 978-0130499974

**Additional On-line Resources for internship and community practicum students:**

For Social Services & Health Professionals : <http://www.fhi.org/en/Research/index.htm>

For Law Enforcement: US Department of Justice: <http://www.ncjrs.gov/pdffiles1/nij/200160.pdf>

**COURSE REQUIREMENTS**

- 1) **Attendance:** Students must be committed, responsible and be on time and may not miss internship, community hours, or study abroad experience unless there is a medical emergency. In those cases, please inform your placement coordinator and your practicum instructor.
- 2) **Journal / Field Notes:** Students will keep a journal during their study abroad, internship, or community practicum. The journal will be turned in at the end of the course. The guidelines for the journal are listed below.
- 3) **Digital Storytelling:** Digital Storytelling is the practice of using computer-based tools to tell stories. As with traditional storytelling, most digital stories focus on a specific topic and contain a particular point of view. However, as the name implies, digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and/or music. Digital stories can vary in length, but most of the stories used in education typically last between two and ten minutes. Students will create digital stories that highlight their experiences in the internship, community practicum, or study abroad setting. Detailed instructions for creating digital stories in the target language will be provided during seminar meetings. The digital story
- 4) **Presentation of Digital Story:** Students will visit a minimum of three Spanish classes to share their digital stories and answer questions.

**Guidelines for the Practicum Journal:**

1. Keep the journal as a *diario* in SPANISH.
2. Begin every entry on a separate page.
3. Clearly date every entry and indicate the beginning time, the ending time, and the duration of every activity.
4. Divide every entry into three main parts:
  - A brief description of the activity
  - State any problems that you encountered or any highlights of the experience
  - Your personal reflections on the activity

Write your journal entry as soon as possible after completing the activity. (Do not wait for too much time to pass before writing your entry.) **Write your entries in Spanish. Write accent marks.**

Use the following guiding questions when writing your journal entries:

(If you taught a class, state your objective. Was your objective achieved? Why? or Why not? What worked? and What did not work? What do you plan to do next? If you worked with a small group or individual state what you were trying to achieve. How did you try to do it? Did your techniques work?

Why? Why not? What do you plan to do next? What did you learn from the experience? How has the experience affected you?

Write your journal entry as soon as possible after completing the activity. (Do not wait for too much time to pass before writing your entry.) **Write your entries in Spanish. Write accent marks.**

### **Policy Statement on Plagiarism and Cheating (Academic Honesty)**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **INSTRUCTOR**

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\*Appointments are advisable since I am often in the public schools during the morning and early afternoon hours observing student teachers.