

## Service-Learning 495 Independent Study in Service-Learning Course Syllabus Fall 2015

**Course Format:** On Site Community-Based Service-Learning course (no regular class meetings)

**Credit Hours:** 1-6

**Service Hours per Credit Hours:**

1 Credit= 20 service hours

2 Credits= 30 service hours

3 Credits= 45 service hours

4 Credits= 60 service hours

5 Credits= 75 service hours

6 Credits= 90 service hours

**Course Meeting Day & Time:** This course requires an initial meeting with the Program Coordinator or other designated staff at the Center for Service and Learning. The meeting is by appointment only and should take place during the first 2-3 weeks of classes (unless otherwise instructed). Students should visit the CS&L website (<http://service.wvu.edu>) prior to their appointment. Specifically, students should visit the CS&L's list of [Community Partners](#) and [Campus Partners](#) to research partner organizations they might like to work with for their service project if they don't already have a partner in mind.

**Select your top 3-5 choices for partner and email them to the instructor.**

- Be sure to consider the site location (*do you have transportation to get there?*)
- Be sure to consider the organization's schedule (*does this fit in with your classes, job, etc.?*)
- Read about the site's mission and programs (*does this fit your skills, talents, and interests?*)
- Consider the population served there (*is this experience a good fit for your learning goals?*)

The student and the community partner will determine on-site service-learning hours. THERE WILL BE NO **REGULAR** CLASS MEETINGS FOR THE COURSE, however the instructor may schedule seminar sessions or meetings periodically for reflection activities or for final presentations.

**Instructor:** Alexis McMillen, MPA  
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**Office hours:** Appointments may be requested any time by email

## I. Course Description:

**Definition of service-learning:** *“Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.”* (B. Jacoby, *Service-learning in Higher Education*, 1996)

Community and campus partners provide on-site supervision to students. Partner sites vary, as do the service-learning projects available. This course has no prerequisites. The goal of this course is to introduce students to service-learning and the academic impact of civic engagement.

The basic responsibilities of the student, instructor, and service-Learning community partner agency are outlined below.

### ***The student will:***

1. Complete the total required service hours in a professional work setting, using iServe to track their service.
2. Complete a **Service-Learning Contract**, which details the placement setting and his/her responsibilities within that setting, as well as a plan to connect the student’s service to course outcomes, and submit revisions to this form if the placement details change.
3. Communicate effectively and regularly with their instructor and community partner throughout the placement.
4. Complete all required service hours, service activities, guided reflection entries, academic coursework, and final project requirements.
5. Ensure that the community partner has completed and submitted the **Service-Learning Evaluation** to the instructor by the due date.
6. Attend assigned class meetings as determined by the instructor.

### ***The instructor will:***

1. Assist the student in choosing/developing a service-learning project and placement details.
2. Serve as a liaison between the student and the community partner, providing guidance, continuous support, and mediation when needed.
3. 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.
4. Facilitate reflection activities, class meetings, or community partner meetings when needed.

### ***The service-learning partner will:***

1. Develop a schedule of hours and assigned tasks/activities (with the needs of the agency and the student receiving mutual benefit) that provide the student with a plan for successful completion of their required service hours and project goals.
2. Assign a supervisor to participate in the student’s learning experience, monitor their progress, and provide guidance and in accordance with the intent of the service-learning experience. The supervisor will also complete forms related to the student’s placement including (but not limited to) the SL Contract and SL Evaluation.
3. Contact the instructor for assistance, clarification or concerns, in a timely and pro-active fashion as to facilitate success for the student, the assigned service project, and the agency.

## II. Expected Learning Outcomes:

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

1. **Develop familiarity with a non-profit community/campus partner**, its mission, programs, and people served, putting special emphasis on the social issues/problems addressed by the partner.
2. **Complete a service-learning placement** that includes direct service (on-site working directly with clients), indirect service (working on-site/off-site on project-based or administrative tasks), or a combination of both.
3. **Enhance personal strategies for problem solving skills by applying academic theories** and the foundation existing from past courses and academic experience, as well as learning opportunities presented during the service placement.
4. **Demonstrate critical thinking through understanding developed during service**, including the identification, framing, resolving, and readdressing of social issues or problems.
5. **Identify how at least three (3) theories or concepts from your major/minor area of study have contributed to your understanding about the service placement** you completed and social issues/problems facing the community in which you served.
6. **Demonstrate connection to academic study, lessons learned, and interpersonal value of service-learning experience** through design and presentation of an Electronic Project Portfolio (EPP).

## III. Course Schedule

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

Date	Activity/Assignment Due
Weeks of Aug. 17 and Aug. 24	Classes begin, Course materials emailed to students, meet or speak with instructor to choose community partner (if needed)
Sunday, Sept. 6	Guided Reflection <b>Journal 1</b> due (email to instructor by 11:00pm)
Tuesday, Sept, 8	Meeting with CS&L and <b>iServe</b> Registration <u>must</u> be complete
Monday Aug. 17- Friday Sept. 11	Meet with Community Partner, complete <b>Service-Learning Contract</b> and return to CS&L <b>any time before but no later than 4:00pm, Friday, Sept. 11, 2015.</b> You may begin service hours <b>ONLY</b> after this has been submitted to the instructor.
Sunday, Sept. 20	<b>Article 1</b> Review due (email to instructor by 11:00 p.m.)
Sunday, Sept. 27	Guided Reflection <b>Journal 2</b> due (email to instructor by 11:00pm)

Date	Activity/Assignment Due
Week of Oct. 5-9	<b>Mid-Semester Class Meeting</b> (time/day/location TBA)- Group Reflection Session (1 hour)
Sunday, Oct. 11	Guided Reflection <b>Journal 3</b> due (email to instructor by 11:00pm)
<b>Oct. 10-13</b>	<i>Fall Break—Have a safe weekend!!</i>
Sunday, Nov. 8	<b>Article 2</b> Review due (email to instructor by 11:00pm)
Sunday, Nov. 15	Guided Reflection <b>Journal 4</b> due (email to instructor by 11:00pm)
Friday, Nov. 20	<b>Article 3</b> Review due— <b>[5-6 Credit hour students ONLY]</b> (Email to instructor by 4:00 p.m.)
<b>Nov. 23-27</b>	<i>Thanksgiving Recess—Enjoy your break!!</i>
Week of Nov. 30 (time/date TBA)	<b>Electronic Project Portfolio (EPP) Presentations (MANDATORY)</b> Final Schedule and Location for presentations TBA
Friday, Dec. 4	All must be completed by 4:00pm (by email or in person) <ul style="list-style-type: none"> <li>• Complete and report in iServe all required service hours</li> <li>• Submit Service-Learning Evaluation completed by partner</li> <li>• Submit final version of EPP by email</li> <li>• Guided Reflection <b>Journal 5</b> due</li> </ul>

#### IV. Required Text

While there is no required text for this course, there are 2 articles you will need to read and fully understand. Both will be emailed to you in pdf format.

1. Harris Lawton, Pamela. (November 2010). [Hand-in Hand, Building Community on Common Ground](#) *Art Education*, v63 n6, November 2010 p6-12.
2. Hidayat, Dadit and Pratsch, Samuel. [“Chapter 9, Principles for Success in Service-Learning—The Three Cs”](#) *The Unheard Voices: Community Organizations and Service Learning*. Stoecker, Randy and Tyron, Elizabeth A. Philadelphia, PA: Temple University Press, 2009.

#### V. Assignments and Grading

##### **Grading Scale**

See Point breakdown for Assignments by Credit Hours Section.

##### **Grading Policy**

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

### Attendance Policy

The community partner will evaluate student attendance using verification through iServe and by accounting for attendance and participation using the Service-Learning Evaluation.

### Assignment Due Dates

***Late work will not be accepted unless you have received permission from the instructor by e-mail prior to the due date.*** Independent Study is a self-paced course and is only approved for students who exhibit the skills necessary to be responsible for ensuring that they can complete assignments and service hours in a timely way without consistent guidance. ***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.

### Course breakdown by Credit Hours

Credit Hours	Service Hours <i>40% of Grade</i>	Journal entries <i>15% of grade</i>	Articles <i>15% of grade</i>	Partner Evaluation <i>20% of grade</i>	EPP <i>10% of grade</i>	Total Points Possible
1	20 Hours Completed at 20 points each	3 Journal Entries at 50 points each	1 Article Review at 150 points	1 Partner Evaluation at 200 points	1 EPP at 100 points	<b>1000</b>
2	30 Hours at 13 points each					
3	45 Hours Completed at 8.9 points each	4 Journal Entries at 37.5 points each	2 Article Reviews at 75 points each	1 Partner Evaluation at 200 points	1 EPP at 100 points	<b>1000</b>
4	60 Hours Completed at 6.7 points each					
5	75 Hours at 5.3 points each	5 Journal Entries at 30 points each	3 Article Reviews at 50 points each	1 Partner Evaluation at 200 points	1 EPP at 100 points	<b>1000</b>
6	90 Hours Completed at 4.4 points each					

### Point breakdown for Assignments by Credit Hours

1-2 Credit Hours	Points possible
Article 1 Review	150
Guided Reflections Journals (50 points each x 3—Reflections #1, #4, and #5)	150
Presentation of Electronic Project Portfolio (EPP)	100
Completion of required hours	400
Community Partner's Evaluation	200
<b>TOTAL</b>	<b>1000</b>
<b>Grading Scale: A 900 – 1000 B 800 - 899 C 700 - 799 D 600 - 699 F 599 &amp; Below</b>	

3-4 Credit Hours	Points possible
Article 1 Review	75
Article 2 Review	75
Guided Reflections Journals (37.5 points each x 4--Reflections #1, #2, #4, and #5)	150
Presentation of Electronic Project Portfolio (EPP)	100
Completion of required hours	400
Community Partner's Evaluation	200
<b>TOTAL</b>	<b>1000</b>
<b>Grading Scale: A 900 – 1000 B 800 - 899 C 700 - 799 D 600 - 699 F 599 &amp; Below</b>	

5-6 Credit Hours	Points possible
Article 1 Review	50
Article 2 Review	50
Article 3 Review	50
Guided Reflections Journals (30 points each x 5—Reflections #1-5)	150
Presentation of Electronic Project Portfolio (EPP)	100
Completion of required hours	400
Community Partner's Evaluation	200
<b>TOTAL</b>	<b>1000</b>
<b>Grading Scale: A 900 – 1000 B 800 - 899 C 700 - 799 D 600 - 699 F 599 &amp; Below</b>	

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

Students in this course will lead a project completing their service hours (see course credit/service hours chart) in a professional work setting at a community partner agency. Service-learning projects should produce deliverable products for partners that are lasting and meaningful as well as effective in meeting community needs. The community partner will evaluate the student on willingness to learn new ideas/concepts, punctuality, reliability, attendance, appropriateness of behavior, level of application and

commitment to assigned tasks, and demonstration of learning outcomes. This evaluation must be returned to the CS&L by date given in the above **Course Schedule**.

### **Service Hours and Service-Learning forms**

In order to successfully complete projects, students must serve a minimum of the recommended service hours per credit hours chosen. 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 are responsible for planning a meeting with your Community Partner. Please be respectful of their schedule and availability.
3. You will complete **the Service-Learning Contract** during this meeting with your Partner. Be sure to write all the details about your service assignment on the contract form.
4. Completed forms should be turned into the CS&L or emailed to [serveandlearn@mail.wvu.edu](mailto:serveandlearn@mail.wvu.edu) by the due date indicated.
5. Upon approval, **the CS&L will place you with your designated service-learning opportunity** in iServe. You will be notified by email to confirm your placement. **Do NOT sign-up with the organization in iServe.**
6. Complete your service-learning project hours by the due date indicated in your syllabus.
7. 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 495** from the next drop-down menu.
8. Once verified and approved by your Community Partner, the hours will be finalized in your logbook for your records.
9. Your partner will complete the **Service-Learning Evaluation** regarding your performance at the end of your placement. **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 Reflection Journals

You will write reflective journals as you complete 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 at least 1 double-spaced page in length.** Grammar and transitions between thoughts are critical. Journal entries are due **as listed in the Course Schedule.**

### **Reflection 1: PRE-SERVICE REFLECTION**

*Write this journal before your initial visit with your community partner. This exercise will help you develop a frame of reference through which you will observe your interactions and be able to become aware of your own expectations and stereotypes.*

- What are some of the major social issues/problems facing this community?
- How do they compare with your hometown? (If you are from the local area, tell about how this compares to the nation as a whole?)
- What comes to mind when you hear the word “community”? What about the word “service”?
- What role do you think that service-learning will have in your college education?
- What might the clients and employees at your placement site expect of you?

### **Reflection 2: CONSIDERING THE COMMUNITY**

*Write this journal after your initial visit with your community partner. You should think about the Project Acceptance Contract you completed with the partner and the commitments made by both parties.*

- What is the mission of your partner organization? What programs are offered to carry out the mission? Are there other sites in the community that offer similar programs?
- What social issue/problem does the organization aim to address? Write about someone you know (including yourself if applicable) who may benefit from the services at this agency.
- What role will you play at your placement site to contribute to the mission, programs, or alleviation of social issues/problems?
- What specific tasks will you complete while serving there? What do you hope to gain or learn from the experience?

### **Reflection 3: SERVICE-LEARNING THROUGH PHOTOGRAPHS**

*For this journal entry, you will need to take at least 3 photographs of you engaging in your service-learning project. The first photo should be of you in front of the agency, their sign, or something unique to that agency. The second photo should be of you interacting with the staff or clients of your agency\* (i.e. reading a book to children, going over papers with your supervisor, working on a specific part of your service). The photos should be pasted into your reflection paper.*

*\*Most agencies have certain restrictions on photos taken due to client confidentiality so you must ask what kinds of pictures would be allowed for this assignment. You must also receive permission from the other people in the photos before submitting them.*

- Describe your service assignment or project and the environment in which you are working. For each photo, describe what or whom it portrays, and why you chose it for your reflection. What does each photo capture about your service-learning project?
- Show your pictures to a friend who is new to or not from this community. What can you tell them about your community partner site and about what you’ve learned so far? What can you tell them about the social issues or problems being addressed by the partner organization?



- What have you learned about the population affected by this issue? Why is it a problem and what do you think is the cause? What is needed to alleviate this problem?

#### **Reflection 4: CONNECTIVITY OF PERSONAL EXPERIENCE TO THEORY**

*Think about the concepts and theories that you have studied throughout your college career. Some, most likely from your major/minor areas of study probably stand out to you. Now think about your view of the world and the amount to which you've been civically engaged.*

- List two concepts/theories you've learned in college and an example of how you've utilized them in your service placement. Did you expect this to happen? Do you think it helped you understand the concept?
- How did your experiential learning differ from the classroom learning you were offered previously? Is this a way that you learn effectively?
- How has your experience contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuit, or global citizenship? Please explain.

#### **Reflection 5: FUTURE IMPLICATIONS**

*This reflection should be completed as close to the end of (or after) your required service-hours as possible. Think about how this learning experience has impacted the way you view the world and social issues/problems. Consider what your core beliefs and values have been since you were a child and then consider if this experience has affected that in any way.*

- How will your efforts with this community partner contribute to social change? How will your experience influence your own choices and future career? What changes would you make to this experience if it were repeated?
- How can societies be more compassionate/informed/involved regarding the people served by this partner or the social issues it aims to address?
- What social and economic policy changes would alleviate the social issues/problems you encountered? What concepts/theories relate to how these changes might be made?
- What needs to be done from here? Who else needs to get involved? How will you continue to be involved?

### **C. Article Reviews**

Article assignments will require students to read the article assigned and write a review on each. In the article review the students will need to explain the connections of the content to the student's experience to date and respond to the guided questions for each article. Articles 1 and 2 are selected for the student and will be emailed to you at the beginning of the semester.

Each article review should be at least **3 pages in length, typed, double-spaced, in 12 point font** (Calibri, Cambria, Ariel, or Times New Roman), with 1" margins and labeled with **proper heading** (i.e. **Article 1 Review, Name, Date, Course**). MLA format should be utilized for internal citations. Each review will be graded on student's explanations of article connections, responses to the guided questions, proper grammar, sentence transition, and well-developed thoughts. Reviews must be turned in on time, as **listed in the above Course Schedule**, to get full credit.

### Instructor chosen Article 1

Harris Lawton, Pamela. (November 2010). [Hand-in Hand, Building Community on Common Ground](#) *Art Education*, v63 n6, November 2010 p6-12.

#### Guided Questions

1. *Describe the community-based art education service-learning project that this article discusses. Who was the community partner for the project and what was the purpose of the partnership? What community need is the project designed to meet specifically? What social issue or problem does it address? Why do you think the instructor chose this model for teaching her class?*
2. *What is community-based art education? Discuss some of the information presented about experiential learning, the origins of service-learning pedagogy, and how the classroom and community were integrated for the project. How does this model compare to the service-learning project you are doing for this class? Compared to your major, do you think art education is a good discipline to do service-learning? Imagine and describe a project with this same partner that would aim to connect with and help the same population of homeless people, but with a course from your major instead of art education.*
3. *What do you think were the biggest challenges for the instructor and students during this project? How about for the community partner? What strategies did they develop together to help make the partnership successful? Discuss the term “social transformation” and how reading about this project impacted you personally. Do you think it was a success... if so, why?*

### Instructor chosen Article 2

Hidayat, Dadit and Pratsch, Samuel. “[Chapter 9, Principles for Success in Service-Learning—The Three Cs](#)” [The Unheard Voices: Community Organizations and Service Learning](#). Stoecker, Randy and Tyron, Elizabeth A. Philadelphia, PA: Temple University Press, 2009.

#### Guided Questions

1. *Discuss the three Cs that lay out principles for success in service-learning. For each, identify the challenges presented in executing them for both community partners and student learners. Which of the 3 do you think is most important and why?*
2. *As far as commitment goes, do you think your community partner would describe it the same as the partners interviewed for this chapter? What does your level of commitment look like and do you think that the writers accurately describe the key elements of commitment?*
3. *How important is communication to the success of service-learning? What practices have you and your project partner for this class developed to foster good communication? How do you think WVU’s Center for Service and Learning helps facilitate the good communication necessary to make service-learning successful? Talk about how faculty involvement is important in the process... if you’ve had another service-learning course in the past, was the instructor involved? Did that help the project succeed? If you haven’t, imagine that a course in your major offered a service-learning component... how much and in what way should the instructor be involved?*

4. *What significance does compatibility have for service-learning? Discuss some of the ways the authors and the organizations they interviewed describe indicators of good compatibility. What are all the components of the project that need to be compatible?*
5. *Talk about the chapter's conclusions. Do you believe that service-learning at WVU is "institution-centric"? What would your community partner say about this? Wrap up your discussion of the book chapter by offering your perspective as a student on the three Cs, but also put yourself in the shoes of the community and of WVU as an institution of higher education and write about how the perspectives of all stakeholders contrast and compare.*

### Student chosen Article 3 [5-6 credit hour students ONLY]

This assignment will require the student to research one additional article of the student's choice related to service-learning or civic engagement and write a review of that article explaining the connection of the article to their project and major. Article 3 must be from a scholarly journal (one that is reviewed by a panel of experts in that particular field). Databases such as EbscoHost and JSTOR cite appropriate articles for this assignment. At the end of the review of Article 3, the student needs to list the full MLA citation of the article. Students should check out <http://owl.english.purdue.edu/owl/resource/747/01/> for help with MLA format.

### E. Electronic Project Portfolio (EPP)

The EPP 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. Each step of the EPP will incorporate the guided reflections and the academic articles. Below is a more detailed description of the sections, along with the points assigned to each. Students will need to sign up for a time slot listed in the above **Course Schedule** to present their EPP. **Presentation of the EPP is MANDATORY as is submission of the final EPP to the course instructor by email.** See the **Course Schedule** for due dates.

Presentations should be 10-15 minutes long and include the following key points.

#### **Introduction:**

- Discuss your reasons for taking this course.
- How did you decide which project you would work on this semester?
- Give a description of the intended project.

#### **Your Community Partner:**

- Give a description of the community/campus partner that you worked with.
- Discuss the clients served and services provided by the agency (link to partner website)
- Write about the following:
  - Personal Connection
  - Education connection
  - Impact of your project on the agency and the community

**Your “hands on” experience:**

- Write a summary of the journals.
- Discuss your lessons learned
- Give specific examples.

**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 project:**

- Discuss specifics about your project and the outcomes.
- Include hours worked during your project.
- Pictures/samples are **mandatory** (photos of events or documents you created).

**Debrief:**

- How have you changed personally and academically throughout the course?
- What were the positives and negatives of this experience?
- How has the agency or community been effected by this experience?

## **VI. 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.