

ORAL SKILLS - SPANISH THROUGH MEDIA - SL

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E-mail: jsanche1@unca.edu
Office: 228 Whitesides Hall
Office Hours: Tuesday & Thursday 1:00 – 2:00 PM; and by appointment

I. Course Description

This course is designed for advanced students in Spanish. Based on active/service learning, the proposed activities and topics will allow students to practice different skills of the language. The course is also a survey of Latinx/Hispanic popular culture through magazines, newspapers, radio, TV, music, and cinema. Although the students don't need any previous knowledge about media, it is expected that they show enthusiasm in creating visual/sound objects based on the examples provided in class. The pillars of the class are team-work, creativity, and research. Throughout the semester, we will review both grammar structures and current issues in the Latinx/Hispanic world. The students will need some type of device (laptop, tablet, smartphone) to read and review readings/videos in class. Prerequisite: SPAN 220/230 or equivalent.

This course has been approved as a **Service-Learning Designated Course**. This means that:

- your service is an essential part of the course.
- the service you're doing is something the community wants you to do.
- that we'll work on preparing you to do your service as well as possible.
- that you'll regularly reflect on your service and how it applies to the course.

SL Designated Courses are part of a new honor at UNCA called Community Engaged Scholars. Community Engaged Scholars are students who successfully complete two SL Designated Courses (with a grade of B- or above) and also complete an independent service-learning action or research project that the community requests. Note that this new program may not be a possible goal for advanced students – but taking courses in service-learning always builds your resume and expands your knowledge. More information about that honor is available at www.unca.edu/keycenter.

II. Aims and Objectives

Oral Skills-Spanish Through Media will:

- Expose the students to examples of Latinx/Hispanic magazines, news, newspapers, radio, and advertisements to analyze the diversity and quality among contemporary mass media.
- Present short-films, soap-operas, and music video clips of different cultural areas from Latin America, emphasizing the heterogeneity of the region and the richness of its dialects and sociolinguistics.
- Introduce students to cultural expressions and sayings used in the mass media and in advertising.
- Provide theory and workshops about literary translation from both English to Spanish, Spanish to English.

III. Academic/Civic Learning outcomes

Upon completion of this course, the students are expected to have:

- Improved their listening and speaking skills in Spanish as demonstrated by their debates, radio chronicles, short-films, and “news-flash” activities.
- Interpreted, and synthesized spoken Spanish with increasing accuracy and on an increasingly diverse number of topics.
- Acquired a critical perspective about mass media in the Latinx/Hispanic World.
- Gained appreciation of the rich resources and accumulated wisdom of diverse communities and cultures.
- Obtained curiosity to learn about the diversity of groups locally and globally.
- Moved from the comfort zone to the contact zone by transgressing boundaries that divide.

IV. Grading

94-100: A	77-79.9: C+	60-63.9: D-
90-93.9: A-	74-76.9: C	59.9 or less: F
87-89.9: B+	70-73.9: C-	
84-86.9: B	67-69.9: D+	
80-83.9: B-	64-66.9: D	

- *Participation (10%):*
 - Perfect attendance and active participation are crucial to completing this course successfully.
 - Active participation includes coming to class/service learning with the homework completed and being prepared to volunteer information and to contribute during class discussions. **Simply being passively present in class does not merit a good participation grade.**
 - Factors taken into consideration in the final grade will include attendance and punctuality, thorough and timely preparation of all assignments, quality of oral participation, and collaborative effort in group-work.

ATTENDANCE: Attendance is mandatory and will be taken at the beginning of each class. If the student is late or leaves early, it will be marked as a ½ absence. The student is allowed 3 absences throughout the semester. Each additional absence reduces the final grade by 2%. Six or more absences will result in an F, no exceptions. Only University sponsored events with proper documentation presented to the instructor prior to the event will be excused.

ABSENTEEISM: Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counseling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

- *Assignments (8%):*
 - Homework is graded on a 100 points scale. Points are awarded for content and language use.
 - If an assignment is late one class, you will lose 20 points, if it is late two classes, you will lose 50 points. I will not accept any homework more than 2 classes late.
- *Noticia del día (3.5%):*
 - You will prepare and present on one current news item that relate to the topics we are discussing in class (see the “itinerario”). You can use any news source, as long as it was produced in Spanish. As a presenter, the goal is to give you practice speaking about current events in front of your peers in a semi-formal context and entirely in Spanish.
 - After your presentation (5 minutes), you will provide a couple of question for your peers to discuss about the news. You will conduct the discussion.
 - We will establish a schedule for the presentation on the first day of classes.
- *Twitter/YouTuber report (3.5%):*

From the beginning of the semester, each student will:

 - Follow a Spanish or Latinx/American YouTuber, or writer on Twitter.
 - Take note of the most original and creative tweets, references or comments.
 - On the day of the presentations, each student will write a report about his/her own notes, and his/her interaction with the author (if there was any). The report might include comments about reading in the Information Age, and twitter/YouTube as a platform for poetry, literature, and imagination.
- *News Flash on music (15%):*
 - In pairs, student will conceptualize and execute this activity.
 - The project will consist of a 7 minutes performance.
 - As in a professional stage, the presenters will not read the news.
 - Besides the performance, the students will prepare a script with the information and video clips to be delivered.
 - The information can be real or fictional. The chosen artists can be part of the soundtrack commented in class or they can be new references.

- *Radio chronicle (15%):*
 - In pairs, students will conceptualize and execute this activity.
 - It will be presented in class.
 - The project will consist of a 7 minutes podcast about any person or collectivity in Asheville or UNCA.
 - Students must discuss with the professor in advance what topic they are interested in addressing (i.e. politics, literature, art, community action, etc.)
 - Students should bring to class a written script of their projects.
 - The group radio-projects will be evaluated for the quality of the information used, their use of the Spanish language, as well as for the way this information is presented to the audience.

- *Filminuto (15%):*
 - In pairs, students will conceptualize and execute this activity.
 - Based on the short-films discussed in class, students will create their own.
 - The final file must be posted in YouTube as an unlisted link to share with the instructor and class.
 - Besides the YouTube link with the short-film, each group must present a technical script with the storyboard.

- *Service Learning project, meetings, and activities (30%)*
 - The course has as a central feature a required service-learning project that strongly relates to the academic content of the course (i.e., it is not an add-on or afterthought, but rather is integral to the course and its goals).
 - The project is designed as a joint, equal effort between the faculty member and community partner (or partners), with a clear goal that students' involvement benefits the partner.
 - The faculty member prepares students to undertake their service learning.
 - Students regularly reflect on the service-learning experience.
 - The course requires a minimum of five hours of service to the community for each credit hour (e.g., a three-credit course would require a minimum of 15 hours of work in the community).
 - The professor, students, and community partner complete a pre-, mid- and post evaluation provided by the Key Center.

V. Other Notes

Everyone comes to this class with a unique preparation and learning style, and students need to study differently according to these. If you are struggling with the material, ***it is your responsibility to seek help***. I am available in office hours to clarify material or to help you develop strategies for a better performance in class.

Out of respect for me and your classmates: listen and respect others' opinions, even if you disagree. No phones, web surfing, or headphones. Turn off your cell phones and disconnect your laptop's WiFi capability before the beginning of the class. Be on time and do not leave early; it is very disruptive. Students breaking class policies, hindering other students' learning, or engaging in any other behavior that violates the student code will be asked to leave (and be reported for repeated violations).

In the event of class cancellation or altered assignments, I will email you with an announcement. Please check your email regularly, especially during inclement weather.

Accommodations for Students with Disabilities

University of North Carolina at Asheville is committed to making courses, programs, and activities accessible to persons with documented disabilities. Students requiring reasonable accommodations must register with the Office of Academic Accessibility by providing supporting documentation. All information provided will remain confidential. For more information please contact the Office of Academic Accessibility at [\(828\) 232-5050](tel:8282325050) or academicaccess@unca.edu or visit them in the OneStop Student Services Center.

Academic honesty

Plagiarism and cheating are serious offenses. Submitting writings, homework, presentations, etc., done by others, in part or wholly, without proper credit to the originators constitutes plagiarism.

Examples of cheating:

- Copying another student's work is a form of cheating.
- **Using any form of on-line translator (such as Google translate and others) is also a form of cheating. If you are not creating the language by yourself with what you are learning, it is not YOUR work.**
- Having a native speaker or other student write your work for you is cheating.

- What you may do to help you learn:
 - You may use a dictionary, or on-line dictionary (wordreference.com).
 - You also are welcome to form study groups—provided you turn in your own work.
 - You may take your own work to a tutor for review, provided they guide you and allow you to make your own corrections. Our UNCA tutors are free and waiting to help you!
 - You may take your own work to your instructor during office hours or make an appointment with them for help and guidance.

IMPORTANT: Your homework is meant to demonstrate in which areas you are having success, as well as those in which you need improvement. You will not learn the material or improve in this class if you cheat. Cheating is very obvious to your teacher and will not be tolerated. Thank you.

Disclaimer Statement

This syllabus is intended as a guide. Requirements may change as circumstances warrant. The instructor reserves the right to make any changes to this syllabus, assignments, dates, etc. as needed. It is the responsibility of the student to stay abreast of updates to the syllabus and/or schedule.

VI. Itinerary

All viewings, readings, and activities are to be completed **BEFORE** the class for which they are listed.

DATE	THEME	ACTIVITIES AND READINGS
August 23	Introducción	Lectura del syllabus Organización de actividades: listados y fechas.
28	Debate sobre la representación de los latinxs en los medios de comunicación en Estados Unidos	Lectura para la discusión: “Introduction” (xi-xvi) en <i>Latinos and American Popular Culture</i> de Patricia Montilla
30	Debate sobre los medios de comunicación en Latinoamérica (Visita de Robert Campbell. Service Learning Program)	Tarea 1: Ver el siguiente comercial de Coca Cola: https://www.youtube.com/watch?v=ziSty_38p6k Luego escribir un texto de opinión sobre el comercial de Coca Cola en territorio Mixe. 200 palabras. Para redactar el texto, ver la respuesta de la comunidad Mixe: https://www.youtube.com/watch?v=IYeBLWz1K0M
September 4	no classes	Labor Day holiday
6	Word on The Street / La Voz de los Jóvenes	Reunión SL # 1 Presentación del grupo y de los proyectos a desarrollar. Organización de parejas de trabajo. (Extra: Indigenous Film Series. Humanities Lecture Hall. 6:00 PM)
11	Debate sobre la globalización y la homogeneidad	Noticias # 1 y 2 Lectura para la discusión: “¿Qué queremos decir con diversidad y calidad en los medios?” de Nestor García Canclini. http://nestorgarciacanclini.net/index.php/industrias-y-politicas-culturales/159-que-queremos-decir-con-diversidad-y-calidad-en-los-medios Tarea 2: Responder las siguientes preguntas con base en la lectura: 1. Según García, ¿son los medios de comunicación hoy un espacio homogéneo o diverso? 2. ¿A qué se refiere el autor cuando habla de una “comunicación transnacional”?
13	Word on The Street / La Voz de los Jóvenes	Reunión SL # 2 Taller de traducción literaria
18	Lectura en clase: “El mundo programable. Un destino incierto pero inevitable” de Pedro Gerson.	Noticias # 3 y 4 Tarea 3: Un colapso en las comunicaciones satelitales está ocurriendo esta primavera en Norteamérica. En un ejercicio de imaginación, describa cómo sería nuestra vida sin internet. 300 palabras.

20	Oralidad y escritura en el mundo maya	Visita de Gaspar Pedro González, poeta y escritor Maya Q'anjob'al. Leer <i>Xumakil</i> (PDF en Moodle)
25	La Nueva Canción Latinoamericana	Noticias # 5 y 6 Lectura introductoria: "La Nueva Canción Latinoamericana: notas sobre su origen y definición" (139-145)
27	Compartir sobre las canciones escogidas	Tarea 4: Termina la lectura "La Nueva Canción Latinoamericana: notas sobre su origen y definición" (145-151). Escoge una(o) de las artistas mencionadas por Fabiola Velasco, y escucha un puñado de sus canciones. Escoge una de las canciones, analiza su letra e interpreta su mensaje a la luz del artículo. Prepare una exposición de 5 minutos sobre la canción escogida.
October 2	El video-clip, MTV y las fusiones contemporáneas	Noticia # 7 y 8 Apuntes sobre el rock en español
4	Conformación de parejas para los proyectos sobre el "informativo de la hora".	Investigación, redacción de noticias, selección de imágenes y videoclips. Trabajo personal o en parejas. Ver Syllabus.
9	Fall	break
11	La CRONICA RADIAL	Tarea 5: escuchar el podcast de <i>Radio Ambulante</i> , "El corresponsal": http://radioambulante.org/audio/el-corresponsal En clase realizaremos un ejercicio de interpretación sobre el audio.
16	Presentaciones orales	Informativo de la hora sobre música latinoamericana contemporánea (<i>News Flash on music: 15%</i>)
18	¿Cómo proponer un podcast? Escritura del guión: ¿Qué podemos contar de Asheville? ¿De UNCA?	Tarea 6: Leer el Manual de Radioambulante.org http://radioambulante.org/quienes-somos/proponer-una-historia Escribir una primera idea para el proyecto, la cual incluya: tema, tipo de narrador, posibles entrevistas (<i>polifonía</i>), música, cortina radial, etc. Mid-term SL assessment (explanation below).
23	Debate sobre la publicidad y la política.	Noticia # 9 y 10 Ver en casa la película <i>Antanas Mockus: La vida es sagrada</i> : https://www.youtube.com/watch?v=ElvmnxYYuCc Traer argumentos y ejemplos de la película para la discusión.
25	En la calle: vallas, pancartas, letreros	Tarea 7: Escoja una situación política actual en España o algún país latinoamericano. Lea varias versiones sobre el problema. Proponga una alternativa publicitaria para apoyar una solución al problema. Su boceto debe incluir imágenes y palabras. Prepare una exposición de 5 minutos sobre su propuesta.
30	Telenovelas: "Betty La Fea" y "La reina del sur"	Noticias # 11 y 12 Ver en casa el Capítulo I "Betty La Fea" del director: Fernando Gaitán; y el Capítulo I de "La reina del sur". Producción de Telemundo. En clase realizaremos un ejercicio de interpretación sobre la novela.
November 1	Debate sobre las telenovelas en Latinoamérica	Tarea 8: Basado en el texto "Telenovelas colombianas, un fenómeno social" (http://www.veintemundos.com/magazines/12-en-arte-y-cultura/) prepara una opinión clara sobre las siguientes preguntas: ¿cuál es su percepción de estas telenovelas? ¿Cree usted que estas series tienen una función social? ¿Qué facilita que una serie se convierta en <i>mainstream</i> ? Dé ejemplos precisos. Puede hacer referencia a otras telenovelas no trabajadas en clase. 300 palabras.
6	Presentaciones orales de los podcast	Noticias # 13 y 14
8	Presentaciones orales de los podcast	Dichos
13	¿Cómo hacer un filminuto?	Noticias # 15 y 16 Conformación de parejas. Traer ideas para el argumento. Ver algunos ejemplos: "Mala Pata" de Felipe Moncada; "Asalto Fallido" de Elizabeth Aranda (todos en YouTube)
15	Diálogo sobre Twitter, YouTube y redes sociales	Twitter/YouTube report (3.5%). Ver Syllabus.
20	Word on The Street / La Voz de los Jóvenes	Reunión SL # 3 Tertulia / Compartir sobre las experiencias de SL
22	Thanksgiving	holiday begins

27	Videoarte: "Puzzle", Andrea Peña, "Realidad" de Jaime Villa. Diálogo sobre las propuestas.	Traer el <i>storyboard</i> o el libreto técnico del filminuto / videoarte Ver Syllabus
29	Presentaciones orales filminutos / videoarte	Celebration of Community Engaged Learning 4-6 PM (location to be determined)
December 4	Final report	Service Learning Mid-term SL assessment (explanation below).

These are some links that can be useful during the semester

EL TEXTO DE OPINION

- "El artículo de opinión": <http://recursos.cnice.mec.es/media/prensa/bloque4/pag8.html>
- "Cómo escribir un artículo de opinión": http://www.javerianacali.edu.co/sites/ujc/files/node/field-documents/field_document_file/como_escribir_un_articulo_de_opinion.pdf

LA RESEÑA CULTURAL

- "Thinking Critically: Reading and Writing Culture Reviews" By MICHAEL GONCHAR and KATHERINE SCHULTEN http://learning.blogs.nytimes.com/2015/10/22/thinking-critically-reading-and-writing-culture-reviews/?_r=0
- "Cómo hacer una reseña": <http://noticias.universia.net.co/en-portada/noticia/2013/09/24/1051515/como-hacer-resena.html>

LA CRONICA RADIAL

- Manual para productores de *Radio Ambulante*: <http://radioambulante.org/quienes-somos/proponer-una-historia>
- "Periodismo radiofónico": <https://radiotercero.wordpress.com/2007/04/23/la-cronica-radial/>

EJEMPLOS DE REVISTAS CULTURALES

- Letras Libres, El Malpensante, Orsai, Global, Babelia El País, Revista Coronica, Otro Páramo, entre otras.
- ¿Qué es una revista cultural?: <http://blogvecindad.com/mini-guia-para-el-diseno-de-una-revista/>

EL CORTO Y EL FILMINUTO

- "Filminuto en seis pasos": <https://www.youtube.com/watch?v=B1AofCVpEFs>
- "Making A Short Film: 5 Tips For New Filmmakers" BY JASON BRUBAKER: <http://www.filmmakingstuff.com/filmmaking-lesson-8-make-some-short-films/>



Launched in the summer of 2016, *Word on the Street /La Voz de Los Jóvenes* is a bilingual, online arts magazine program created and led by a core “Squad” of 16 African American and Latino teens. The online magazine is open to submissions from all youth, as are related community-based workshops and other arts programming offered in the Asheville area. The program is based out of the Arthur R. Edington Center, in the historically African American Southside neighborhood of Asheville. The Writing/Editing and Design teams review submissions, and upload them for publication onto a website they design and manage: <http://www.ashevillewritersintheschools.org/word-on-the-street-online-magazine.html> In addition, the Marketing team is responsible for publicizing the magazine and the community celebrations they plan to celebrate young artists.

The program is committed to creating Language Justice spaces through simultaneous interpretation for Spanish and English speakers during the Squad meetings as well as during community events and workshops. Our goal is to have all marketing materials available in Spanish and English as well all the written submissions (fiction, poetry, creative non-fiction opinion)—not just for publication but so that they can be reviewed by Writing/Editing team in the language they are most familiar with. We want to be able to have all accepted submissions published in both English and Spanish. In addition, we would like to have to find a way to sub-title submitted videos.

The volume of needed translation continues to grow and will soon outpace the time capacity of our bilingual teens and our main translation volunteer. We are need of volunteers who can commit to a weekly schedule of translation, mostly involving submissions, but also including marketing and social media posts.

We would welcome the support of UNCA students to help us continue to offer a truly bilingual experience for the contributors, readers, and participants of *Word on the Street/ La Voz de Los Jóvenes*. Students can come to the Edington Center to work in our computer lab during the late afternoons or can do the translation work from their own computer. We would encourage them to get to know the Squad and the program by coming to team meetings as they are able. We will coordinate with students on a schedule which work for them as well as creating systems that are clear and offer opportunity for learning and accountability.

We can also provide opportunities for the students to share what they are learning about doing the translation and perhaps for them to act as mentors to Squad members who are interested in translation.

Word on the Street/La Voz de Los Jóvenes is a program of Asheville Writers in the Schools and Community, a 501-c3 non-profit which has provided writing and arts related programming in the Asheville area since 2011. This program has been substantially funded through 2019 and we anticipate securing additional funding this year.

Contacts:

Tamiko Ambrose Murray: tamiko@ashevillewritersintheschools.org

Janet Hurley: janet@ashevillewritersintheschools.org

Daniel Suber: daniel@ashevillewritersintheschools.org

COLLABORATING WITH *WORD ON THE STREET / LA VOZ DE LOS JÓVENES*:

The readings and in-class discussions are meant to provide you with the theoretical foundations for our course content, while the service-learning project is meant to provide you with an opportunity to apply what you've learned to our local context. This social engagement has at least two benefits: it is a great opportunity to motivate afro/latinx youth to pursue academic careers, and it is also a unique experience for students to immerse into the local afro/latinx culture.

Schedule

In order to build connections and strengthen the relationship, as a group we will meet three times during the semester with *Word on The Street Squad* (see the course itinerary).

In addition, each student will pair with one of the bilingual members of *Word on the Street* to work on specific translations. This part of the service learning project will be done outside of the class. **For scheduling, please contact: Daniel Suber**
daniel@ashevillewritersintheschools.org

We will have, however, several in-class, whole-group, informal discussions of how it is progressing. Also, students will collaborate with each other in refining the final version of their translations. The academic discussions will be in Spanish.

Groups will have an open invitation to meet with the Professor if they are having issues with the group work or the project itself. Students will be reminded that they can always meet with the Professor privately if they need to discuss anything related to the class or service projects.

Requirements:

1. UNCA Community-based Learning Agreement Form 1 (below): This is a contract between you, *Word on the Street /La Voz de Los Jóvenes* and myself. This must be discussed in your initial meeting with your community partner, signed and returned to me. **(5%)**
2. Application for Community Engaged Scholar Public Service Project Signature Form 2 (below).
3. Service Log: Minimum of 20 hours of service (mostly in Spanish, when possible) with *Word on the Street /La Voz de Los Jóvenes*. I must be involved in initiating and establishing the service project. You are required to maintain a typed, written record of your service hours (to include: date, place, name of person with whom you worked, duration of each meeting/session, summarize what you did during your time, signature of community partner). **(5%)**
4. Mid-semester (October 18) and final assessment (December 4) from *Word on the Street /La Voz de Los Jóvenes*: Your community partner(s) will have an opportunity to provide me with a written assessment of your progress in working in their organization. You will be responsible for providing them with the assessment and returning the completing form to me in a sealed, signed envelope. **(5%; 2.5 each)**
5. Service Learning Celebration. Wednesday, November 29th 4-6 PM (location to be determined): Towards the end of the semester, the Key Center will be hosting an end-of-semester showcase and celebration of service-learning. This is our opportunity to show what we've been doing all semester in the community. You will create a poster presentation and be prepared to present your poster as people come by the event and ask about your project. This would be done in English/Spanish. **(5%)**
6. Final report (between 2800 and 3000 words). To be completed and presented on December 4th, 2017. **(10%)**

It should include:

- Explanation of the project (as you perceived it).
- Methods and work undertaken.
- Dialogue and exchange with the author/youth/community member.
- Decisions in the translation and project.
- Ties between the work and my academic field(s).
- Challenges faced and strategies used to deal with them.
- Results.
- Likelihood of sustainability of the work.
- A conclusion discussing implications of the project for the community partner and for my field of study
- This report will have a minimum of 3 scholarly references. It can be adapted from a class report or report for the agency but cannot simply be copied.
- Please attached the Approval of UNCA Public Service Project Form 3 (below)

Student-Community-Faculty Partnership Agreement
Community-Based Learning – **Form 1**

Student: _____ Email: _____
Phone: _____

Community Partner Contact: _____ Email: _____
Phone: _____

UNCA Faculty Member: _____ Email: _____
Phone: _____

Required hours of service: _____

This agreement is between Asheville-area organizations and UNC Asheville students and faculty to clarify responsibilities and roles in community-based learning projects.

I. Community partner responsibilities. As a representative of my agency, I agree to:

- Provide an initial orientation, training, supervision, feedback, resources and sufficient information about the organization to aid in the success of students' service-learning projects.
- Provide service-learning opportunities that are significant and/or challenging to the students, relevant to course learning objectives, and address community agency's goals.
- Participate in the evaluation process and communicate and/or meet with faculty and students about any issues or concerns that arise.
- Meet regularly with students, as needed.

II. Student responsibilities. As a student working with my community partner, I agree to:

- Be aware of the organization's needs and provide assistance where and when needed. Be patient, flexible and respectful of the organizations' culture and approach to their work.
- Adhere to organizational rules and procedures, including confidentiality of organization and client information.
- Work diligently, with integrity and professionalism at all times, which includes presenting myself professionally (hygiene, dress, punctuality), meeting deadlines and being open to supervision and feedback, which will facilitate learning and personal growth. My community partners are depending on me. My efforts can help the community become a better place.
- Contact the agency to arrange initial orientation/meeting to discuss service-learning hours and project. (This could be the first time a student arrives to provide service.)
- Participate in the evaluation process and communicate and/or meet with faculty member and/or community partner about any issues or concerns arise.

I understand that failure to fulfill my responsibilities to my site will result in a conference with my professor. If such failures are

significant or continue, they could result in dismissal from my site, deductions from my grade, or a failing grade on the project.

III. Faculty member responsibilities. As a faculty member working with a community partner, I agree to:

- Provide students with structure and guidance to process and reflect upon their community- based learning experience as related to course objectives.
- Participate in the evaluation process and communicate and/or meet with community partner and/or students about any issues or concerns arise.

For all scheduled service and/or meetings, I (community partner, student, faculty) agree to notify all parties involved if I cannot attend. I will also return calls and messages promptly, within 48 business hours unless there is an emergency or extenuating circumstances.

I have read and understand my roles(s) as outlined in this document. I commit to fulfilling my part of this service-learning partnership. I understand that this partnership is meant to further UNC Asheville student learning and to meet the community partner goals. I have read and agree to the guidelines as outlined above.

Student Signature

Date

Community Partner Signature

Date

Faculty Member Signature

Date

Application for Community Engaged Scholar Public Service Project Signature Form 2

Obtain signatures and drop of at the Key Center in Highsmith Union 248

Check when complete.

I have submitted Part 1 of this application via the Google Form online

I understand that for my project to be approved, I must:

- Write a report of a minimum of 10 double-spaced pages that will be published in the Key Center Journal that includes:
 - Explanations of the project's origins
 - Methods and work undertaken
 - Ties between the work and my academic field(s)
 - Challenges faced and strategies used to deal with them
 - Results
 - Likelihood of sustainability of the work
 - A conclusion discussing implications of the project for the community partner and for my field of study
 - This report will have a minimum of 10 scholarly references. It can be adapted from a class report or report for the agency but cannot simply be copied.
- Receive the endorsement of the community partner, my academic advisor and department chair.
- Have the report undergo a review by a faculty member who is not my advisor and make any changes that faculty member recommends.
- Present the project at an end-of-semester poster session on campus.

Signatures:

Undergraduate Student

Date

Community Advisor

Date

Faculty Advisor

Date

Approval of UNCA Public Service Project Form 3

Complete this form and then obtain signatures. Submit it to the Key Center either in person at the Key Center at 248 Highsmith Union or via campus mail, CPO #1200. It should be submitted along with a copy of your project report.

Date _____

Name _____

E-mail _____

Faculty advisor name _____

E-mail _____

Community advisor name _____

E-mail _____

Community Organization Name _____

1. Title of your Project:

Student:

I affirm that I have done my project upholding the academic standards of the University of North Carolina at Asheville.

Signature

Date

Community Advisor:

I affirm that this student's project and report have been completed and represent a high standard of accomplishment.

Signature

Date

Faculty advisor:

I affirm that this student's project and report have been completed and represent a high standard of accomplishment.

Signature

Date