Service experience

Students will be part of the team and will work during the week in the most needed roles. Students may work as interpreters, construction workers, pill counters, pharmacy assistants, or helpers with the scholarship and youth education program. Other activities may be added, depending on the needs in any particular year. There is always some job rotation so team members experience more than one aspect of the partnership.

Amazing fine print (map to departmental outcomes):

**Spanish program outcomes:**
At the end of this course, you will be prepared to:
1. Development of language proficiency in Spanish. (While normally this outcome is linked to specific ACTFL levels, due to the varying levels of students who participate in this Field Experience, this outcome is deliberately left without specifics. The goal is to demonstrate some level of increased proficiency.)
2. Demonstrate an understanding of relevant aspects of high and popular culture in their original context.
3. Make effective connections to additional areas of knowledge relevant to the use of foreign languages in other disciplines.
4. Demonstrate an understanding and appreciation of world communities.
5. Compare and contrast your own language and culture to the target language and

**Evaluation/assessment:**
- **Journal (35% of final grade):** Before, during and after travel, students will reflect on various aspects of the trip. (Outcomes 1-5)
- **Presentation (10% of final grade):** Before travel, each student will prepare a researched presentation on some aspect of Dominican society/culture. (Outcomes 2-5)
- **Field experience evaluation (35% of final grade):** At the end of the week of travel, students will meet with the professor to work on an evaluation of their field experience. (Outcomes 3, 4, 5)
- **Publicity project (20% of final grade):** Students will work on publicizing their experience following their travel. (Outcomes 2-5)

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**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9</td>
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<tr>
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<tr>
<td>C</td>
<td>73 - 76.9</td>
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<tr>
<td>C-</td>
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<td>D-</td>
<td>60 - 62.9</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59.9</td>
</tr>
</tbody>
</table>

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**¿CÓMO RECIBO UNA “A”?**

- A 93 - 100
- A- 90 - 92.9
- B+ 87 - 89.9
- B 83 - 86.9
- B- 80 - 82.9
- C+ 77 - 79.9
- C 73 - 76.9
- C- 70 - 72.9
- D+ 67 - 69.9
- D 63 - 66.9
- D- 60 - 62.9
- F 0 - 59.9

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**¿CÓMO RECIBO UNA “A”?**

- A 93 - 100
- A- 90 - 92.9
- B+ 87 - 89.9
- B 83 - 86.9
- B- 80 - 82.9
- C+ 77 - 79.9
- C 73 - 76.9
- C- 70 - 72.9
- D+ 67 - 69.9
- D 63 - 66.9
- D- 60 - 62.9
- F 0 - 59.9
To do list before travel dates:

Apply for funds from Drinko Center (research funding, not travel funding).
Consult with professor on how to work this.

Apply for passport or renew it, if needed: Go to http://travel.state.gov/passport/

Get vaccinations as per CDC website and your physician

BEFORE THE TRIP

JANUARY 17 – March 9, 2018

Week | Student Assignments:
---|---
Jan. 16-19 | **Meeting:** We will have a “class meeting” sometime this week to go over the course requirements and address any questions.
Jan. 26 | **Journal Entry #1:** Self evaluation. Why are you going on this trip? ALWAYS INDICATE DATE AND TIME of your writing!!
Feb. 2 | **Journal Entry #2:** What are your expectations for this trip? What do you hope happens? What do you hope doesn’t happen?
Feb. 5-9 | **Research & presentations:** Each student will find information about the Dominican Republic to share with other students in preparation for the trip; 2 sources 5 minute presentations. (Relaxed and informal is fine, but they are graded!) Meeting time TBD.

**Topic ideas:** Relations between Dominicans & Haitians; Similarities & differences between DR & other Latin American countries; Learning conversational phrases in Spanish; Educational system, public & private; Dominican Cultural Rules for Visitors; History in relation to culture

DURING THE TRIP

March 10 - March 17

**Work:** Work as assigned by team leaders. Be flexible from day to day and throughout the day as assignments may change. Take advantage of extra opportunities (e.g., a visit to the barrio with a resident). If there any problems or concerns, please see Dr. Haynes.

March 10 | **Journal Entry #3:** We made it! Reflect on the trip and the reality of being here!
March 11 | **Journal Entry #4:** Reflect on Sunday in Sabaneta de Yásica.
March 12-16 | **Journal Entries #5-8:** Reflection on the work day. What did you do? What did you see? What was interesting/challenging/easy/unexpected/etc.? Include a story if you have a good one you don’t want to lose. ***On one of the days you should reflect on language. I will let you pick the day, but please reflect on your experience with
Spanish during the week. What have you learned? What limitations do you face? How does the experience relate to your expectations, linguistically speaking?

Mar. 17  
Journal Entry #9: Departure day. Sometime on the trip home, take a minute to briefly discuss what you are thinking about it all. There is a lot of mental unpacking to do, so don’t try to do it all today!

AFTER THE TRIP  March 18 – May 4

Sometime in March: Publicity: 1) Put up pictures and some commentary on the Department of Modern Languages Facebook page. 2) Interview by Broadcasting students about the trip.

Apr. 20  Journal Entry #10: Read through your journal, then reflect on the trip: What are some of the most important aspects of the experience? What activities were really valuable to you? What did you learn about others? What did you learn about yourself? (Please do not start this entry before April 1. I want you to have some space before this reflection.)

Apr. 26  Journals are due. Electronic or paper copies are acceptable.