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TOWARDS A DEVELOPMENT
OF GLOBAL COMMUNITIES WITHIN:
SERVICE-LEARNING PROJECTS
IN A BUSINESS SPANISH COURSE

INTRODUCTION

Striving to enhance students' functional language proficiency, many foreign language teachers stress the importance of language learning for real-world purposes. By providing opportunities for ample language practice that imitates real-life situations, students are expected to develop a communicative competence, which can ultimately "facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighborhood" (ACTFL 11). However, many language classroom settings do not provide students with adequate opportunities for making a direct connection between (a) their language skills and cultural knowledge and (b) the communities around them. That is, the traditional focus in classrooms has been to prepare students for a "genuine interaction" overseas, and not necessarily to seek ways in which students can evaluate and reflect on their learning by actually engaging them in a "genuine interaction" within local communities.

This paper will present one method of addressing the need for students to enhance their foreign language learning experience by incorporating service-learning programs into language courses. Service-learning not only offers a real-life application of classroom learning but also fosters the development of global communities, as both the students and organizations within the community work together to learn about other people and their social realities. Furthermore, service-learning in courses such as a business language class creates opportunities for students to go beyond the rudiments of communicative skills for meeting the demands of business and industry "to encompass socio-cultural knowledge and sensitivity to human needs within their communities"

(Beebe et al. 885). In this respect, service-learning can contribute to the development of global citizenship: students' foreign language experience can become "a part of the more holistic concerns of social and civic responsibility, career exploration and social/civic, moral/ethical development for personal growth" (885). This article will examine potential issues and benefits derived from service-learning for foreign language education by describing the implementation of a service-learning program in a Business Spanish course at a Midwestern university.

SERVICE-LEARNING DEFINED

In their article, "A Service-Learning Curriculum for Faculty," Bringle and Hatcher discuss how faculty sometimes have misconceptions about what constitutes service-learning and equate it with volunteerism or other types of experiential learning such as internships and pre-service training (113). They offer a comprehensive definition of service-learning:

> We consider service learning to be a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. This is in contrast to co-curricular and extracurricular service, from which learning may occur, but for which there is no formal evaluation and documentation of academic learning. (112)

In order to be considered a legitimate pedagogical tool, service-learning programs must be connected to course objectives. For example, Jones discusses a student in an elementary education class who could provide tutoring to children in an after-school program and use her experience to reflect upon, and comment on, a method of teaching reading. All the parties involved must understand that service-learning is "not an act of charity but rather a mutually beneficial educational experience shared by the student and the persons being served" (Beebe et al. 885). The instructor, then, needs to provide structured opportunities for students to reflect critically on their service experience. The reflection component is valuable since it "places the student in the center of the learning process

as s/he takes a much more active role in identifying and documenting his/her growth as a learner" (Overfield 487). In the case of foreign language experience, service-learning creates opportunities for reflective language learning where students can take the role of ethnographers and learn to become "explorers" rather than "tourists."

> As tourists, we expect to receive explanations from our tour guides; we do not question the assumptions that enter the explanations of another social reality; we have a hard time avoiding an interpretation of another social reality through attaching our own observer-relative meanings. As explorers, we would make an effort to inquire, to question assumptions, and to find out which observer-relative meanings someone else attaches to his or her social reality. Ethnographers learn about others as participant observers. (Fischer 75)

Thus, by providing an opportunity to apply and evaluate classroom learning experience, service-learning allows students to become participant observers.

SERVICE-LEARNING AND LANGUAGE LEARNING EXPERIENCE

The service-learning component in a language course offers numerous benefits to students, faculty, community, and the institution. For students, it offers opportunities for valuable language and cultural enhancement as they obtain hands-on experience to practice the language in a meaningful way for a real-life situation. Many students are not able to travel overseas, and this is one way of offering them a direct contact opportunity with the native speakers in their community. Advantages of community-based learning for improving students' communicative competence have been discussed in a number of studies (Beebe et al., Hale, Mullaney, Overfield). By addressing the fifth goal of the National Standards — to participate in multilingual communities at home and around the world — Overfield argues that within the traditional foreign language classroom, the learning and teaching of linguistic competency receives the most attention while other components of communicative competence, "such as actual competence and sociocultural competence, are often given less attention, thus minimizing the possibility that learners become communicatively competent" (486). In her community-

based learning program, Overfield's Spanish students were engaged in activities to teach refugee groups in Pittsburgh how to function both socially and culturally in the area. As all the participants were engaged in a common goal of making themselves understood, students accessed "their metalinguistic knowledge and put into practice the grammatical concepts, vocabulary, and cultural knowledge they may not always be able to use in limited class meetings" (490). Furthermore, service-learning can provide opportunities for obtaining additional valuable experience not presented in class while students socialize with various groups involved in the service-learning program. The experience can encourage students to free themselves from "the layers of conventions that we have grown up with and that we have grown accustomed to — to the degree that we all too often forget that they represent only one of many different ways in which we organize our lives" (Fischer 74).

Exposure to diversity is another benefit which service-learning programs offer to students. First, in the case of Spanish, the service-learning component in the course can expose students to different types of Hispanic communities. That is, while most traditional language classes concentrate on Hispanic communities in Spain and Latin America, a service-learning course allows students to explore and understand the issues concerning the Hispanic communities in the US. Second, students can learn by changing their role from information receivers in class to active providers of information/service. These students, in turn, can become the "promoters" of Hispanic cultures (the traditional role of Spanish instructors) as they work as liaisons between Spanish- and English-speaking communities. Students become active by taking charge of their learning since the teacher-learner relationship shifts with the service-learning component. Third, students have a chance to change the traditional focus on self-interest to the interests of the society in which they live (connecting the well-being of communities around us to our own well-being).

Service-learning experience can be valuable for students, as it can fulfill an important requirement for many advanced Spanish students who pursue teaching careers. In the case of the state of Indiana, it meets a new state-mandated requirement in which students have to complete approved departmental service-learning requirements. Furthermore, students can include their service learning-experience in their resumes and in portfolios in which they keep samples of their work. An act of

good citizenship in a society that places increasing value on globalization can enhance students' future employment opportunities.

Faculty can also benefit from service-learning programs for their professional development. The reflective component of service-learning allows faculty to incorporate more critical thinking activities for students by including social issues in class content. Furthermore, service-learning "can provide a much needed avenue for beginning to build an interdisciplinary perspective, helping students to understand how various disciplines' different ways of looking at the world compare and contrast" (Jeavons 138). In addition, such non-traditional teaching tools induce teachers to reflect on the broader goals of foreign language instruction. Peter Patrikis calls for a clarity of purpose for foreign language education and argues that "if a field represents itself primarily in terms of skills or performance, then it effectively diminishes its role and status in higher education" (324). He insists that "the discourse of foreign language education must focus on education and not simply on foreign language" (324).

Communities also gain from participating in service-learning programs. Since students are evaluated and receive credit for their service learning experience, the communities involved have access to more responsible services than those offered by volunteers with less accountability. Furthermore, the participating organizations have not only access to tailored services to meet their specific needs but also opportunities to advertise and explain the goals and needs of the organizations.

GENERAL PRINCIPLES AND MODELS FOR
SERVICE-LEARNING PROGRAMS

The general principles of good practice in community service-learning and pedagogy often adopted by organizations that promote service-learning in higher education (Campus Compact) can be found in Jeffery Howard's *PRAXIS I: A Faculty Casebook on Service Learning*. Howard outlines general principles that stress the maintenance of academic rigor with clear learning goals, an establishment of criteria for the selection of community service placements, support and accountability for students (discussions, presentations, and journal assignments), the shift in the faculty instructional role (a move toward learning facilitation and

guidance), and preparation for uncertainty and variation in student learning outcomes.

There is also a comprehensive model for implementing service-learning for higher education developed by Bringle and Hatcher. Based on their examination of service-learning programs nationwide, the authors offer the Comprehensive Action Plan for Service-Learning (CAPSL) model that identifies four constituencies on which a program for service-learning needs to focus its principle activities: institution, faculty, students, and community. For each constituency, CAPSL identifies a sequence of activities, tasks, and outcomes which are useful for an office of service-learning to consider. These activities include planning, increasing awareness, examining a prototype course available, expanding the development of service-learning by gathering resources and designing activities, documenting implementation and outcomes, recognizing through scholarship, and reflecting the growth and maturity in the degree to which service-learning becomes institutionalized (1996, 234).

An integral part of service-learning programs is creating opportunities for student reflection. While faculty can demonstrate the relevance of service-learning outcomes to the course objectives, Williams and Driscoll note that students often do not necessarily make the connection between service and course (34). Fischer also argues that students must be taught to be reflective (74). Viewing reflection as "a process of thoughtful self-analysis directed to the development of awareness and attitudes" (33), Williams and Driscoll provide guidelines for setting up reflective pedagogy. These include the presence of on-going reflection, multiple forms of reflection (e.g., some writing, some discussion, journal writing) exam questions that ask students to connect their community experiences with course content, modeling by the instructor, and a climate of interaction, participation and respect.

IMPLEMENTATION OF A SERVICE-LEARNING PROGRAM:
AN EXAMPLE IN THE BUSINESS SPANISH CLASS
AT BALL STATE UNIVERSITY

A foreign language class such as Business Spanish is an appropriate course for including a service-learning component. Such a course places emphasis on practical application of language skills and cultural knowledge for specific purposes (business and administration). An

important learning objective of the course is to equip students with the necessary skills and cross-cultural sensitivity to engage themselves actively in real world work situations with various Hispanic communities. Unlike other upper-level Spanish courses which focus on literature, civilization, or grammar, this course is flexible enough to incorporate non-traditional learning components, such as service-learning projects, in the local Hispanic community. In addition, service-learning adds diversity to the course content. Along with the traditional focus on language for business related to profit-driven private corporations, service-learning allows students to examine the administration of non-profit public organizations.

Despite the restrictive title, "Business Spanish", I designed Spanish 338 to include a broader content area more suitably called "Spanish for Professions" to serve the diverse needs and interests of the students who enroll in the class. Nevertheless, all the non business-oriented activities are justified to benefit those who seek international business careers, since the activities aim to enhance students' communicative skills and cultural knowledge useful for any profession.

Setting the Course Objectives

Most students who enroll in Spanish 338 have had six or more semesters of college-level Spanish. The enrollment for the class has been between 10 to 15 students. The majority of the students usually represent non-business majors seeking an advanced Spanish course that does not focus on literature. The objectives of the course are to strengthen students' communicative skills in Spanish for professions with an emphasis on business and to increase their knowledge of the cultures of Spanish-speaking peoples and awareness of the needs of the communities around them. The class activities relate to building some business-related vocabulary useful for daily life situations, learning certain discourse strategies, and enhancing students' cultural knowledge by examining various types of texts, such as business and social letters, daily newspapers from the Web, job interviews, advertisements, and magazine articles. In the fall semester of 1999, an important part of the course was the service-learning project in which students explored opportunities to work with local Hispanic communities. Each student worked toward becoming a resource person in his/her area of community service and shared the information (and reflections) gathered from the project with

the class. In the past, the final project consisted of an in-depth study on a topic of the students' interests. However, students never left the role of *passive observers* as they accepted the information gathered at face value and did not have the opportunity to compare and apply what they learned beyond the classroom. I wanted the students to have a chance to become *participant observers* in situations where they can apply and reflect on their language skills and cultural knowledge in a real-life situation. Service-learning projects seemed to provide students with just that opportunity.

Surveying the Community and Establishing a Working Relationship

Setting up a project in the community can require a lot of coordination, especially if an educational institution does not already have a center like East Project at Santa Clara University in California, which has years of experience in training faculty and preparing students for community service and making appropriate placements of students into community agencies (Beebe et al.). In my case, a grant from Indiana Campus Compact made the task of setting up the service-learning program less burdensome. Opportunities for grants in service-learning projects are usually available in an increasing number of national organizations that take interest in combining service and education (Campus Compact, Partnership for Service-Learning, and American Association for Higher Education).

Many colleagues in my department had some connections with Hispanic families who in turn gave me further insights about the presence or absence of identifiable Hispanic communities nearby. Some faculty members have themselves been volunteers for translation services and have led me to a number of agencies serving Hispanic clients. Many potential "sites" such as government agencies, hospitals, schools, churches, and service organizations were contacted and visited. However, the results of my preliminary exploration were disappointing. Except for schools where language teachers welcomed the idea of having extra tutors and additional promoters of foreign language study, many organizations did not feel that the size of their Hispanic clientele in the area was significant enough to work with my students for a semester-long period. Their need for volunteers who speak Spanish appeared to be sporadic and unpredictable. Instead of limiting service learning activities to those that require a *direct contact* with native speakers, I then decided

to concentrate more broadly on *direct usage* of students' Spanish language skills and cultural knowledge by helping Anglo communities understand and prepare for interaction with Hispanic communities. Several organizations especially welcomed the idea of working with the students to prepare the agencies for receiving Hispanic clients, including getting their information brochures translated into Spanish and having mini-lessons of basic survival Spanish provided for the employees.

Identifying Realistic Tasks for Students' Service-learning Experience

Nine students participated in a service-learning project for Spanish 338. In order for students to have a concrete and meaningful service experience, they were provided with a list of activities that were pre-arranged (with the contact person from each organization). Students were allowed to work with a partner or individually. Except for one project in which two students worked together, the projects were individual. The organizations and service learning tasks were varied. The service activities were categorized into two types: the first category required students to work directly with Hispanic families (usually oral interactions) and the second had them work with Anglo communities to help them better prepare for interactions with Hispanic communities. Since the opportunities to work directly with native speakers were not always guaranteed with some agencies, a few students had to choose the second category, which still required students to use their Spanish language skills and cultural knowledge.

Churches offer a variety of interesting service activities, and some even have special mission projects in Latin America. One student worked with a church and a family from Bolivia brought to this country to obtain health services for their child with a disability. When the family arrived, a liaison between the church and the Bolivian family was needed since the family did not speak any English, and the church members did not speak much Spanish. The student helped the family with their everyday needs, such as translating at the hospital and attending dinners with the family at the houses of church members. Some churches have prison ministries and are in need of translators and pen pals for Hispanic inmates who feel isolated. In addition, one student worked with a Catholic church in need of someone to give priests and administrative personnel some basic lessons in Spanish to serve better the needs of Hispanic members of the congregation.

Many employment/training service offices near harvest camps work with migrant workers and their families. During the summer and fall seasons, these offices are often in need of volunteers who can translate and explain cross-cultural concepts for the migrant workers and help their children in school. One student worked with several migrant children in their school.

Service agencies for women and children occasionally receive Hispanic clients. Students can help fill out forms, explain the rights and service privileges, accompany and translate at health clinics, or socialize. Several students who worked in a shelter for abused women translated important forms and information brochures for speakers of Spanish. Their translations were edited with help from native speakers. They also prepared an information session for the employees who often felt helpless when a Hispanic woman arrived at the shelter with her children.

Some students preferred to work with local schools. Beyond the traditional tutoring tasks of service learning programs in schools, students were also asked to share information learned from the Business Spanish class. After observing the language proficiency level of several high school Spanish classes, one student gave various class presentations on topics discussed in the Business Spanish class, such as NAFTA and MERCOSUR. Another student applied the information learned in his textbook for writing correspondence in Spanish to teach the high school students how to write business letters to request information.

Organizing a community guest speaker series is another interesting task. For this project, students were asked to visit and interview native speakers in various professions, or those who serve Hispanic populations, and organize informal talks by these guests to inform the class about their needs and concerns. For example they could work with a Mexican restaurant employee from Mexico, a recipient of a particular service, a director of a social service organization, and an ESL/Spanish teacher. Other organizations one could contact are the Salvation Army, public libraries, hospitals, and technical schools that can benefit from direct oral translation services or written translations of their information brochures for distribution to their Hispanic clients.

Preparing Students for the Tasks and Setting up Accountability

At the beginning of the semester, students were given detailed guidelines for their service learning projects (see Appendix I). They were

allowed to work individually or with a partner and were asked to spend about 10–15 hours in the field doing their service-learning tasks. In the case of written translation activities, students spent substantially more time. The project constituted 25% of the course grade and was based on an evaluation from students' "supervisors" (see Appendix II), their oral class presentation and a written reflection paper at the end of the semester (see Appendix III). Students were also required to meet with the instructor at the beginning and towards the end of their service-learning tasks as well as to hand in written progress reports at various intervals during the semester.

Connecting Service Tasks to Learning

Weekly classroom discussions provided a forum for monitoring student progress, sharing findings, offering suggestions, and planning the following week's activities. The reflective component of the service-learning program was on-going and documented as students completed their projects. Many indicated in their progress reports that the experience was very meaningful. One student translating for a Bolivian family commented that it was "the most valuable experience"[37] that he had during the semester because he had a first-hand experience observing and explaining cross-cultural concepts. Indeed, many of the students did not have any opportunity to use Spanish outside the classroom for real-life purposes. Another student indicated that the service learning project was "the most powerful experience in all the Spanish classes taken" because it was practical. By translating some information brochures for a shelter for women, she hoped that Hispanic women and their children suffering from abuse could also have access to the resources to receive help. Another student translating for a domestic violence center noticed that she herself learned much about abuses. Virtually all students expressed the usefulness in doing a service-learning project because it led them to get involved in their community and work on tasks which they otherwise would not have initiated on their own.

When asked to connect explicitly their service-learning experiences to the objectives of the class and the business world, students made useful observations. Two students working with high school students mentioned the importance of presentation skills in business. One student wrote, "my

[37]All the quotes from students are from their progress reports written in Spanish, which I have translated for this paper.

project has helped me to speak in front of a group and to control them. It has taught me how to organize a presentation for people who do not have any knowledge about the topic of the presentation." Another student indicated that "in the business world, I need to give brilliant presentations. . . . One needs to know more about people of other countries." He also noted that keeping the audience's attention was a difficult task. One student who translated and tutored some children of migrant workers wrote, "In the business world, migrant workers are important. In Indianapolis every summer, government offices are looking for people who can speak Spanish to communicate with them." A student working with the shelter for women commented on the importance of monetary support from the government for the survival of non-profit organizations.

In the case of their language experience, most students stated that they learned new vocabulary (whether technical or slang), had a chance to evaluate and review their grammar knowledge and realized the communicative value of knowing Spanish in the US. In addition, some students felt challenged to concentrate on the accuracy of their Spanish for professional contexts. Beyond the daily-life vocabulary and conversational Spanish that they were used to producing in classroom settings, the students who worked on translating information brochures were forced to carefully examine and take more responsibility for producing "advanced Spanish."

An important outcome of the implementation of the service-learning project was the enhancement of the quality of class discussions on other topics. For example, during one class discussion on "piropos" (flirtatious remarks) and the work place, students working on a translation of information brochures on domestic violence, abuse and sexual harassment noticed that what is tolerated in the Hispanic world may be considered a serious problem of sexual harassment in the US. While discussing abuses of human rights in "maquiladoras" (assembly plants), some students commented on how their translation tasks would aid various social agencies in informing recently-arrived Hispanic families about their rights and privileges provided in American society. The student working with a Bolivian family in the area also commented that at the beginning there was not much dialogue between him and the family. However, when the student switched his role from information provider (translating and helping out with the family's needs) to

information requester (the student asked about the role of the soccer industry in their country), the family opened up and with a sense of dignity explained the role of the sport and other cultural values. The student discussed in class the importance of establishing areas of common interest to enhance human and working relationships. In addition, students' interaction with the native guest speakers invited to the class improved as students (1) asked more questions and (2) took an interest in social concerns of daily life in their respective countries, such as social programs that serve the poor and the abused, health programs, educational opportunities and the guest speakers' view on various issues of American society.

Finally, service-learning projects provided some students with the opportunity to develop positive relationships with Hispanic communities. The student who worked with several children of migrant workers developed a special interest in their well-being. "When I saw the improvements of the children, I felt so happy. The children are our future and it is important to know something about their education." The student then discussed the inadequate educational conditions provided by current public school systems for these underprivileged students.

Addressing Some Challenges

Incorporating non-traditional pedagogy into a business language course for the first time led to issues and created challenges for considering future service-learning programs. First of all, service-learning requires some work in coordination, which can be less burdensome with the help of a grant to set up the program. The instructor should monitor individual student progress and maintain contact with the organizations involved. The accountability of student involvement can be maintained through frequent class discussions and progress reports. However, in a class with a large enrollment, it may not be possible to monitor everyone's project throughout the semester. Furthermore, it may not be possible to make appropriate placements for all the students, given the limited size of the Hispanic community in the area. In this case, I would suggest making the service-learning component an optional final course project. This would allow more motivated students to participate and report their experiences to the class.

Another challenge to service-learning in Spanish 338 was dealing with uncertainties and making adjustments along the way. Some students

felt frustrations due to scheduling problems. The needs for student volunteers in many of the organizations were not very predictable, especially in an area with a limited Hispanic presence. Opportunities to work directly with the native speakers were not always available. However, students still found it meaningful when they were given the opportunity for direct usage of the Spanish language.

Finally, translation projects for information brochures were challenging for students whose language proficiency was still limited. Most did not have any experience in translation in their previous language classes and began making literal translations. In spite of the assistance from many native speakers (professors and graduate students who were willing to contribute their time), the students felt frustrated at the many errors they were making. However, unlike students' reactions to other class assignments their determination to correct their errors in this case was remarkable, since their work was not intended for the professor but a real public. Some had to start from the beginning due to the repetition of the same vocabulary and grammar errors. I would suggest that students seek guidance from native speakers frequently instead of waiting until they finish a complete brochure. In this way they can detect their errors early, learn the new vocabulary, expressions or grammar concepts, and thus reduce the chances of committing the same errors again.

Although there were many challenges facing the implementation of the service-learning component in the course, the benefits outweighed the costs. It was a learning experience for me as a faculty member to connect my teaching goals to the community. While working with various members of the local community, I was able to better assess the opportunities for future projects for my students. Furthermore, the service-learning component in the Business Spanish class allowed me to offer a nice diversity to the traditional focus of a business language course. That is, while 75% of the course grade concentrated on the business world through a study of technical vocabulary, cross-cultural business practices, commercial correspondence, and an overview of economic and political situations in various Hispanic countries, 25% of the course focused on service-learning projects that exposed students to other valuable issues, such as the well-being of the communities in the area, the administration of non-profit organizations, and Hispanic communities throughout the US, all of which affect the business world.

CONCLUSION

> [I]n order to understand other cultures, we have to become part of them, have to become participant observers in order both to understand and to relate our experiences back to our own people. (Fischer 74)

Service-learning is an important and promising area of academic experience in which students foster beneficial qualities for their life-long experience. These qualities may include the ability to cope with diverse situations using the skills each student acquires, the development towards a holistic/global person, and the desire and capacity to take interest in the well-being of the communities around us. Indeed, there has been a growing interest in promoting service-learning programs in higher education. Ernest Boyer calls for reconnecting higher education to its historic commitment to service and encourages faculty to reconsider scholarship in which importance is placed on not only discovering knowledge but applying it through professional service. In spite of challenges and limitations in a foreign language course such as Business Spanish, service-learning can become an important tool for facilitating "genuine interaction with others, whether they are on another continent, across town, or within the neighborhood" (ACTFL 11). Foreign language teachers cannot automatically assume that students will experience these direct interactions on their own once they finish their language programs. Many students do not end up living in places like Los Angeles or Miami that offer realistic opportunities for direct interactions with various Hispanic communities. And not all students travel or study overseas. What will our students retain from their foreign language classroom experience? Service-learning can expose students to issues, ideas, places and people with which they otherwise would not have come into contact. It can expand students' knowledge of their own culture and that of others, enhance their critical thinking skills and increase their involvement with, and interest in, the communities around them.

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APPENDIX I

1. You can work individually or with a partner.
2. Choose one of the following tasks/organizations:
   - Community guest speaker series — organizing to bring into the class a total of 3–4 guest speakers (e.g., Hispanic migrant worker, service organization director, ESL/Spanish teacher…etc.)
   - Employment/training service office — translating; tutoring Hispanic students in schools
   - Public library — assisting in reading groups for adults and children; translating and distributing information brochures
   - Hospitals — translating for patients
   - Service agencies — offering mini introductory Spanish lessons for the employees
   - Churches — translating and socializing; offering mini introductory Spanish lessons
   - Service agencies/schools — translating brochures into Spanish; tutoring Spanish; giving presentations in Spanish about specific topics
   - Others chosen by the student — must be approved by the instructor.
3. Meet with the instructor and discuss your interests and plans.
4. Contact the organization and meet and identify the SL tasks with the "contact" person.
5. During the semester you are expected to spend about 10–15 hours *in the field* doing a service-learning task.
6. Be flexible and be willing to make adjustments along the way.
7. Keep notes (update) on the following:
   a. Description of the activities — participation schedules, sources consulted, description of people and organizations
   b. Discoveries during the project (new information learned, reflections)
   c. Challenges/limitations accomplishing the tasks
   d. Value/benefits/limitations of service-learning projects to you and others
   e. Be prepared to discuss your progress and reflections to the class each week.

PROJECT SCHEDULE

For each date with (*), you must submit a written progress report.

WEEK	ASSIGNMENTS
* Sept. 1, 1999	Decide on the SL task/organization (explain why you chose the organization and what kinds of tasks you hope to engage in).
Sept. 8, 1999	Arrange to meet with the instructor to discuss your project.
* Sept. 8, 1999	Contact the organization (meet with the "supervisor") and obtain information about the organization.
* Sept. 15, 1999	Submit a description of SL task(s) outlined by you and the organization. Describe any preparation needed.
* Oct. 13, 1999	Mid-term progress report.
* Nov. 10, 1999	Progress report.
Nov. 22–29, 1999	Meet with the instructor to discuss the results and to prepare for class presentation.
* Dec. 1, 1999	Submit a brief description of the results of the project completed.
Dec. 3–10, 1999	Oral presentation of the project to the class (see the attached guidelines).
Dec. 10, 1999	SL Project Evaluation Form must be received from the organization / "supervisor" / "guest speaker".
Dec. 6–13, 1999	Submit a final written report of the project (see the attached guidelines).

APPENDIX II

SERVICE-LEARNING PROJECT EVALUATION FORM

This evaluation will be used to assess the effectiveness of the current SL project in order to make adjustments for future projects. We would appreciate your sincere comments.

Name of the Student(s):

_____

Name of the Organization and Contact Person:

_____

Address:

_____

Phone: _____ Fax: _____ E-mail: _____

Please comment on the following:

1. Task(s) involved in the project

2. Time and effort the student put into the project and how the tasks were accomplished

3. Results of the project (e.g., usefulness/benefits to you; how students were (or were not) prepared to do the tasks; difficulties…etc.)

4. Suggestions for future projects

Signature: _____ Date: _____

THANK YOU VERY MUCH FOR YOUR ASSISTANCE!

APPENDIX III

I. ORAL CLASS PRESENTATION

1. 10% of the final grade.

2. 10–15 minutes of presentation and 5 minutes for questions/comments.

3. Prepare information handouts for the class (outline, issues, sample work, questions for the class to consider . . . etc.).

4. Discuss the following (always give concrete examples whenever possible):
   a. information about the organization (goals, size, location, clientele, contact person, importance for the community . . . etc.)
   b. reasons for choosing the organization
   c. principal activities for the project (give samples in your handouts)
   d. challenges in accomplishing the tasks/lessons learned
   e. usefulness/benefits/limitations observed
   f. relevance of the project for students of Spanish, for the business profession, for the local community recommendations for future students doing SL projects.

1. You will be evaluated on:
   a. clarity and organization (preparedness)
   b. quality of handout(s)
   c. quality of observations made through the project.

II. FINAL WRITTEN REPORT

1. To be submitted on the next class period after your class presentation day

2. 15% of the final grade.

3. Include all documentation in the appendix (e.g., personal notes, progress reports, brochures of the organization, drafts of translation, lesson plans, presentation notes/materials, tutoring materials . . . etc.)

4. This is a reflective paper. (4–7 pages)
   a. Include a description of the project (follow the guidelines of the oral presentation).
   b. Always give concrete examples (e.g., "I learned many cross-cultural differences and similarities" => explain what these are.)
   c. Include comments on:
      • _____

- What are some challenges/opportunities you and/or your community are aware of?

- To what extent do you see your local language skills as a way to share knowledge? How does this understanding through this experience?

- What do you know/or about yourself, your community, and your own culture (English language, dominant value systems ... etc.)?

- If the work of globalization, interdependence is inevitable, it involves the well-being of your community. What can and the trade-was valid? What would make the process of prioritization in the long run?

- Notes of your interest.