

SPANISH FOR COMMUNITY ANNUAL REPORT

Spanish for Community 2020-21 Annual Report



Virtual Encounters: Re-Imagining Experiential and Community Engaged Learning In a Digital Environment

Spanish for Community (SfC) is an Experiential and Community-Based Learning initiative of the Department of French, Hispanic and Italian Studies (FHIS) at the University of British Columbia (UBC). SfC develops linguistic and community-engaged learning projects with partner organizations in the Hispanic community, locally and abroad. The projects offer students transformative language and cultural learning opportunities related to social justice, diversity, equity and inclusion, human and earth rights, public health and education, and community art and culture.

Most of the projects are embedded within Spanish courses at UBC, but students and faculty interested can also participate as task volunteers, collaborators, and graduate or faculty fellows.

Significant accomplishments defined the 2020-21 academic year despite the challenges brought by the pandemic. Spanish for Community transitioned to the virtual sphere, so that it can continue delivering experiential and community engaged learning opportunities for students and connecting with partner organizations.

Here is a look at some of the amazing work we have accomplished together during the past academic year:

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TERM 1 OVERVIEW

SPAN 401: UPPER INTERMEDIATE SPANISH I, COMMUNITY ENGAGED LEARNING (CEL)

Spanish 401 is an intensely practical upper intermediate language course aimed to strengthen fluency and accuracy in spoken and written communication with emphasis on mediation, interpretation, and metalinguistic competencies through translation (English into Spanish) and comparative stylistics. Through a variety of activities from different professional specializations (Business, Journalism, Public Relations, and Literary and Cultural Studies), students will approach the nuances of mediation and contrast between languages, learn about theories and techniques of translation, grammatical and structural overlaps (or divergences) between Spanish and English, and discuss questions of fidelity, ethical implications when interpreting voice, culture, and text.

In alignment with [UBC's Strategic Plan](#), SPAN 401 also includes a Community Engaged-Experiential Learning component through Spanish for Community, whose main objective is to apply theory and practice in real and meaningful contexts through linguistic and translation projects for community organizations, locally and abroad.

AT A GLANCE:

- 29 students

Partnerships

- Mosqoy (Peru)
- Ratón de Biblioteca (Colombia)

Experiential & Community Engaged Learning

Translation Projects

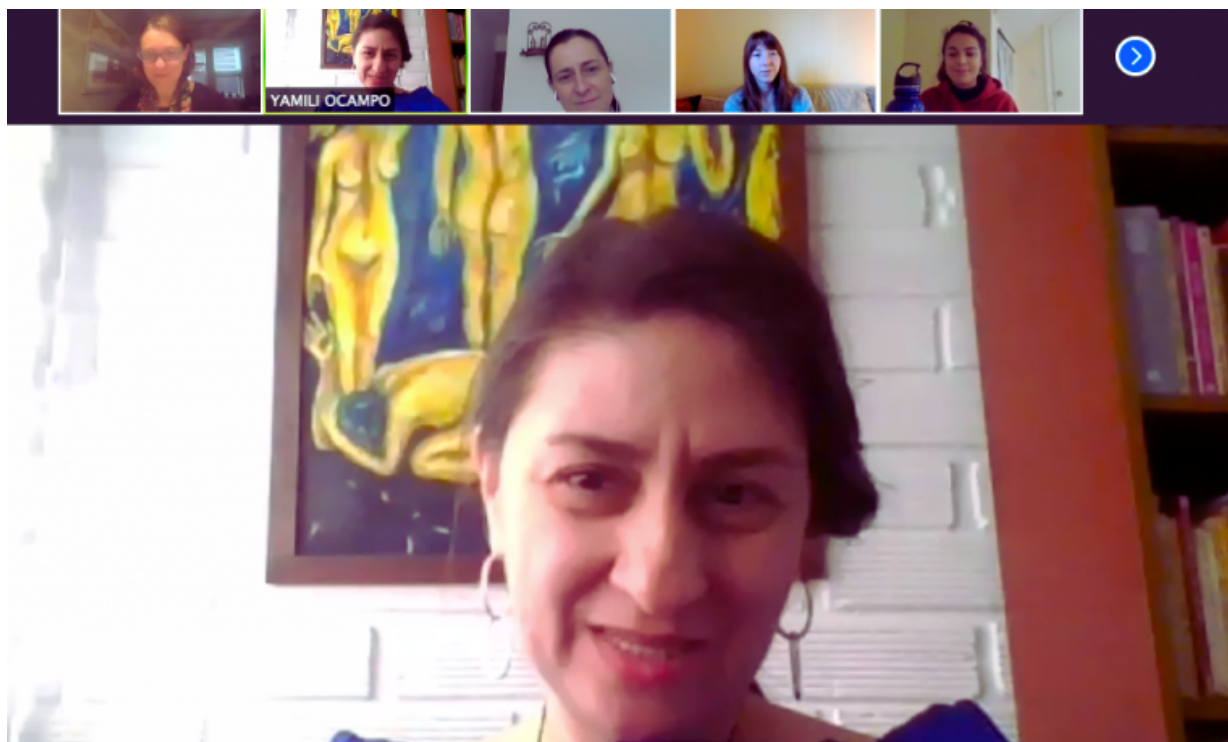
- Mosqoy Orientation Manual
- Ratón de Biblioteca Documents

Workshop Series (Co-Teaching Component)

- "Community Engaged Learning Orientation with Kyle Nelson"
- "From Peru to the Virtual Community: A Conversation with Ashli Akins"
- "From Colombia to the Virtual Community: A Conversation with Sandra Zuluaga Sánchez and Yamili Ocampo Molina"
- "Lost in Translation? English/Spanish Linguistic Opportunities and Challenges"
- "Introduction to Quechua"

Alignment with course curriculum and learning outcomes:

1. Apply translation theory and methods on authentic texts.
2. Develop strategies and solve questions of linguistic mediation in English to Spanish translation.
3. Develop strategies to solve questions regarding contextual implications (ethnic, gender, political and cultural) in linguistic mediation for community organizations.
4. Make connections between course content and its application in community specific contexts.



TERM 2 OVERVIEW

SPAN 302: INTERMEDIATE SPANISH I, EXPERIENTIAL LEARNING & COMMUNITY ENGAGED LEARNING (CEL) OPTION

Spanish 302 enhances proficiency through reading, writing, and discussion of relevant cultural topics aligned with CEFR level B1 objectives. The course's comprehensive curriculum allows students to deepen their Spanish skills through essay writing, engages with complex grammatical structures and up-to-date vocabulary through film, art, and literature while participating in current event discussions from Latin America and beyond.

In alignment with [UBC's Strategic Plan](#), SPAN 302 also includes an Experiential Learning component and an optional Community Engaged-Learning component through Spanish for Community, whose main objective is to give students the opportunity to participate in experiential and service-learning projects with organizations in Metro Vancouver and Colombia. Such engagements presented students with the opportunity to interact with our partners and practice Spanish while serving the community.

AT A GLANCE:

- Experiential Learning: 45 students
- CEL Component (Optional): 15 students

Partnership

- Ratón de Biblioteca (Colombia)

Workshop Series (Co-Teaching Component)

- "From Colombia to the Virtual Community: A Conversation with Sandra Zuluaga Sánchez & Yamili Ocampo Molina"

Community Engaged Learning (CEL) Projects:

- Translation Projects, Ratón de Biblioteca
- Community Libraries Report (Local and Global Research)
- Talleres virtuales (Synchronous Virtual Workshops), Ratón de Biblioteca
- Fundraiser
- Screening Event & Panel Discussion

Alignment with course curriculum and learning outcomes

1. Identify and apply cultural, and topic-specific vocabulary and grammar structures in appropriate contexts, through community engaged learning projects.
2. Expand and develop cross-cultural awareness and understanding by studying, describing, and comparing critically diverse aspects of the Hispanic culture by participating in (optional) community engaged learning projects.
3. Make connections between course content and its application in community specific contexts.

HIGHLIGHTS

TALLERES VIRTUALES (VIRTUAL WORKSHOPS)

Overview:

- English-Spanish Class Facilitators: SPAN 302 CEL students
- Partner Organization: Ratón de Biblioteca (Colombia)

Alignment with course curriculum and learning outcomes

- Intercultural and inter-linguistic communication experience through Spanish-English interaction with students from our partner organization, Ratón de Biblioteca.



Spanish for Community presents:
DAYS OF THE WHALE
 FILM SCREENING & PANEL DISCUSSION

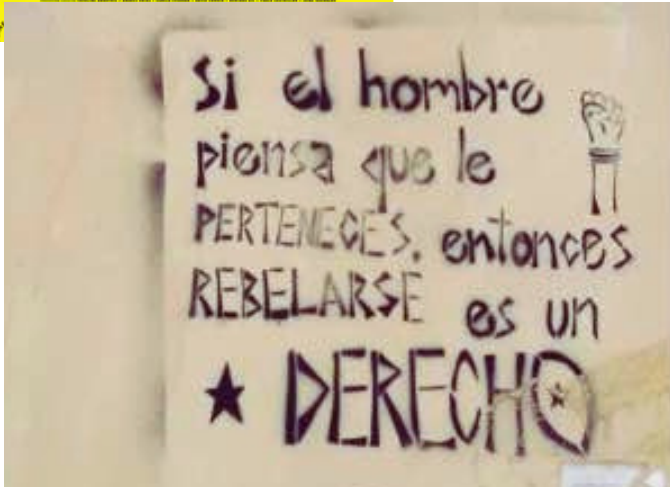
April 8, 2021
 5:00 PM
 Online
fhis.ubc.ca

Explore the relationship between street art and power through a virtual screening and panel discussion with Catalina Arroyave Restrepo, director of *Days of The Whale*, in addition to Colombian writer and muralist Santiago Rodas, and UBC faculty members Jon Beasley-Murray, Alessandra Santos and María Adelaida Escobar Trujillo.

Online Screening Event and Panel Discussion

Spanish for Community held a public screening of *Days of the Whale*, followed by a discussion with film director, Catalina Arroyave Restrepo, Colombian writer and muralist Santiago Rodas, and UBC faculty members María Adelaida Escobar Trujillo, Alessandra Santos and Jon Beasley-Murray.





Presenters: Ariel M., Tatiana L. and Ana I.
Location: Mexico

Alignment with course curriculum and learning outcomes

- Identify and apply cultural, and topic-specific vocabulary and grammar structures in appropriate contexts, through community engaged learning projects.
- Expand and develop cross-cultural awareness and understanding by studying, describing, and comparing critically diverse aspects of the Hispanic culture by participating in (optional) community engaged learning projects.
- Make connections between course content and its application in community specific contexts.

SPAN 302 students end of term student presentations
“Street Art Narratives: Walls of Persistence”
centered around the theme: Days of the Whale: La calle, los murales y la acción colectiva

FUNDRAISER (STUDENT LED INITIATIVE)

Many thanks to the professionalism and enthusiasm of our student-led fundraising initiative, the generosity of our donors, the incessant strength of Fundación Ratón de Biblioteca, wall reparation crew members, muralist Santiago Rodas and his talented team, who have helped advance and complete the Casa de Lectura mural project, Villa Guadalupe.

Ratón de Biblioteca has provided a detailed report on expenses included in their general financial report as a registered Colombian non-profit community organization.

Help Community Library "Villa Guadalupe" Medellin



Maria Carbonetti is organizing this fundraiser.

I am Maria Carbonetti, and with an amazing group of students and colleagues, we need your help in enhancing public spaces for literacy, art and learning for vulnerable communities in Medellin, Colombia!

We are partners in a service-learning projects with Fundación Ratón de Biblioteca in Medellin, a community organization that provides

\$3,610 raised of \$3,500 goal

51 donors 244 shares 51 followers

Share

Donate now

Anonymous \$60 · 2 d

Anonymous \$50 · 6 d

Maria Helena Trujillo \$25 · 7 d

See all

See top donations

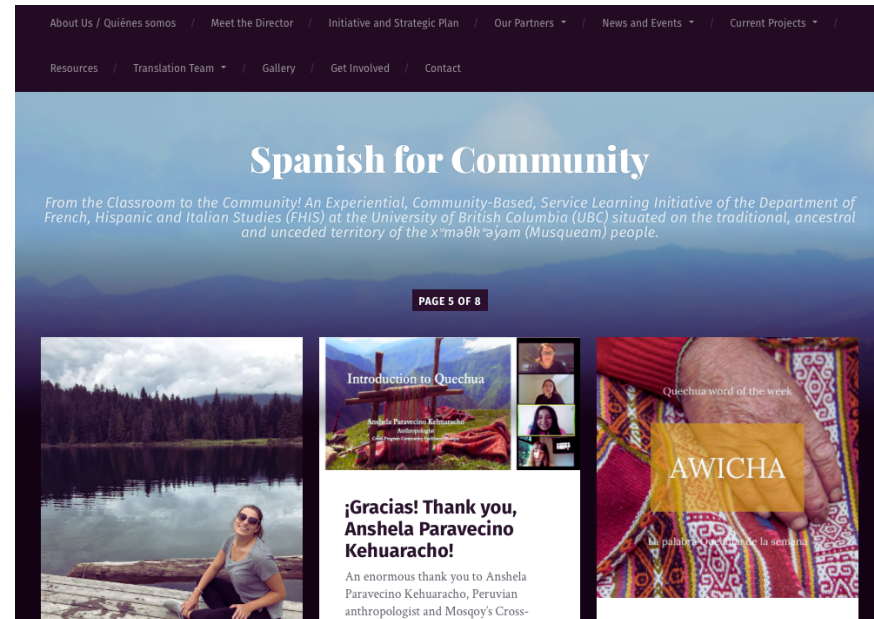


CO-CURRICULAR PROJECTS

TRANSLATION TEAM

A group of professional, enthusiastic, talented, and truly generous students worked on projects for the following organizations:

- Collingwood Neighbourhood House
(Vancouver, Canada)
- Community Health Centre: RISE
(Vancouver, Canada)
- Fundación Ratón de Biblioteca
(Medellin, Colombia)



Spanish for Community Blog

A revitalized digital space with updated content: projects, events, student spotlights, and more!

Spanish for Community FHIS: Community Engaged Projects and Training Course

A Canvas self-enrolled course for Spanish for Community students and faculty.

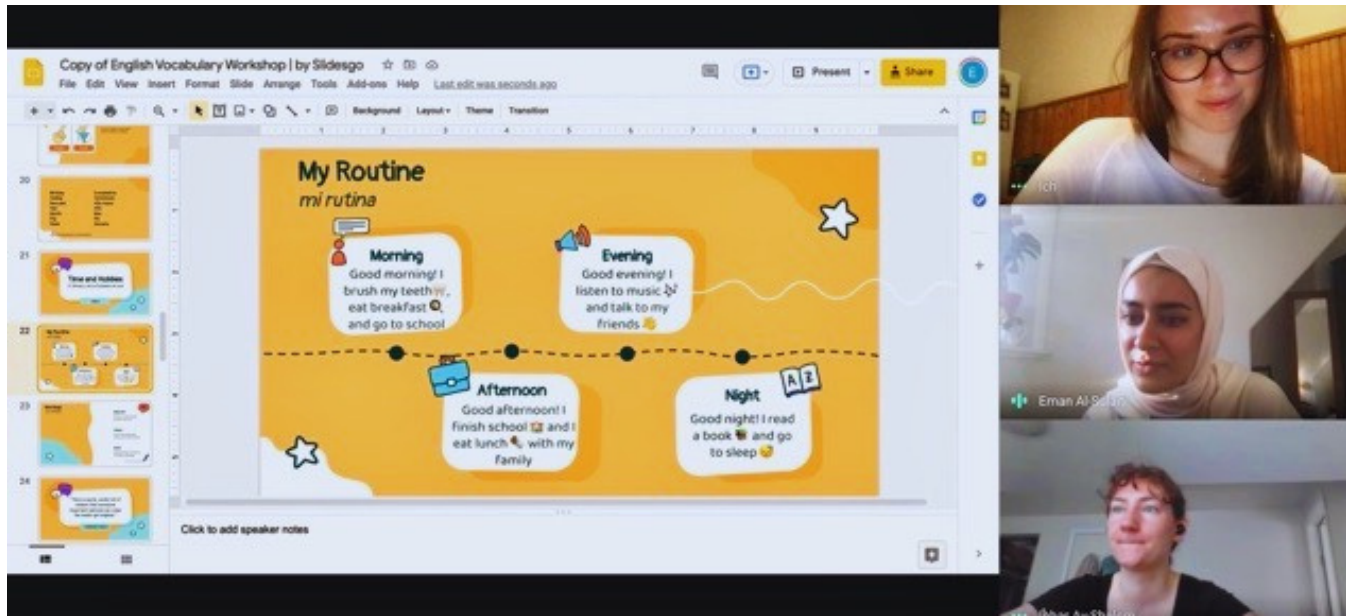
Home
Syllabus
Announcements
Modules
Assignments
Discussions
People
Pages
No content. Not visible to students
Outcomes
Rubrics
Quizzes
My Media
Media Gallery
Library Online Course Reserves
Chat
LockDown Browser
Course Evaluation

Spanish for Community FHIS: Community Engaged Projects and Training

Jump to Today
Edit



SUMMER PROJECTS



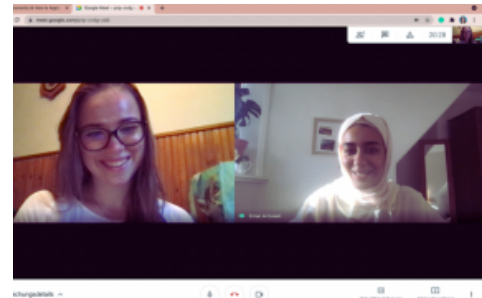
- Talleres virtuales de verano (Summer workshops), Ratón de biblioteca
- Translation projects
- “Casa de lectura Villa Guadalupe Community Mural Project” follow-up



STUDENT TESTIMONIES



"By meeting the founders of the collaborating organisations, working on the translations as a group, and discussing relevant theories and their applications in class, I saw that the value of a translation – that is, the physical product of experiences and interpretations – lies in the genuine acknowledgement and interaction with not only the text, but also its purpose. In effect, this course's most rewarding aspect was that we worked towards a tangible cause, not a grade" Eman Al-Sulaiti, SPAN 401 student



"In SPAN 302, I had the opportunity to work with Maria Carbonetti and Lorenia Salgado in partnership with Ratón de Biblioteca, a Colombian community library organization. I was so blessed to have the opportunity to do a research project in which we explored community libraries throughout Central America to implement new services and programs. I also assisted with the translation of fundraising presentations to help collect funds for future projects." Gabriela Lopez Gonzalez, SPAN 302 student

¡GRACIAS!



We are extremely thankful to the FHIS community, the Centre for Community Engaged Learning (CCEL), the Latin American Studies program, and all of our students, colleagues, volunteers, partners, liaisons, and supporters.

With appreciation,

Dr. María Carbonetti, *Spanish for Community* Director

Lorenia Salgado-Leos, *Spanish for Community* Graduate Academic Assistant