SRVL 490: Teaching Practicum
Service-Learning Teaching Assistant Seminar
Course Syllabus
Spring 2019

Course Description: The SLTA Seminar guides students as they provide support for service-learning activities and build communication strategies as a teaching assistant with a WVU service-learning course. Students will spend the beginning of the semester engaging in service-learning orientation. Enrollment in this course requires a dedicated amount of time per week of teaching assistance with a designated service-learning course in addition to seminar attendance.

Credit Hours: Variable: 1-3
1 Credit= 20 service hours
2 Credits= 40 service hours
3 Credits= 60 service hours

Course Meeting Day & Time: Thursdays 2:30-3:30 PM Woodburn G16

This seminar will meet in person once per week for the first 4 weeks to conduct in depth exploration about service-learning as a pedagogy and bimonthly for the remainder of the semester.

Instructor: Lindsey Rinehart
Academic Service-Learning Coordinator
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304-293-8762

Office Hours: Appointments may be requested any time by email

Course Objective: To build skills related to leadership and community engagement while developing a deep understanding of service-learning.

What is service-learning and what do service-learning teaching assistants do?

Students enrolled in this course must be selected by a service-learning instructor and will have successfully completed a prior service-learning course. Students will work closely with a service-learning faculty member to provide critical support functions within their service-learning course(s).

SLTAs work closely with course instructors and community members to facilitate service projects, to foster students’ understanding of the links between service and academic content, to help monitor service hours and project logistics, to measure impact of the service experience, to facilitate reflection discussions, and to provide feedback on reflection writing assignments. Through these roles, SLTAs enhance their own personal leadership styles, grow in their understanding of community engagement, and develop relationships with faculty members and community leaders.
The basic responsibilities of the student, instructor, and service-learning faculty member are outlined below.

The student will:
- Spend an average of 1-4 hours per week (based on credit hours) on activities related to their designated service-learning course.
- Utilize iserve to track their service hours.
- Actively participate in weekly seminar sessions for the first month.
- Actively participate in bi-monthly seminars, including co-facilitation of at least one seminar.
- Apply seminar topics and discussions to the work they are doing with students, faculty and partners in their assigned service-learning course.
- Enhance leadership skills by practicing various elements of leadership in organizing, implementing, and participating in community service activities.
- Complete written reflections, develop a service-learning course assessment and conduct an end-of-semester presentation.

The instructor will:
- Connect students to university resources to implement projects as needed.
- Act as a resource for the student, providing guidance, continuous support, and mediation when needed.
- Supervise the student’s academic work and provide feedback and grading as well as communicate with faculty member who will evaluate TA work and/or project outcomes.
- Facilitate reflection activities, class meetings, or community partner meetings when needed.

The service-learning faculty member will:
- Complete an initial contract in partnership with the SLTA outlining overall expectations and meeting times.
- Provide guidance and feedback throughout the semester
- Verify hours that the SLTA provides assistance
- Complete an evaluation of the SLTA’s performance.

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

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<tr>
<th>WVU GEF Learning Goal</th>
<th>Learning Outcome</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Personal or Social Responsibilities</td>
<td>Explain the components of service-learning at WVU.</td>
<td>Seminar discussion and service-learning article</td>
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<td>(specifically civic knowledge and engagement)</td>
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<td></td>
<td>Summarize why service, volunteerism, and civic engagement are important for students and universities.</td>
<td>Seminar discussion and service-learning article</td>
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<td>Intellectual and Practical Skills (specifically teamwork and problem solving)</td>
<td>Execute strategies for building and fostering mutually beneficial community partnerships.</td>
<td>Community partner meetings, seminar discussions, service recommendations</td>
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<tr>
<td>Personal or Social Responsibilities (specifically civic knowledge and engagement)</td>
<td>Demonstrate the ability to evaluate and facilitate service-learning reflection.</td>
<td>Service-Learning faculty evaluations, seminar discussions</td>
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<tr>
<td>Intellectual and Practical Skills (specifically teamwork and problem solving)</td>
<td>Practice flexibility in problem solving.</td>
<td>Service-Learning faculty evaluations and service-learning article</td>
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<td>Intellectual and Practical Skills (specifically written and oral communication)</td>
<td>Conduct effective public speaking skills during presentations.</td>
<td>Service-Learning faculty evaluations</td>
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<td>Course outcomes tied to problems and issues that students recognize in today’s world.</td>
<td>Justify service-learning strategies that have the ability to improve outcomes for students, faculty and/or the community.</td>
<td>Service-learning article and service recommendations</td>
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**Overview of Assignments and Grading Policies**

**Week of:**

**1/17** Introduction to course, community building, definition of service-learning to include service spectrum, discussion of contracts and available tools

**1/24** Contracts due (this will be reflected in participation grade), discuss contracts, update on courses, demo and practice of iServe

**1/31** Methods for service-learning reflection, why/how to – discuss reflection plans within their courses

**2/7** Why service in university setting?

**2/21** What is a nonprofit? How could community engagement impact your career?

**3/7** Troubleshooting service-learning

**3/21** Strategies for mutually beneficial community partnerships

**4/4** Measuring the impact of service-learning; discuss impact report and service recommendation

**4/18** Class reflection on experiences

**4/25** Final Presentations

**Grading – 100 points total**

Half of your grade is based on the quantity and quality of your work in assisting your service-learning course. Quantity will be measured by your hours in iServe and quality will be informed by an evaluation completed by the faculty member you assist as well as the instructor's observations of your work and communication with students and/or community partners in the course you are assisting. The other half of your grade is earned through assignments and participation.
Attendance/participation – 10 points
This is a professional experience course and your regular attendance is required. This seminar meets only 10 times throughout the semester and all material is critical for your training as an SLTA. One absence may be approved with advanced notice to instructor through email. Each subsequent absence automatically drops 5 points from your grade.

In order to receive full participation points you are expected to be prepared for the seminar by completing suggested readings in advance, completing your service-learning contract, keeping up with logging service hours and being prepared to discuss your thoughts on material and how you are experiencing the topic within the course you are assisting.

Your attentive presence will greatly enhance your understanding of the concepts presented in class. Your classmates can also benefit from your questions and comments. Our class time together can be viewed as an opportunity for collective learning. For collective learning to be successful, students must come to class prepared and willing to participate. Therefore, the following behavioral anchors will be used to determine your contribution grade:

9-10 points - Outstanding Contributor: Contributions reflect exceptional preparation, valuable insights are offered and arguments are well substantiated.

6-8 points - Good Contributor: Contributions reflect thorough preparation, ideas are usually substantive and insightful.

4-5 points - Adequate Contributor: Attended class but said little or nothing, comments reflect satisfactory preparation and are generally useful, but do not necessarily offer great insight.

≤3 points - Unsatisfactory Contributor: Comments reflect little or no preparation. No valuable insights are offered. Comments detract from the ongoing discussion. Comments were isolated, obvious or confusing. Missing class is also considered unsatisfactory.

Service-Learning Article – 20 Points
You will work throughout the semester to develop a potential submission for The International Undergraduate Journal For Service-Learning, Leadership, and Social Change. Submissions fall under three categories:

1) Articles that discuss the development of a service-learning project and the impact of the project on the community served;
2) A case study of a service-learning project;
3) A reflection on service-learning and the development of personal leadership.

You will work on development of this article throughout the semester with regular submissions and revisions. At the end of the semester, students will be encouraged but not required to submit their papers to the IUJSL.

**Final Presentation – 5 points – Due 4/25/19**

You will present about your experience as an SLTA, what you learned, what your role looked like, recommendations and takeaways you may have. This will be an opportunity to culminate both your reflective writing and your service recommendations in a presentation to others. Specific assignment details and a rubric will be provided.

**Impact Report with service recommendations – 15 points – Due 5/3/19**

You will monitor the impact of service on both the students in the class as well as community partners and will create an impact report to display the accomplishments. An impact report from a previous semester will be shared with you as a template to build on. This impact report is a document that both you and your faculty member can keep in a portfolio to display the impact of your work. To accompany this report, you will compile a summary of the service assignment for the class and include your analysis of what went well and recommendations you would provide for future semesters based. This is a document that will be shared with your faculty member and likely a future SLTA in the course so that the implementation of service-learning will continue to improve.

**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. One excused absence is permitted during the semester, all subsequent absences will result in 5 points being deducted from your final 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.

**University Policies**

**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.

SOCIAL JUSTICE
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).

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.