

**SRVL 393A: SPTP: Campus Leadership through Service-Learning**  
**Course Syllabus**  
Fall 2015

**Course Format:** Community/Campus-Based Service-Learning Course

**Credit Hours:** 3

**Course Meeting Day & Time:** Wednesdays, 5:00-6:50pm

**Course Location:** G-10 Oglebay Hall

This course requires regular attendance for seminars and class discussions as directed by the instructor. Additionally, students are required to complete at least **30 hours of service** outside of class time with their student organization (or on-campus group).

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*\*All assignments should be emailed to Alexis and Marrah.*

**Office hours:** Appointments may be requested any time by email

**I. Course Objective:** To build capacity of on-campus organizations by helping active members to reframe service and civic engagement that they undertake for greater long-term impact and stronger community connections.

**II. Course Description:**

Service-learning courses include four essential elements. They:

1. Enable students to enhance learning while engaging in hands-on service;
2. Provide service that benefits the community partner and the student;

3. Engage students in reflection and critical inquiry that link learning from service to academic learning; and,
4. Have the potential to promote community and civic engagement by relating service experiences to issues of public concern.

This course has no prerequisites. All students must be active members of a student organization and must be committed to advancing their organization's mission through service. The basic responsibilities of the student, instructor, and service-Learning community partner agency are outlined below.

***The student will:***

1. Register with iServe and complete the 30 required service hours, using iServe to track their service.
2. Actively participate in course seminars.
3. Actively participate in regular class discussions.
4. Apply seminar topics and discussions to specific service goals connected with their organization.
5. Enhance leadership skills by practicing various elements of leadership in organizing, implementing, and participating in community service activities.
6. Complete 3 guided reflection journals and an end-of-semester presentation.

***The instructor will:***

1. Assist the students in identifying projects and community service activities, as needed.
2. Connect students to University resources to implement projects, as needed.
3. Serve as a liaison between the students, community partners, campus leaders, and others, providing guidance, continuous support, and mediation when needed.
4. Supervise the student's academic work and provide feedback and grading as well as communicate with partners to evaluate on-site work and/or project outcomes.
5. Facilitate reflection activities, class meetings, or community partner meetings when needed.

**III. Expected Learning Outcomes:**

**As a result of this course, it is expected that students will be able to:**

1. **Connect** leadership to organizational service through service-learning and civic engagement focused in higher education, public service, and advocacy.
2. **Summarize** why service, leadership, and civic engagement are important for students and universities and how these concepts intersect.
3. **Justify** the use of service and civic engagement by their student organizations as a means of achieving their organization's mission and goals.
4. **Illustrate** the impact of service-learning by completing placement.
5. **Demonstrate** critical thinking through understanding developed during service, including the identification, framing, resolving, and readdressing of social issues or problems.
6. **Assess** connection to academic study, lessons learned, and interpersonal value of service-learning experience.

**IV. Required Text**

There is no required text for this course.

## V. Overview of Assignments and Grading Policies

### Grading Scale

3 Credit Hours	Points possible	% of Total Points
Project Proposal Submitted	50	5%
Reflection Journal #1	50	5%
Reflection Journal #2	50	5%
Reflection Journal #3	50	5%
Seminar Attendance and Participation (5 x 30 points each)	150	15%
Attendance and Participation in Class Discussions (10 x 10 points each)	100	10%
Final Project Presentation	300	30%
Completion of required hours	200	20%
Project Self-Evaluation Submitted	50	5%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>
<b>Grading Scale: A 900 - 1000 B 800 - 899 C 700 - 799 D 600 - 699 F 599 &amp; below</b>		

### Grading Policy

An automatic Unforgivable F will be given to any student who has forged or falsified signatures, service hours, or activities.

### Attendance Policy

All seminars are required. If for some reason you are unable to attend a seminar, students must notify the instructor in writing in advance, giving the reason for the absence. The instructor reserves the right to determine whether or not to excuse the absence. All unexcused absences will negatively impact student grade.

### Late Assignment Policy

***Students must receive permission from the instructor via email prior to the due date to submit any work late. Any unexcused late work received within one week of due date will receive half credit. Students will receive a zero for any work received more than one week after the due date.*** In the event that you foresee having an issue turning in an assignment on time, you may ask the instructor permission for an extension (only acceptable by email). Extensions will only be granted if the request is made prior to the assignment due date, and the instructor reserves the right to deduct points for late work. The syllabus details all assignments and due dates and will be the student's best resource for planning accordingly.

## VI. Assignment Details & Instructions

### A. Service-Learning Project and Service Hours

Students in this course will lead a project completing their service hours in cooperation with their respective student organization. Service-learning projects should produce deliverable products that are lasting and meaningful as well as effective in meeting organizational goals and campus/community needs.

## Process for completing, reporting, and verifying service hours

In order to successfully complete projects, students must serve a minimum of 30 service hours. Students are required to create an account in iServe, the online service management system used by the Center for Service and Learning, and report all service hours in the system.

1. Create your **iServe Account**
  - Log on to <http://iserve.wvu.edu>
  - Create your user account
  - Use a unique username and password
2. You will complete **the Service-Learning Project Proposal** form and obtain the signature of your organization's faculty advisor. Be sure to include all the details about your service assignment on the project form. **It is the student's responsibility to ensure that once completed, it is returned to the CS&L before the due date indicated in your syllabus.**
3. Completed forms should be hand-delivered to the CS&L or emailed to [serveandlearn@mail.wvu.edu](mailto:serveandlearn@mail.wvu.edu) by the due date indicated completed with required signatures.
4. Upon receipt of your project proposal **the CS&L will place you with a designated service-learning opportunity created by the CS&L in iServe** so that you can report your hours. You will be notified by email to confirm your placement. **Do NOT sign-up for an organization in iServe.**
5. Complete your service-learning project hours by the due date indicated in your syllabus.
6. Log into your account at <http://iserve.wvu.edu> and click on Report My Service to submit your service hours. You may do so anytime, and should try to report service periodically as you complete hours. Fill out all information regarding your service, including whether your hours were "on-site" or "off-site" (use the Service Activity text box) and be sure to pick **Specific Course** as **Reason for Service**. You then can choose **SRVL 393A** from the next drop-down menu.
7. Once verified and approved, the hours will be finalized in your logbook for your records. The CS&L reserves the right to verify hours with organizational advisors or officers.
8. You will complete **a Project Self-Evaluation** form regarding your service and completion of goals proposed and obtain the signature of your organization's faculty advisor. **It is the student's responsibility to ensure that once completed, it is returned to the CS&L before the due date indicated in your syllabus.**

## B. Guided Preflection Journals

You will write reflective journals throughout your service assignment. The journal should not be a log of the events and activities, but rather a collection of the various connections and reflections you have made during your service experiences. See the following guidelines for each of your required journal entries. **Each should be 2-3 double-spaced pages in length.** Grammar and transitions between thoughts are critical. Journal entries are due **as listed in the Course Schedule.**

### **Preflection 1: Higher Education**

- What is the purpose of higher education?
- In what ways is an institution of higher education a benefit to its surrounding community? In what ways is it a burden?
- What can universities do to encourage their students to become lifelong advocates?
- Do you think that institutions of higher education do a good job at fostering civic engagement among their students? If you were Dr. Gee, would this be a priority for you here at WVU? How would you go about accomplishing it?
- How has your college experience made you a better civic citizen?

### **Preflection 2: Public Service**

- What do you think public service is? What types of activities does it include?
- Have you engaged in public service before this class? If so, how did it impact you?
- Have you ever been impacted by someone else doing public service, either formally or informally? (E.g. have you had a mentor, seen people picking up litter in your neighborhood, received a scholarship as a result of a group of people doing fundraising, etc.) How did it impact you?
- Is civic engagement rising or declining in our culture? Is it rising/falling among certain demographics or age groups (*please cite sources when you answer this question*)? Why do you think that is?
- Do you think it is important for college students to engage in public service? Why or why not?

### **Preflection 3: Advocacy**

- Have you ever needed someone to be an advocate on your behalf, either directly or indirectly? If so, when and has it impacted you?
- Is there a certain population or issue that you are passionate about advocating for?
- List at least three different types of advocacy and discuss what types of impact they make.
- Look up some statistics about income diversity, racial diversity, and gender diversity in the United States, in West Virginia, and at WVU. Now look up the same statistics among CEOs, members of congress, and federal judges. What are you able to find and how do they compare?
- Do you think organizations or companies should strive to have diverse workforces? Should they strive to have diverse leadership? How high of a priority should this be and why?

## E. Reflective Presentation

The Reflective Presentation is a way for you to build a reflective summary of the activities and connections you have experienced throughout the semester. This should be in PowerPoint or Prezi format. Students will email their presentation to the instructors one week prior to the presentation date and receive feedback. See the **Course Schedule** for due dates.

### A strong presenter will:

- *Tell the story of your experience without you reading off of notes*
- *NOT read off of the slides*
- *Share time equally with their co-presenter*

### A strong presentation will:

- *Have LOTS of visuals and pictures*
- *Have FEW words on each slide*
- *Be well-organized with a clear structure*

Presentations should be 10-15 minutes long, using the following outline as a recommendation for which topics should be covered.

### **Introduction:**

- Which student organization are you with?
- What do they do and what are their goals?
- What service project(s) or activities did you undertake?

### **Preflections:**

- *Highlight some of the most interesting things that you realized or thought about through your written reflections (use the “I know \_\_\_\_\_ because iServe” model)*

### **Higher Education:**

- How did you frame your service in terms of higher education?
- How did your service further the mission of WVU?
- Did it make a difference in how you experienced the service?

### **Advocacy:**

- How did you frame your service in terms of advocacy?
- Who/what were you advocating for?
- Did it make a difference in how you experienced the service?

### **Public Service:**

- How did you frame your service in terms of public service?
- What aspect(s) of public service was your service most closely correlated with?
- Did it make a difference in how you experienced the service?

### **Your academic enhancement:**

- What skills did you use?
- What theories relate to this agency and your work?
- What other areas (academic courses) could have had an impact on your learning?

**The Impact:**

- How has your student organization been affected?
- How has WVU been affected?
- How has the community been affected?
- How you were personally affected?

**Conclusion:**

- How have you changed personally and academically throughout the course?
- What views that you held previously (knowingly or subconsciously) changed throughout this course?
- What were the positives and negatives of this experience?
- What are the most important “take-aways” or lessons learned for you from this experience?
- **Define your personal action step that will define your commitment to continuing the service you’d done during the semester.** What will you do, how will you do it, when will you do it, and whom will it impact?

**VII. Course Schedule**

Readings and assignments may be modified, added or deleted as deemed necessary by the instructors.

Date	Class Activity/Topic	Assignment Due
August 19	Informal Class Meeting (5-6pm)	Course info, approvals, discussion with instructors
August 26	<b>Seminar 1: Course Introduction</b> Personal Reflection Activity	Register for iServe
September 2	Class Meeting (Discussion: Higher Education)	<ul style="list-style-type: none"> <li>• Project Proposal form Due</li> <li>• Preflection Journal #1 Due</li> </ul>
September 9	<b>Seminar 2: Higher Education</b> <b>Guest Speaker: Dr. Gordon Gee, President, West Virginia University</b>	
September 16	Class Meeting	
September 23	Class Meeting (Discussion: Public Service)	Preflection Journal #2 Due
September 30	<b>Seminar 3: Public Service (Municipal/Local)</b> <b>Guest Speaker: Ed Preston, Chief, Morgantown Police Department</b>	
October 7 <i>(tentative)</i>	<b>Seminar 3: Public Service (Statewide)</b> <b>Guest Speaker: Senator John R. Unger II, Minority Whip, WV State Legislature</b>	
October 14	No Class Meeting	At least 15 Hours of Service must be logged in iServe
October 21	Class Meeting	
October 28	Class Meeting (Discussion: Advocacy)	Preflection Journal #3 Due

Date	Class Activity/Topic	Assignment Due
November 4	<b>Seminar 4: Advocacy</b> <i>Guest Speaker: Daniel Brewster, Teaching Instructor, WVU Sociology &amp; Anthropology</i>	
November 11	Class Meeting	
November 18	Class Meeting	
November 25	No Class Meeting (Thanksgiving Recess, November 21-29)	
December 2	Class Meeting	<ul style="list-style-type: none"> <li>• All 30 Hours of Service must be logged in iServe</li> <li>• Presentations emailed to instructors</li> </ul>
December 9	<b>Seminar 5: Student Presentations</b> Personal Reflection Activity	<ul style="list-style-type: none"> <li>• <b>Attendance Mandatory for All Students</b></li> <li>• Project Self-Evaluation Due</li> </ul>

## **VIII. UNIVERSITY POLICIES**

### **A. ACADEMIC HONESTY AND INTEGRITY**

This course, and all WVU courses, upholds academic honesty and integrity. Students are expected to subscribe to the following statement: “Students should act to prevent opportunities for academic dishonesty to occur and in such a manner to discourage any type of academic dishonesty.

Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud” (WVU Undergraduate Catalog). The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (WVU Student Handbook).

**An automatic Unforgivable F will be given to any student who has forged or falsified signatures, service hours, or activities.**

**B. SOCIAL JUSTICE and INCLUSIVITY**

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination.

Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

**C. CONDITIONS FOR GIVING AN "I"**

Students are expected to complete course work in the semester in which the course is taken. From time to time, events that are clearly beyond the control of the student may prevent the timely completion of a course. Should you find yourself facing such circumstances, you may wish to discuss this with your instructor and see if an incomplete should be given until the late work can be completed. Faculty are not required to give an incomplete and would not be expected to do so where there are not compelling reasons to justify the request.