

Model Syllabus #2: Spanish – Service-learning

School: East Tennessee State University

Required Text: Introduction to Spanish Translation by Jack Child

Course Description and Background: This is the first Service-Learning course to be offered in the Department of Foreign Languages. This course has been developed through an interdisciplinary team effort by faculty and students ETSU and as an essential component of & Kellogg III Expanding Community Partnerships Project entitled: Language and Culture Resource Center/Bilingual Media.

The goal of the project is to assist in the integration of Hispanics into the predominant community, specifically in Unicoi County, one of the counties targeted by the Kellogg III grant. Since the project's inception we have discovered that the boundaries delimited by counties are fluid, as is the population, so some of our projects are expected to affect a larger community. The three major efforts begun during 1999 involve faculty and students in the department of Foreign Languages, the department of Communications, and the Center for Appalachian Studies, as well as members of the community from Unicoi, Erwin and Johnson City.

The projects include:

- 1) Coordination with WETS-FM's Ritmo Latino/Latin Rhythms program (Sundays 7-8pm, 89.5) to include: Public Service Announcements and five minute interviews with Hispanics on topics of local interest. Enterate began January 2, 6:55 PM;
- 2) A bilingual newspaper is being prepared by students of SPAN 3013/3113, and JOUR 3130/3160 that will be published by *Erwin Record* late Spring 2000;
- 3) A translation service that is in its formative stages, and seeks to help Hispanics who are not fluent in English to budge the language gap. Travel expenses incurred by students on their Service Learning projects will be reimbursed by the East Tennessee Consortium for Service-Learning.

Course Objectives:

- I. Learn different facets of Service-learning through translation and teaching. Service learning incorporates two fundamental components SERVICE, defined as a project that meets an identifiable community need; and LEARNING, classroom activities and reflection which connect the service project to the academic curriculum.
- II. Through assigned readings and writing projects, assist in formulating a curricular model for future Service-Learning classes. Since these projects receive some outside funding they are subject to ongoing analysis and evaluation. Students will be encouraged to participate in an occasional Kellogg m focus group, which serves to Communicate to the Governing Board our activities on the various project, their successes, and failures. The purpose is to focus on, evaluate, and guide our projects in the direction that is most beneficial for all members of the partnership: students, faculty, and community members.

Skills and Knowledge: Besides the department of foreign language at East Tennessee State University offers courses designed to enable students to become proficient in foreign languages and knowledgeable of the cultures represented by these languages. The program adheres to the university's goal of preparing competent, well-educated individuals. It is in full compliance with the standards developed by accrediting associations, such as NCATE.

Class Pattern: The course will consist of twenty hours in class and twenty-five hours of Service Learning, some of which will be outside of the classroom. Students will keep a journal in Spanish that contains reflections on their Service learning experiences. The journal will be reviewed on a weekly basis by the professor. The class will meet both Tuesday and Thursday. However, depending on your Service Learning, attendance at one of the two classes may be sufficient. Those who attend both classes will work on a supervised translation project during the class periods.

Projects: Include translation work for VITA (Volunteer Income Tax Assistance) at the VA in Erwin; Human Services; preparing Spanish Language brochures for Migrant Workers; teaching elementary school Spanish in Unicoi, comparing the Kellogg bilingual newspaper articles (Spanish and English versions).

Requirements: At ETSU the Service Learning experience is organized through the East Tennessee Consortium for Service Learning, which provides funding for several of the projects (such as costs for printing brochures) and for travel reimbursements. As a result, there is a certain amount of paperwork that needs to be filled out, signed, and processed on a regular basis. Your timely cooperation on these bureaucratic requirements is essential for the smooth operation of the projects to ensure proper reimbursement.

Scheduling: Every effort will be made to assign students to the project of choice. Placement will of necessity be determined in part by scheduling options and limitations.

Grading

Class Participation 10%

Journal and Reflection essay 10%

Translation and Teaching projects 60%

Exams 20%

Total 100%

Attendance: Attendance is required, as is being on time for all Service Learning commitments. For those who opt for the teaching project, one class per week is required. However, class will be held twice a week and students will work in teams on translations during class time.

Special Needs: Any student needing special accommodations for note taking or test-taking should report such needs to the instructor.

Tentative Schedule of Reading Assignments and Translation Projects

January

Week 1

1 - 11 Introduction; Set up translation bot line message; Service Learning paperwork; Scheduling and assignment of projects.

1 - 13: Meeting with Teresa Brooks-Taylor. Read *Child*, lessons one and two

Week 2

1 - 18/20 Turn in Kellogg Newspaper article translation; Work on revisions, comparisons of English and Spanish versions; Begin teaching assignments

Week 3

1/25: Talk on translations jobs in the Army by Staff Sergeant Joe Phillips, a linguist at Ft. Meade, MD

1/27: Lesson 5; Translations project

February

Week 4

2 - 1/3: Lesson 6; Translation projects

Week 5

2 - 8/10: Lesson 7; Translation projects

Week 6

2 - 15/17 Lessons 8 & 9; Translation projects

Week 7

2 - 22/24: Lessons 10 & 11; Translation projects

March

Week 8

2-29/3-2: Lessons 12 & 13; Translation projects

Week 9

3 - 7/9; Lessons 14 & 15; Translation projects

Week 10

SPRING Break

Week 11

3 - 21/23 Lessons 16 & 17; Translation projects

Week 12

3 - 28/30 Lessons 18 & 19; Translation projects

April

Week 13

4 - 4/6; Lessons 20 & 21; Translations projects

Week 14

4 - 11/14. Lessons 22 & 23; Translation projects

Week 15

4 - 18/20 Lesson 24; Translation project

Final Exam

Thursday May 4, 10:30 AM – 12:30 PM