

# Spanish Service Learning - SPAN-4150-A

**SPAN 4150/6150: SPANISH SERVICE LEARNING**

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**Telephone: 404-454-4988**

**Salón: Manufacture RDC 2405**

**Horario: M 8:25am-10:20am (Plus 3 hours of service learning activities per week for a total of 30 hours)**

**Horas de oficina: con cita previa (M-W 12:20-1:20pm)**

## **DESCRIPCIÓN**

El objetivo de este curso es ofrecer a los estudiantes una oportunidad de aprender sobre la historia, retos y oportunidades de las comunidades Latinas en los Estados Unidos, a través del servicio voluntario a ser coordinado en colaboración con la Asociación Latinoamericana de Atlanta, ubicada en Buford Highway.

Algunas preguntas que servirán de guía para el desarrollo del curso son las siguientes:

- Qué procesos históricos, sociales, políticos y culturales han marcado las experiencias de vida de los latinos, latinas y latinx en los Estados Unidos?
- Qué oportunidades y retos enfrentan las comunidades latinas hoy día en los Estados Unidos?
- Qué servicios ofrecen las organizaciones son fines de lucro para apoyar las comunidades latinas en los Estados Unidos?

## **LECTURA REQUERIDA**

**Juan González, La cosecha del imperio/ Harvest of Empire, Vintage Español, 2<sup>nd</sup>. Ed, 2022**

Disponible en formato Kindle o en pasta blanda en Amazon:

[https://www.amazon.com/-/es/Juan-Gonzalez/dp/0593081552/ref=sr\\_1\\_9?qid=1672680750&refinements=p\\_27%3AJuan+Gonzalez&s=books&sr=1-9&text=Juan+Gonzalez](https://www.amazon.com/-/es/Juan-Gonzalez/dp/0593081552/ref=sr_1_9?qid=1672680750&refinements=p_27%3AJuan+Gonzalez&s=books&sr=1-9&text=Juan+Gonzalez)  
[Links to an external site.](#)

## TAREAS, OBJETIVOS DE APRENDIZAJE, PARÁMETROS Y EVALUACIÓN

TRABAJOS	OBJETIVOS	VALOR TOTAL	VALOR INDIVIDUAL (por cada trabajo)	Parametros Undergraduates	Parametros Graduates
9 TAREAS	<b>INVESTIGAR:</b> Los estudiantes aprenderan a investigar los discursos, debates y representaciones de las comunidades Latinas en los Estados Unidos.	36 puntos	4 puntos	Texto de 75-100 palabras	Texto de 125-200 palabras
2 REFLEXIONES	<b>ANALIZAR:</b> Los estudiantes aprenderan a analizar críticamente las representaciones, significados, roles y practicas socioculturales de la comunidad latina y sus aliados.	32 puntos	16 puntos	Comentario oral de 3-5 minutos	Comentario oral de 6-8 minutos
1 PRESENTACIÓN	<b>REFLEXIONAR:</b> Los estudiantes aprenderan a reflexionar sobre su rol e impacto como voluntario en el	8 puntos	8 puntos	4 minutos	8 minutos

**contexto del servicio comunitario a la comunidad latina.**

**SERVIR Y ADAPTARSE A UN NUEVO CONTEXTO**

**CULTURAL:** Los estudiantes aprenderán a ofrecer servicios mediante una experiencia de voluntariado en la que también desarrollarán destrezas de comunicación y comportamiento para adaptarse de forma efectiva a un nuevo contexto cultural.

SERVICIO COMUNITARIO (BASADA EN EVALUACIÓN)

24 puntos

Evaluation of 30 hours of service to be completed by supervisor and revised by professor.

30 horas de servicio voluntario con la Asociación Latinoamericana, a ser distribuídas a lo largo de las 14-16 semanas del semester de primavera de 2023.

30 horas de servicio voluntario con la Asociación Latinoamericana, a ser distribuídas a lo largo de las 14-16 semanas del semester de primavera de 2023.

100 puntos

Participation: After 3 justified absences, you will lose 2 points of the class grade per any unjustified absence. Please be aware that any unjustified absence will lower your grade, which will be removed from the points accumulated in class.

**Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code,

please visit <http://www.catalog.gatech.edu/policies/honor-code> (Links to an external site.)Links to an external site. / or <http://www.catalog.gatech.edu/rules/18/> (Links to an external site.)Links to an external site. Links to an external site. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/> (Links to an external site.)Links to an external site. Links to an external site., as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Participation**

Students are expected to participate in class activities every week, which include the independent study of class materials and the individual completion of each homework. After 3 justified absences, you will lose 2 points of the class grade per any unjustified absence. Please be aware that any unjustified absence will lower your grade, which will be removed from the points accumulated in class.

### **Student-Faculty Expectations Agreement**

Student-Faculty Expectations Agreement: At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> (Links to an external site.)Links to an external site. Links to an external site. for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek.

## **CALENDARIO**

### **W-1**

8/24: Intro a clase

### **W-2**

8/31: Reunión con LAA

### **W-3**

**9/7: Labor Holiday**

### **W-4**

9/14: Cosecha del Imperio, Introducción, 1-41

Tarea 1 (4 puntos)

### **W-5**

9/21: Cosecha del Imperio, Cap 1, 42-85

Tarea 2 (4 puntos)

### **W-6**

9/28: Cosecha del Imperio, Cap 2, 86-147

Tarea 3 (4 puntos)

### **W-7**

**10/5: Fall Break**

10/9: Reflexión 1 (16 puntos)

### **W-8**

10/12: Cosecha del Imperio, Cap. 3, 149-188

Tarea 4 (4 puntos)

### **W-9**

10/19: Cosecha del Imperio, Cap 4, 5, 6, 7 y 8, 188-309

Tarea 5 (4 puntos)

### **W-10**

10/26: Cosecha del Imperio, Cap. 10, 335-410

Tarea 6 (4 puntos)

**W-11**

11/2: Cosecha del Imperio, Cap. 11, 411-478

Tarea 7 (4 puntos)

**W-12**

11/9: Cosecha del Imperio, Cap. 12, 479-521

Tarea 8 (4 puntos)

**W-13**

11/16: Cosecha del Imperio, Cap. 13, 14 y Epílogo, 522-667

Tarea 9 (4 puntos)

**W-14**

11/23: Independent Research Work (no class meeting)

**W-15**

11/30: PRESENTACION SERVICIO COMUNITARIO / Presentación (8 puntos)

**W-16**

12/7: PRESENTACION SERVICIO COMUNITARIO / EVALUACION SERVICIO COMUNITARIO

Presentación (8 puntos)

Evaluación (24 puntos)

12/11: REFLEXION 2 (16 puntos)

**GUÍA DE TAREAS**

**Someta en canvas un comentario escrito y dos preguntas de investigación**

(Undergraduates: 75-100 palabras) (Graduates: 125-200 palabras)

**Paso 1:** Estudie la lectura asignada

**Paso 2:** Escoja una de las secciones del capítulo asignado

**Paso 3:** Lea la sección seleccionada

**Paso 4:** Seleccione dos citas de la sección que ha leído

**Paso 5:** Escriba un comentario de las citas seleccionadas (Undergraduates: 75-100 palabras) (Graduates: 125-200 palabras)

**Paso 6:** Al final de su comentario, escriba dos preguntas de investigación para ampliar su conocimiento sobre los asuntos comentados.

### Crterios de evaluaci3n de tareas

CRITERIA	Total value	Excellent	Very good	Good	Satisfactory	Average	Below average	Poor	Very poor
Argument	1	1-.95	.94-.90	.89-.85	.84-.80	.79-.75	.74-.70	.69-.60	.59-0
Coherence	1	1-.95	.94-.90	.89-.85	.84-.80	.79-.75	.74-.70	.69-.60	.59-0
Analysis: problems, cases	1	1-.95	.94-.90	.89-.85	.84-.80	.79-.75	.74-.70	.69-.60	.59-0
Impact, consequences, implications	1	1-.95	.94-.90	.89-.85	.84-.80	.79-.75	.74-.70	.69-.60	.59-0

**ARGUMENT:** Clear statement of the thesis or argument that will be developed in the essay. Avoid generalizations, as well as simple, superficial or trivial arguments.

**COHERENCE OF THE COMPOSITION:** Organized, well structured, and coherent discussion of ideas. Avoid unnecessary digressions.

**ANALYSIS OF ISSUES AND PROBLEMS BASED ON SPECIFIC CASES AND CONCRETE EXAMPLES:** Explain and analyze the specific issues and problems related to Latin

American music by elaborating a discussion of specific cases. Provide examples and quotes to support your analysis. Take into consideration the historical context of the cases and examples you discuss. Include in your analysis an in-depth discussion of examples and quotes. The role of examples and quotes is to support your argument: select carefully these examples and quotes; avoid choosing examples or quotes that would not contribute much to your discussion. Avoid also superficial observations about and generalizations based on the material you discuss.

**IMPACT, CONSEQUENCES AND/OR IMPLICATIONS:** In your concluding remarks, explore the impact, consequences and/or implications of the cases, examples, problems or issues you discuss and connect them with your argument.

## GUÍA DE REFLEXIÓN 1: HISTORIA DE LOS LATINOS EN LOS ESTADOS UNIDOS

**Someta en canvas una grabación de un comentario oral**

(Undergraduates: 3-5 minutos) (Graduates: 6-8 minutos)

### ***Opción 1: Personaje histórico***

Actualmente, la red de museos del Smithsonian está planificando la creación de un National Museum of the American Latino. Imagine que usted es parte del comité de selección de personajes históricos cuyas historias de vida serán incluidas en el nuevo museo latino en Washington. **A quién usted seleccionaría para formar parte del museo?**

El propósito de este comentario es que usted presente la biografía uno de los protagonistas de la historia de los latinos en los Estados Unidos, describa sus logros y explique por qué es importante incluir a este personaje como parte del Smithsonian National Museum of the American Latino. Ofrezca ideas de cómo exhibir la historia de este personaje: en qué sección temática o histórica lo incluiría, qué aspectos de su biografía resultan más importantes para entender la historia de los latinos en Estados Unidos, qué objetos e imágenes utilizaría para mostrar los logros y contribuciones de este personaje a la historia de los Estados Unidos.

### ***Opción 2: Evento histórico***

Actualmente, la red de museos del Smithsonian está planificando la creación de un National Museum of the American Latino. Imagine que usted es parte del comité de selección de eventos históricos que serán incluidos en el nuevo museo latino en Washington. **Cuál evento usted seleccionaría para formar parte del museo?**

El propósito de este comentario es que usted presente un evento histórico que ha marcado la evolución de los latinos en los Estados Unidos, describa su significado, los dilemas relacionados a la interpretación del evento y explique por qué es importante incluir este evento como parte del Smithsonian National Museum of the American Latino. Ofrezca ideas de cómo exhibir la historia de este evento: en qué sección temática o histórica lo incluiría, qué aspectos del evento resultan más importantes para entender la historia de los latinos en Estados Unidos, qué objetos e imágenes utilizaría para mostrar el significado y los dilemas de este evento a la historia de los Estados Unidos.

### Criterios de evaluación

CRITERIA	Total value	Excellent	Very good	Good	Satisfactory	Average	Below average	Poor	Very poor
Argument	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0
Coherence	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0
Concept: explanation	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0
Concept: application	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0
Analysis: problems, cases	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0
Examples: evidence to support argument	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0

Impact, consequences, implications	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-1.0
Use of Spanish	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-1.0

## EVALUATION CRITERIA

**ARGUMENT:** Clear statement of the thesis or argument that will be developed in the essay. Avoid generalizations, as well as simple, superficial or trivial arguments.

**COHERENCE OF THE COMPOSITION:** Organized, well structured, and coherent discussion of ideas. Avoid unnecessary digressions.

**EXPLANATION OF CONCEPTS, CATEGORIES, ISSUES AND PROBLEMS DISCUSSED IN CLASS:** Adequate selection and explanation of relevant concepts, categories, issues or problems. Provide definitions and explanations based on bibliographical sources. Establish connections between concepts or categories and issues or problems discussed in class.

**APPLICATION OF CONCEPTS AND CATEGORIES TO THE ANALYSIS OF ISSUES AND PROBLEMS:** Adequate application of concepts and categories to the analysis of issues and problems. Discuss the connection between concepts or categories and the examples and quotes you include in your analysis of issues and problems.

**ANALYSIS OF ISSUES AND PROBLEMS BASED ON SPECIFIC CASES AND CONCRETE EXAMPLES:** Explain and analyze the specific issues and problems related to Latin American music by elaborating a discussion of specific cases. Provide examples and quotes to support your analysis. Take into consideration the historical context of the cases and examples you discuss.

**IN-DEPTH DISCUSSION OF EXAMPLES AND QUOTES TO SUPPORT ANALYSIS AND ARGUMENT:** Include in your analysis an in-depth discussion of examples and quotes. The role of examples and quotes is to support your argument: select carefully these examples and quotes; avoid choosing examples or quotes that would not contribute much to your discussion. Avoid also superficial observations about and generalizations based on the material you discuss.

**IMPACT, CONSEQUENCES AND/OR IMPLICATIONS:** In your concluding remarks, explore the impact, consequences and/or implications of the cases, examples, problems or issues you discuss and connect them with your argument.

**CORRECT USE OF SPANISH:** Adequate selection of vocabulary, verb conjugation; correct use of articles and prepositions.

## GUÍA DE REFLEXIÓN 2: LA COMUNIDAD LATINA A TRAVÉS DE A EXPERIENCIA DE SERVICIO

### Someta en canvas una grabación de un comentario oral

(Undergraduates: 3-5 minutos) (Graduates: 6-8 minutos)

Durante este semestre, usted ha tenido la oportunidad de ofrecer algunos servicios a la comunidad Latina. Qué usted ha aprendido de la comunidad latina en Atlanta a través de su experiencia como voluntario en la Asociación Latinoamericana?

Describa las areas de servicio de la organización (familia, inmigración, educación, empoderamiento económico), los eventos en los que usted ha participado y los servicios que usted ha brindado a la comunidad.

Basándose en las lecturas y discusiones de clase, discuta cómo su experiencia de servicio está conectada con los dilemas, oportunidades y retos que enfrenta la comunidad latina en los Estados Unidos. Qué aspectos de la experiencia latina en Estado Unidos discutidos en clase usted ha podido observar en su experiencia como voluntario? Qué nuevos aspectos, oportunidades, retos o tendencias usted ha observado que pueden transformar la experiencia latina en los Estados Unidos en los próximos años?

### Criterios de evaluación

CRITERIA	Total value	Excellent	Very good	Good	Satisfactory	Average	Below average	Poor	Very poor
Argument	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0

Coherence	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0
Concept: explanation	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0
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Impact, consequences, implications	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0
Use of Spanish	2	2-1.9	1.89-1.8	1.79-1.7	1.69-1.6	1.59-1.5	1.49-1.4	1.39-1.2	1.19-0

## EVALUATION CRITERIA

**ARGUMENT:** Clear statement of the thesis or argument that will be developed in the essay. Avoid generalizations, as well as simple, superficial or trivial arguments.

**COHERENCE OF THE COMPOSITION:** Organized, well structured, and coherent discussion of ideas. Avoid unnecessary digressions.

**EXPLANATION OF CONCEPTS, CATEGORIES, ISSUES AND PROBLEMS DISCUSSED IN CLASS:** Adequate selection and explanation of relevant concepts, categories, issues or problems. Provide definitions and explanations based on bibliographical sources. Establish connections between concepts or categories and issues or problems discussed in class.

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**IN-DEPTH DISCUSSION OF EXAMPLES AND QUOTES TO SUPPORT ANALYSIS AND ARGUMENT:** Include in your analysis an in-depth discussion of examples and quotes. The role of examples and quotes is to support your argument: select carefully these examples and quotes; avoid choosing examples or quotes that would not contribute much to your discussion. Avoid also superficial observations about and generalizations based on the material you discuss.

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**CORRECT USE OF SPANISH:** Adequate selection of vocabulary, verb conjugation; correct use of articles and prepositions.

## GUÍA DE PRESENTACIÓN

Prepare una presentación oral sobre su experiencia de voluntariado

(Undergraduates 4 minutos) (Graduates 8 minutos)

Durante este semestre, usted ha tenido la oportunidad de ofrecer algunos servicios a la comunidad Latina. Cómo ha sido su experiencia como voluntario en la Asociación Latinoamericana? Haga una lista de todas las actividades en las que usted ha participado como voluntario y ofrezca un informe de horas de servicio. Describa su rol en estas actividades.

Cuáles han sido sus roles y qué contribuciones usted ha hecho a la comunidad Latina mediante su labor de voluntario? Qué destrezas usted ha utilizado para adaptarse a este nuevo context cultural y de servicio? Reflexione acerca del impacto que ha tenido esta experiencia de voluntariado en su vida cultural, professional y ciudadana. Discuta hasta

que punto esta experiencia de servicio comunitario le ha servido para transformar su vision sobre la comunidad Latina o su perspectiva sobre la historia y los dilemas actuales de la sociedad americana.

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**CORRECT USE OF SPANISH:** Adequate selection of vocabulary, verb conjugation; correct use of articles and prepositions.

**Evaluation of Community Service (To be completed by volunteer's supervisor at the LAA)**

Criteria	Value Points Received	Comments
<p><b>Time of service:</b> the student has completed the expected time of service of 30 hours; the student always shows up on time and stays in the event until the end.</p>	6 points	
<p><b>Voluntary work:</b> the student completes the tasks assigned according to the instructions given by the supervisor and applies skills to pursue the highest quality of service.</p>	6 points	
<p><b>Teamwork:</b> the student shows respect to other team members and contributes to create a professional environment by helping others and making meaningful contributions to the goals of the organization.</p>	6 points	
<p><b>Adaptability to cultural context:</b> the student adapts to the cultural context of service by showing respect to the clients, providing constructive responses to the challenges faced by the organization and its clients, while applying relevant cultural knowledge about the Latino communities in the tasks assigned by the supervisor</p>	6 points	