

Expectations for students

- Commitment to complete both 397 and 499 and the service project. The one-year expectation is a commitment made with the community partner; only serious commitment will bring strong and trusted long-term relationships between the college and the community partners.
- Attendance to all weekly meetings and practicum workdays .
- Use of Spanish in the weekly meetings and practicum.
- Behave and perform duties exemplarily, being an exceptional representative of the mission and core values of Grinnell College.
- Collaborate with the community partner and the instructor to design and define the project for the 397 and 499 applications.
- Completion of project and all the 397 and 499 requirements as well self-reflection and self-assessment activities given by the community partner and the instructor.
- Fluid communication with community partner mentor, instructor, and C-EL office.
- Public presentation of project in a community event where community partners will be invited to attend.
- Make up any in-person work missed due to inclement weather or exhausting circumstances.
- Undertake training, have a background check, sign confidentiality agreements and compile with any other requirements that the community partner needs so that I can perform my practicum duties.

Expectations for community partners

- Provide a project for the student to develop during the year.
- Assign a community partner mentor.
- Collaborate with the student to design and define the project for the 397 and 499 applications.
- Assessment of the student on project development/completion, use of Spanish, practicum attendance, and professional and personal behavior.
- Students must use their Spanish abilities (reading, writing, and speaking) in their practicum and have opportunities to interact in Spanish with coworkers and clients.
- Assessment of partnership. Meetings in both semesters at the practicum site with student, Julie, and Carmen to assess how the practicum is progressing. Also, assessment at the end of the practicum to evaluate desire to continue collaboration and sustainability to do so.
- Participation in final community presentations and one online connections in class sessions.
- Ensure students complete any necessary background checks, orientations, or trainings before commencing service.
- Regular communication with student, Julie and Carmen to ensure the satisfactory development of the project and the

Spring 2023 Timetable

February 27	23-24 schedule of courses available to interested students
March 8	Information session
March 8- April 2	Students meet with advisors/major faculty to talk about courses that they are required to take and potential 23-24 schedule. When planning their schedule, students must consider not only academic courses, but also extracurricular activities
March 8- April 2	Students notify course instructor their commitment to take the course.
April 2-6	Students are matched with community partners
April 2-14	Collaboration with partner and instructor to write 397 application
April 12-27	<ul style="list-style-type: none">• Fall registration• Students meet with advisors to finalize schedules and get signatures in 397 application• Students finalize application with partners and instructor and get instructor's signature• Students get community partner's statement of support
May 1	397 application deadline

SPN 397/499

Learning from the Latinx Community



Promote social change through critical learning and reflection, development of cultural competency and humility, respectful understanding of others, civic dialogue, and informed action while continuing to hone Spanish language skills

Contact Information

Academic questions

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Logistics and travel questions

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 Grinnell College

Spanish Department

C-EL, Center for Career, Life, and Service

Important Facts

- Community-engaged learning course
- Serve the Latinx/Spanish-speaking community in Marshalltown, Des Moines, and Iowa
- Year-long course: students apply for SPN 397 in fall 2023 and SPN 499 in spring 2024
- Year-long practicum in Spanish in one community organization
- Development and completion of a service project
- 6 credits towards the Spanish major (upon completion of the long-year project)
- Maximum enrollment of 6 students
- SPN 285 pre-requisite or permission of instructor for Spanish speaker who have not taken Spanish at Grinnell
- Travel arrangements and transportation provided

Time Demands

- Group meetings:
 - * 110 minutes session one day per week
 - * Wednesdays 8-9:50am in fall 2023
 - * Tuesdays 8-9:50am in spring 2024
- Practicum
 - * 3 work hours one day per week during business hours (8am-5pm) + travel time (1-3 hours). Work after business hours must be approved by the community partner
 - * 14 weeks in fall (Aug. 28-Dec. 8) and 13 in spring (Jan 22-May 3)
 - * Community presentation during the week of May 6
 - * no work is expected during college breaks (Oct. 14-20; Dec. 16-Jan. 19; March 16-29)
 - * Community partners and students must arrange in advance to make up work for any holidays or Working Differently Days
 - * Thanksgiving week is a work week; student must make up the work for this week if they cannot attend due to the holiday
 - * The practicum must be in person; with a maximum of 9 hours of remote work in the entire academic year (remote work should only be considered under exhausting circumstances such as inclement weather that makes traveling dangerous or an emergency).

Registration Tips

- Students must register for the course following the college's policies and deadlines for 397 Independent Project and 499 MAP. Applications will be written under supervision of the community partner and C-EL course instructor.
- The course is not advertised in the schedule of courses and the Registrar cannot guarantee seats in other courses for students intending to register for the community-engaged learning course.
- Because the course requires an application, students cannot schedule it as a "priority" course during regular registration.
- 397 applications will not be approved by the course instructor and the Dean's Office if they do not have the academic schedule for both fall 2023 and spring 2024 and clearly state practicum times for both semesters.
- When planning their schedules for the academic year 23-24, students should:
 - * identify and prioritize two courses per semester that align with their plans and for which they have priority (mainly courses that are required for their major/concentration and they must take during 23-24) that will not conflict with the C-EL course group meetings. Students should avoid choosing courses for which they do not have priority and, consequently, their chances to be cut are high;
 - * identify back up courses that will not interfere with the C-EL course group meetings in case they are cut from one of the two priority courses;
 - * be aware of other time demands, such as work, extracurriculars, and homework/class preparation in order to avoid conflicts with the practicum;
 - * identify time slots for the practicum; also identify practicum times for the back up schedule;
 - * identify electives that do not conflict with their priority/back up courses as well as the C-EL course group meetings and practicum;
 - * discuss their schedules for both semesters with their academic advisor; the advisor's signature in the 397 application will confirm that they have discussed the schedules with the student and both understand the community engagement nature of the course and the year-long commitment with the community partner.

Community Partners

- **LUNA (Latinas Unidas por un Nuevo Amanecer), Des Moines**
<https://www.lunaiowa.org/>
- **MICA (Mid-Iowa Community Action), Marshalltown**
<https://micaonline.org/#!contact/c21dx>
- **Police Department, Marshalltown**
<https://www.marshalltown-ia.gov/775/Police-Department>
- **OpenHeartlands, Iowa City**
<https://openheartland.org/>

Learning Outcomes

- Have real-life interactions to help you understand the professional and social significance of Spanish and use your linguistic skills, humanistic knowledge, and soft skills acquired in Spanish courses outside of the classroom.
- Gain cultural awareness to acknowledge the diversity of the Spanish-speaking and Latinx peoples
- Develop critical self-awareness to acknowledge your own country diversity
- Think critically about how social injustice compares and contrasts in different societies
- Identify, address, and negotiate power dynamics in intercultural interactions
- Develop self-reflection and self-critique of your own culture, beliefs, and biases in order to gain awareness of cultural relativism
- Promote respect, dialogue, and collaboration in intercultural interactions
- Stimulate humility and openness to listen to and learn from people traditionally marginalized or having different backgrounds
- Understand others' struggles, value their opinions, and consider them equal contributors in decision-making interactions.
- Interact directly with community professionals and participatory community members in order to learn about their challenges, barriers, needs, hopes, and efforts in progress to provide equal opportunities to Spanish-speakers and Latinxs in our community.
- Promote critical thinking about how your own knowledge, skills, and insight can serve Spanish-speakers and Latinxs in disadvantaged circumstances in our community to empower themselves.



**Learning from the Latinx Community
Pilot Spanish Community-Engaged Course
Grinnell College, AY 2023-2024**

397 and 499 Applications Requirements

397 (fall, 2 cr): 397 products will be 499 application and in-class oral presentation in Spanish about their experiential learning during the semester.

- Project title;
- Brief description of needs for project, community partner/student collaboration on developing the project, opportunities of student interaction with Spanish-speakers, potential outcomes, and how the project promotes mutually beneficial collaborations with the community;
- Brief description of community partner expectations for student contribution/skills;
- Brief description of student academic preparation and interest/motivation in community engaged learning/community service in general (list previous experience in community service) and with the assigned community partner in particular;
- Brief description of community partner's expectations for student/mentor relationship/collaboration and opportunities for student self-reflection on their work/learning and self-assessment;
- Community partner's statement of support of expectations for work/mentorship and practicum time (either within business hours or after/weekends);
- Steps/Timeline to design 499 project by mid-November, 2023;
- Fall and spring academic schedules clearly stating days/times for practicum in both semesters (between 8am-5pm or after hours if agreed with community partners; 3 hours per week + 1-3 hours for travel). Schedules must consider academic courses and extracurricular activities. Academic advisor's signature in 397 application will confirm that they have discussed the spring schedule with the student and both student and advisor understand the community-engaged nature of the course and the year-long expectation.

499 (spring, 4cr): 499 products will be a written paper, an in-class oral presentation in Spanish about their project, and a community presentation/poster in English.

- Thorough description of the project: needs for project, role of student on developing and implementing it, outcomes for both the student and the community partner/Spanish-speaking community, and how the project promotes mutually beneficial collaborations with the community;
- Description of how the project build on work, skills, knowledge, and cultural competency and humility developed in the previous semester;
- Description of continuing mentorship;
- Description of how the project continues to help student develop language skills as well as understand and use their Spanish and critical thinking in connection with their liberal arts/humanistic education in a professional setting and real-life situations;

- From the community-engaged learning perspective, this project is advanced because (explain giving specific examples):
 - The practicum offers periods of direct engagement with the community partner and the Spanish-speaking community that exceeds 30 hours of time in the community during the semester;
 - The student has previous engagement in the community-based setting through the 397. Student elaborates about what they learned during the 397 that made them change their perception about themselves, the community partner and service they do from the time they applied for 397 and how this change is making their interactions and work different from what they were expecting when they applied for the course in spring;
 - The student has extensive and frequent contact with beneficiaries of work, both the community partner and the Spanish-speaking community;
 - The student is required to complete regular and extensive self-reflection and self-assessment activities offered in a variety of oral and written formats, both as academic work and as part of their work with the community partner.
- Steps/Timeline to complete the project by the week of May 6.
- List of academic graded work and deadlines.
- Budget for any needed materials and/or travel. CLS is providing travel support. Dean's office can provide safety or other materials needed for the service project and fund posters for the end-of-year community presentation.

Otoño 2023 – SPN 397	Diario crítico de servicio comunitario: Cada día de prácticum, los estudiantes escribirán una entrada en su diario de servicio comunitario en la que reflexionen críticamente sobre su experiencia ese día en relación con un tema discutido en clase y su conexión con los objetivos de aprendizaje del curso.
30 de agosto	<ul style="list-style-type: none"> • Presentación del curso • Sesión con las organizaciones comunitarias y CLS • CLS – Etiqueta profesional
6 de septiembre	<ul style="list-style-type: none"> • Estrategias para la autorreflexión y autoevaluación durante el aprendizaje de servicio comunitario
13 de septiembre	<ul style="list-style-type: none"> • Definición de <i>Justicia social</i>. Servicio comunitario crítico
20 de septiembre	<ul style="list-style-type: none"> • Competencia y humildad cultural
27 de septiembre	<ul style="list-style-type: none"> • Diversidad lingüística y cultural de la población procedente de países hispanohablantes. Traducción, interpretación y sensibilidad lingüística
4 de octubre	<ul style="list-style-type: none"> • Factores culturales como germe de estereotipos y barreras que limitan la comunicación e integración <p>Visita a organizaciones comunitarias esta semana – Actividad de autoevaluación</p>
11 de octubre	<ul style="list-style-type: none"> • Dinámicas de poder y conciencia del privilegio: La creación de relaciones horizontales; la dualidad de ser un mentor y tener un mentor <p>Visita a organizaciones comunitarias esta semana – Actividad de autoevaluación</p>
18 de octubre	Vacaciones de otoño
25 de octubre	<ul style="list-style-type: none"> • Tema propuesto por los estudiantes
1 de noviembre	<ul style="list-style-type: none"> • Estrategias comunicativas para establecer diálogo cívico y eliminar barreras. La comunicación no verbal; dar y aceptar comentarios constructivos; gestión del conflicto
8 de noviembre	<ul style="list-style-type: none"> • El papel de la educación humanística y de liberal arts en el servicio comunitario: ¿Ayudar, arreglar, servir, crear cambio? <p>Reuniones individuales con la profesora fuera de clase para revisar el borrador de la solicitud de 499 (enviar el borrador a la profesora 48 horas antes de la reunión individual). La solicitud podría ser en español con un <i>abstract</i> en inglés, a no ser que la organización comunitaria/Dean's Office prefieran escribir la solicitud en inglés. En este caso, la solicitud sería en inglés con un <i>abstract</i> en español.</p>
15 de noviembre	Revisión solicitud de 499 en parejas en clase
22 de noviembre	Preparación presentaciones orales fuera de clase
29 de noviembre	<p>Revisión presentaciones orales en parejas en clase</p> <p>Visita a organizaciones comunitarias esta semana – Actividad de autoevaluación</p>
6 de diciembre	<p>Presentaciones orales en clase</p> <p>Visita a organizaciones comunitarias esta semana – Actividad de autoevaluación</p>
Trabajo evaluado	<ul style="list-style-type: none"> • Desarrollo satisfactorio del proyecto comunitario. 40% (la organización comunitaria asignará esta nota) • Asistencia regular al prácticum y comportamiento profesional. 10% (la organización comunitaria asignará esta nota) • Participación activa y relevante en discusiones en clase. 10% • Diario crítico de servicio comunitario y actividades de autoevaluación. 15% • Solicitud de 499. 15% • Presentación oral. 10%

Primavera 2024 – SPN 499	Diario de servicio comunitario: Cada día de prácticum, los estudiantes escribirán una entrada en su diario de servicio comunitario en la que reflexionen críticamente sobre su experiencia ese día en relación con un tema discutido en clase y su conexión con los objetivos de aprendizaje del curso.
23 de enero	<ul style="list-style-type: none"> Tema propuesto por los estudiantes
30 de enero	<ul style="list-style-type: none"> El significado de “fracaso” en el aprendizaje a través del servicio comunitario
6 de febrero	<ul style="list-style-type: none"> •
13 de febrero	<ul style="list-style-type: none"> •
20 de febrero	<ul style="list-style-type: none"> •
27 de febrero	<ul style="list-style-type: none"> •
5 de marzo	<ul style="list-style-type: none"> • <p>Visita a organizaciones comunitarias esta semana – Actividad de autoevaluación</p>
12 de marzo	<ul style="list-style-type: none"> Tema propuesto por los estudiantes <p>Visita a organizaciones comunitarias esta semana – Actividad de autoevaluación</p>
19-26 de marzo	Vacaciones de primavera
2 de abril	<ul style="list-style-type: none"> • <p>Reuniones individuales con la profesora fuera de clase para revisar el esquema de trabajo escrito sobre el proyecto comunitario</p>
9 de abril	<ul style="list-style-type: none"> Tema propuesto por los estudiantes <p>Entregar primer borrador de trabajo escrito sobre el proyecto comunitario</p>
16 de abril	<ul style="list-style-type: none"> Recapitulación del año <p>Reuniones individuales con la profesora para revisar el borrador de trabajo escrito sobre el proyecto comunitario</p>
23 de abril	<p>Revisión en clase en parejas del segundo borrador del trabajo escrito y de la presentación oral sobre el proyecto comunitario</p> <p>Reuniones individuales con la profesora fuera de clase para revisar posters para las presentaciones en clase y comunitaria. Información sobre impresión de posters: Poster Printing - Home (sharepoint.com); todos los gastos de impresión serán pagados por la Dean's Office.</p>
30 de abril	<p>Presentación oral del proyecto comunitario en clase</p> <p>Reuniones con organizaciones comunitarias esta semana para evaluación final de experiencia y planear para el futuro – Actividad de autoevaluación</p>
Week of May 6	<p>Sesión con la comunidad para presentar los proyectos comunitarios (formato de póster, en inglés)</p> <p>Reuniones con organizaciones comunitarias esta semana para evaluación final de experiencia y planear para el futuro – Actividad de autoevaluación</p>
Week of May 13	Entregar trabajo escrito sobre el proyecto comunitario
Trabajo evaluado	<ul style="list-style-type: none"> Finalización satisfactoria del proyecto comunitario. 40% (la organización comunitaria asignará esta nota) Asistencia regular al prácticum y comportamiento profesional. 10% (la organización comunitaria asignará esta nota) Participación activa y relevante en discusiones en clase. 10% Diario crítico de servicio comunitario y actividades de autoevaluación. 15% Trabajo escrito sobre el proyecto comunitario. 15% Presentación oral en clase sobre el proyecto comunitario. 5% Presentación comunitaria. 5%