



College: Arts and Sciences

MCL Department

Course Syllabus for Community Practicum

SPAN 4980

1 Semester Hour

Course Information

Course number: SPAN 4980

Course name: Community Practicum

Hours of credit: 1

Prerequisite: SPAN 2010, 3010, 3150, and or 3160—before this course

Department: MCL

College: Arts and Sciences

University: Valdosta State University

Course Description

Prerequisites: FLED 2999 course, SPAN/FREN 2010, 3010, 3150, 3160. The Community Practicum is a supervised volunteer activity that combines the goals of service learning with the goals of the Spanish / French program academic curriculum. Students will use their Spanish / French through services, translation and/or interpretation in the community in order to improve their spoken Spanish / French and also to provide a service to local institutions and/or citizens. Especially important is the synthesis of the national goals and standards of the American Council on the Teaching of Foreign Languages: Communities, Communication, Cultures, Connections and Comparisons, (Standards for Foreign Language Learning, 1996.) which will be included in the journal rubric as part of the writing and field placement assessment.

Required Texts and Materials

- Nazario, S. (2006). *Enrique's Journey*. Random House In Spanish.
- Reading Latest News about Spanish Speaking Community in Valdosta.
- Dictionary Spanish-English: Create also your own "Words of the Day" journal.
- Set of headphones with a microphone (for use in communicating with the professor in an online format).

Student Responsibility:

It is the student's responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding dropping or withdrawing from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, nationality, origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement

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 VSU's Access Office or email: access@valdosta.edu.

Goals, Standards, and Outcomes

- The Area C Learning Goal** applicable to this course is: Students will analyze, evaluate, and interpret diverse forms of human communication.
Upon completion of the course the student will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the Intermediate mid level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) and

an awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

- **ACTFL Standards:** In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:
<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>
And (Speaking, revised 1999; Writing, revised 2001)
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>
- **Departmental Outcomes:**
Outcomes for the Major in Spanish, Language and Culture track may be found at:
<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education majors) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage

learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

GENERAL EDUCATION OUTCOMES

- a. Learning Goals for the VSU General Education Core may be accessed at:
<http://www.valdosta.edu/academic/VSUcore.shtml>
- b. General Education Outcomes:
<http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>
- c. Valdosta State General Education Outcomes can be found at:
<http://www.valdosta.edu/academic/vsu/generaleducationoutcomes.shtml>

COURSE OBJECTIVES for SPAN 4980

The teacher candidate will:

1. Interpret / translate from Spanish to English and from English at the Intermediate-Low to Intermediate-High proficiency level in one of a variety of professional or community situations. (InTASC S2, S3, S4, S5; DL₂)
2. Paraphrase or develop circumlocution in order to communicate in interpreting activities when the specific lexical item is unknown. (InTASC S2, S3, S4, S5; DL₂)
3. Interact appropriately in selected professional and social activities in a Spanish-speaking / Francophone community, using technology when needed. (InTASC S4, S7; DL 2; TL 2; EDL₃, AL₃)
4. Demonstrate an understanding of the connection between their academic preparation and the application of their acquired linguistic skills and cultural knowledge. (InTASC S5, S6, S8; AL₃)
5. Develop a sense of caring about others and an understanding of the importance of volunteer participation in community service. (InTASC S2, S3, S9, S10; EDL₃)
6. Develop cross-cultural competencies that indicate a deep understanding of Spanish-speaking cultures, and work toward cultural proficiency with a Spanish-speaking community. (InTASC S4, S5, S7, S8; EDL₃, AL₃)
7. Improve interpersonal and presentational skills through community activities and online written and/or spoken journals. (InTASC S4, S5, S6, S7, S8, S9, S10; DL_{2a})

*All objectives are in Spanish utilizing the present, past, and future tenses and the Subjunctive mood

**Table of Correspondence: Outcomes, Standards and Assessment. ACTFL Target Level:
Intermediate Mid-High-Advance Low**

Course Objectives	Assessment Instruments used to Measure Objectives	Assessment Instruments used to Measure Objectives	ACTFL/NCATE Program Standards	VSU General Education Outcomes	Projected Major Outcomes
1	1,2,3,4,5	Formative written and oral assessments	1.a, 1.b, 1.c	2,,4,6,7,	1,2,3,4,6,9
2	1, 2,3,4,	Formative written and oral assessments	1.a,1,b, 1.c, 2.c	2,4,6,7,8	1,2,3,4,6,9
3	2,3,4	Formative written and oral assessments	1.a,1.b, 1.c, 2.a, 2.c	1,2,4,6,7,8	1,2,3,4,6, 9
4	1,2,3,4,5	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c	2,4,6,7	1,2,3,4,6, 9
5	1,2,3,4	Formative written and oral assessments	1.a, 1.b, 1.c, 2.a	2,,4,6,7,8	1,2,3,4,6, 9
6	2,3,4,5	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c, 2.a, 2.b	1,2,3,4,6,7,8	1,2,3,4,6, 9
7	1,3	Formative written and oral assessments	1.a, 1.b, 2.a	2,4,6,7.8	1,2,3,4,6, 9
8	1,3,4,5	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c, 2.a, 2.b, 2.c	1,2,3,4,6,7,8	1,2,3,4,6, 9

Key Assessment #1: Research Essay RUBRIC FOR GRADING PAPER IN ITS FINAL FORM*

Criteria	4=Exemplary	3=Accomplished	2=Developing	1=Beginning
Quality of thesis statement Score=	Thesis is student's own original idea, and clearly states the main point of the paper. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the paper.	Thesis is student's own original idea and clearly states the main idea of the paper. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the paper.	Thesis is student's own original idea, BUT does not clearly state the main idea of the paper AND/OR is not of an appropriate scope for the length of the paper.	Thesis is not student's original idea, OR thesis is too general or obvious.
Originality and quality of ideas Score=	Ideas throughout the paper (from title through conclusion) show evidence of original, creative, and critical thinking (such as analysis, interpretation, comparison, synthesis, and evaluation). The paper arrives at sound conclusions.	Most of the ideas in the paper show evidence of original, creative, and critical thinking. Most of the conclusions are sound.	Some of the ideas in the paper show evidence of original, creative, and critical thinking. Some of the conclusions are sound.	Very few of the ideas in the paper show evidence of original, creative, or critical thinking. Few of the conclusions are sound.
Organization and expression of ideas Score=	All ideas support the thesis statement. Ideas are consistently organized in a logical order. Paper avoids verbatim repetition or inappropriate copying of material.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order. There is very little verbatim repetition or inappropriate copying.	Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized, OR in several instances, there is verbatim repetition or inappropriate copying.	Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order, OR paper relies too much on verbatim repetition or inappropriate copying.
Use of sources	Paper shows evidence of the student's having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own	Paper shows evidence of the student's having considered appropriate types and numbers of sources. Student carefully	Paper shows evidence of student's having considered appropriate types and quantities of sources. Paper is	Paper shows NO evidence of student's having considered appropriate types and quantities of sources, OR paper does

Score=	ideas and those of others. Paper provides the target reader with appropriate amount of background and contextual information.	distinguishes between his/her own ideas and those of others, BUT paper provides in inappropriate amount of background and contextual information.	inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.	not distinguish between student's ideas and those of others, OR paper gives too much or too little background information.
Mechanics of the essay Score=	Paper consistently uses correct grammatical structures and vocabulary, as well as correct spelling, capitalization, accentuation, underlining, and punctuation. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Paper has a few errors in grammatical structures, vocabulary, spelling, capitalization, accentuation, underlining, and/or punctuation. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Paper has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation. BUT paper has FEW errors in grammatical structures or vocabulary; sentence structure is generally varied, and essay is generally comprehensible.	Paper has FEW errors in grammatical structures or vocabulary; sentence structure is generally varied,. Paper is often difficult to comprehend because of these errors. Paper also has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation.
Mechanics of APA/MLA format Score=	Paper consistently adheres to MLA rules for format, page numbering, citations, footnotes/endnotes, and bibliography/ list of works cited.	Paper deviates in a few areas from the MLA rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Paper often deviates from MLA rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Paper shows little evidence that student consulted MLA rules for writing of research papers.

*This rubric for evaluating final papers in 400-level Spanish literature courses was developed by Marveta Ryan-Sams and Dawn Smith-Sherwood, April 19, 2005)

Course Activities / Course Evaluation

Course Structure:

This course will meet 7 times in the classroom. You are required to achieve 20 hours in your field. Materials, assignments, and resources will be posted on blazeview. The course contains four learning modules. Each module represents themes: Getting Started, Class Documents, Course Content Modules, Assessments, and Additional Resources. Find an explanation of the tools in the *Additional Resources* link.

Participation 15%

1. Maintenance of an affirming and a positive attitude in the classroom environment and in the community are paramount to second language acquisition – as individual participation in both environments. Students will be assessed taking into account the following components: *Language quality, speaking only in the target language, attendance, and coming to class prepared, on time, and showing enthusiasm*. Participation will be graded according to the following scale:

- **20 points:** Arrived to classes and to the field on time, reviewed material before class, brought all necessary materials, positively participated in all activities, and used Spanish during class activities. Professionalism: work ethics, on time, dress code.
- **15 point:** Was not prepared for class or did not participate or used English during class activities.
- **0 points:** Displayed behavior disruptive to class and to the field more than 15 minutes late/left early.

This class requires constant and active participation. To achieve the goal you need to read, take notes, and prepare, before class, critical and analytical comments. This course will be conducted as a seminar. It requires the active participation of all students. As a writing and discussion course, lectures will be used minimally. Students will be given a chance to discuss and defend their opinions in class and will constantly improve on their speaking skills as well as learn to be tolerant of different opinions. Written questions and hands-out will be assigned in class. Monthly homework and Projects should be posted in Discussions and Assignments. You will bring words of terms and vocabulary to be included comments about your Journal with a Glossary of new words.

2. Hispanic Heritage Month Service. It is mandatory to immerse and participate yourself in **one** Spanish Speaking cultural activity during the Hispanic Heritage Month. Write your experience in your Journal. Compare your personal experience and your readings.

1. During the event, take notes.
2. Then write a 250 words essay in Spanish. Post it in Assignments..
3. Write your name, activity and date you attended. (MLA format)
4. Describe your active participation the cultural event. Add one picture. Minimize it.
5. Compare and contrast with other cultures including yours.
6. Finally, say what your conclusion of this cultural activity is. How would you do that activity different?

3. Time Log. The time log is the evidence you attended to your commitment in the community. Download the for. Find it in the Documents Folder, blazeVIEW

Fieldwork 50%

1. Keep record of your fieldwork in your Log Time. It should be signed by the responsible in your field.
2. The finalized paper will include a reflection of your Fieldwork Video Journals must be entered into LiveText. [DL 2.2]. A rubric will be used for scoring.

NOTE: If you are going to work with children you need a Background Check. Find form in Class Documents, blazeVIEW

Video Journal – Time 2 min. – Plan, manage your time.

- a. Tell us about the activity that you are performing: Interpreting, Teaching Spanish to Adults, Spanish for Children, etc.
- b. Record general “constant” information. Include the names or group of the people with whom you are working. If it is an institution, also include the name of the school and grade or the name of the agency with whom you are working. Also, include all relevant information (name of class, teacher, or parents, phone numbers, addresses, etc.).
- c. Clearly date every entry and indicate the beginning time, the ending time, and the duration of every session. How many time per month?
- d. Take notes after your Practicum. Then give a brief description of the activity done during the session.
 - i. Your personal reflections on the activities (State your objectives—were your objective achieved? If so, why? If not, why not? Which techniques worked? What did not work? What are your plans for the next session? Why are you including these elements?
 - ii. State any “*problems*” that you encountered or any “*highlights*” of the experience.
 - iii. What did you learn from the experience? How has the experience affected you? How did this experience will help you to make a difference in society?
- e. Write about your experience entry as soon as possible after completing the session. Do not wait for too much time to pass between the session and your write-up!
- f. Speak in Spanish for 2.
- g. Begin every entry on a separate entry format for the next experience (Journal 1, Journal 2...).
Topics:
First impression Describe
the field Describe your
activities Describe your
challenges
Talk about the achievements in your Practicum
- h. The assignment has a monthly due date submission. However, you need to keep notes. DO NOT record all your entries in ONE day. Remember it is a Monthly assignment. Post it on ShareStream, blazeVIEW.

Name your video, for example, **jdoue_d1**

Assessments 20%

The goal of the evaluations is to assess your ability to assimilate what you have learned about Spanish language skills and culture in each unit. Focus on performing at the Advance Low level.

1. Webcape Assessments: There will be two Webcape Tests. 1) Placement Webcape Test. 2) Achievement Test. These scores will not affect grades. Taking them will be 2% extra credit points for your final. After taking the exam, students need to submit their results on Dropbox, blazeview. Find the Webcape information also at the Table of Content.

- To access the placement and achievement test visit <http://webcape.org/nwcregister.php?acct=valdosta>
- Password: blazers1
- Post the results on Dropbox

****NOTE:** The Webcape language placement exam was developed by the Brigham Young University Humanities Technology and Research Support Center.

2. Quizzes. There will be pop quizzes (10 minutes each) covering the material of the assignment you have to read from *Enrique's Journey*. The dates of these quizzes will be indicated on the blazeview Calendar. They will be comprehension, writing, and vocabulary quizzes.

Final Project Research 15%

The project will have three stages for all students. 1) **Abstract:** Write 100 words about your final research idea 2) **Field Experience and Bibliography:** For the final written version keep in mind. A) Intertwine your Field Experience (Interviews, observations). B) Research bibliography of three critical articles in Spanish about your case experience.. 3) **Research Paper:** Focus on the main theses, the argument and the conclusion while you write your final research poster and . The final research poster will have 7 pages and you will present it to the class (as mentioned in the Oral assessments). **NOTE: FLED Students must submit the final project on LiveText.**

Course Evaluation Summary

This class is part of your professional preparation. Appropriate dispositions are expected and required. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Demonstrated mastery of the target language is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics. Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Course Activities/Assignments/Requirements section. Point values for all assessments are listed below.

	Pts	Requirements	Pts.
Participation: Attendance & Class Work; Field –Time Log Service in the HHM (1)	15%	Final Project. ReaserchPoster . Abstract – Write 100 words about your final research idea Field Experience & Bibliography: check 3 articles, 2 Newspapers, and your Journal. Use the DATA BASE at the Odum Library. Final Research Poster	15%
Assessments: Webcape Assessment (2) Anytime quizzes Video Journals (5)	20%	FIELDWORK and Fieldwork Journal (blazeview) 20 hours *This is a required Key Course Assessment Keep you Voice Journal for your 20 hours Community Practicum. Post it in NOTE: If you are going to work with children you need a Background Check. Find form in Class Documents, blazeVIEW	50%
		TOTAL	100%

The following **grading scale** will be used: **S:** 100 – 75% **NS:** 74%- Below %

NOTE*Maximum effort and full active participation are expected in all class, lab and online activities.** These, though necessary to develop the expected level of proficiency, do not, however, form the basis for the student's final grade.

Positively Impacting Learning Through Evidence-Based Practices

- a. Work done for assessment is marked either analytically or holistically based on the degree or proficiency in the corresponding language skills involved and take into consideration range of vocabulary and structures, accuracy in the use of the language, degree of communication achieved and awareness of linguistic similarities and differences.
- b. Guidelines and rubrics are provided for grading assessments and projects.
- c. Keep a record of all your grades and attendance. Check NEWS and GRADES on your Blazeview.

SOI Statement

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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.

Classroom Policies

Attendance and Tardiness Policy

It is *strongly recommended* that you attend each class. Tardiness, early departures, and entering or leaving the room while class is in session are inappropriate and unacceptable practices. Students are expected to remain in class unless they are ill. Please inform, if you are sick or have a chronic condition.

University Attendance Policy from the VSU catalogue

"The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is essentially a matter between students and their instructors. Students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course."

Academic Integrity

From VSU's Academic Integrity Code (the full code is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>) "Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct. All students are expected to do their own work and to uphold a high standard of academic ethics."

Professionalism

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators that can be found on the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

Dewar College of Education & Human Services Policy on Plagiarism

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Language Lab:

The Language Lab is in WH 140. Students are expected to use the equipment responsibly and only for school related work. Students are very strongly advised to purchase their own headsets with built in microphone to be able to do the online activities. If the lab is closed, contact the secretary in the MCL

office, WH 128.

Use of translators or similar applications:

Students should not use translators to create compositions or any assigned work. If a student uses a translator or similar application to work on his/her work, the work will be assigned a grade of zero (0) the first time. The second time the student uses the translator and/or similar applications, the offence will be considered being a violation of the Academic Honesty and Academic Integrity Policy.

Course Outline Change:

This course outline is subject to revision due to unforeseen circumstances or needs requirements by the class or the instructor.

Practice restraint, consideration and good manners.

Strategies to Support Student Learning

Important Reminder for Online Activities:

- **Email:** Communication will be via BlazeView. Please include current subject matter.
- **File Attachments:** Prepare and submit according to the following guidelines.
 - Write your complete name, class, section, and due date on the right of your paper.
 - Save your file with your first initial, last name and name of the activity, i.e. jdoe-dj1
- **Assigned work and projects** are due by Sunday 11:00 pm EST on blazeview.
- **Late work** will be accepted with an official excuse. If you were registered one week late to the class you will have one week as a grace time.

Student Success Center

Seek tutorial help available through the SSC. For more information visit: Langdale Residence Hall, or Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc. Tutoring schedules for SSC tutors are also available in the MCL Office, Room 128 West Hall.

***NOTE: Please seek help early. Do not wait until it is too late. Contact your instructor if you need further assistance with your work.

Odum Library: Odum Library provides a variety of services to assist classroom instruction, including library instruction, games, course reserves, and interlibrary loans. These resources can be very helpful in your research for critical articles related to service learning and Spanish-speaking / Francophone cultures. Please see <http://www.valdosta.edu/library/services/faculty.shtml> for further information.

Additional Class Resources

Free Lessons: <http://www.studyspanish.com/>

Grammar practice: <http://www.colby.edu/~bknelson/SLC/>

Best Spanish websites: <http://www.uni.edu/becker/Spanish3.html>

Online Dictionary: <http://www.wordreference.com>

Odum Library: Visit the section of Educational Materials

News CNN, Spain and Latin America <http://espanolcnn.cnn.com>

My Spanish Lab <http://www.myspanishlab.com>

MLA Style: <https://www.mla.org/MLA-Style-check-for-model-papers>.

Dialogic Journal <http://qsep.pepperdine.edu/~whughes/Journaling.html>

Radio unam <http://www.radiounam.unam.mx/>

APPENDIX A Essay guidelines is the place to document what you learned (e.g., from a reading, video, picture, discussion). *How does it work?*

*MLA format <http://www.mla.org>

(Use MLA in-text citation style for page number, movie scenes, etc.)

1. Take **one** Excerpt from book, news, or movie

As you read, pick a brief section of text that jumps off the page for you.

Choose one excerpt /quote with which you can interact in a meaningful fashion, and copy it into the left-hand column.

This excerpt may:

Make an interesting comment on relationships and/or society.

Evoke certain emotions in you, or cause you to think about yourself in a new way.

1. Reflect on the quote
2. Connection with your practicum
3. Questions

In the right-hand column, (see the examples below) you will type your thoughts on that quotation.

Possibly Includes:

- Immediate reactions
- Reactions after learning new information about the topic (e.g., through discussions, further reading)
- Answers to questions
- What more would you like to learn?
- Agree? Disagree? Why?
- What you understand/don't understand
- Compare/Contrast
- Connections to other sources/to what you already know
- Your interpretation of what you experienced
- Why is your question important?

Perspective/Bias

*** *This section should be in 1st person.* To do a good job on this, you will need to make it personal--no one else could write what you write.

Tracking a Trend: A Useful Journaling Technique. Since you will be writing an essay for your research poster with quotations that support a central thesis, you may wish to use this journal to track a trend such as a motif (a symbolic element, like the use of a color) or character development (How does [character] change over the course of the novel? How does real people change over your practicum?). I am not requiring this kind of restriction on your journal, but you may find it helpful when you set out to plan your essay. **Remember, I encourage group discussions about your points of view please respond in your dialogic journal on your own so you are confident discussing the topic at the same time you develop the outcome: Giving an opinion or reaction.

(Source: Hughes, Herman W. "Dialogic Reflection: A New Face on an Old Pedagogy". 19 May 2005. Pepperdine University. 8 Aug 2016 <http://gsep.pepperdine.edu/~whughes/Journaling.html>)