



Service-Learning 495: Independent Study in Service-Learning Course Syllabus Spring 2017

Course Objective and Format: This course has no prerequisites. The goal of this course is to allow undergraduate level students to experience service-learning and the academic impact of civic engagement. The course is an on-site community based service course and has no regular class meetings. Students are supervised by community/campus partners.

Service Hours per Credit Hours (variable 1-6)

1 Credit = 20 service hours	3 Credits= 50 service hours	5 Credits= 80 service hours
2 Credits= 35 service hours	4 Credits= 65 service hours	6 Credits= 95 service hours

Course Meeting Day & Time: This course requires an initial meeting or phone call with the Assistant Director 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).

IF you haven't already confirmed which partner organization you'll be working with for your course project: Students should visit the CSL website (<http://service.wvu.edu>) and view the lists of [Community Partners](#) and [Campus Partners](#) OR visit <https://iserve.wvu.edu/> to browse the organizations listed in WVU's iServe System. Select your top three choices and email to the instructor prior to their appointment.

Tips for selecting a partner/project:

- ✓ 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 with your classes, job, etc.*)?
- ✓ Read about the site's **mission and programs** (*do they fit your skills, talents, and interests*)?
- ✓ Consider the **population served** (*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 for reflection activities or for final presentations.

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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).

Course Roles: The responsibilities of the student, instructor, and service-learning 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 hours.
2. Plan an initial in-person meeting with their partner, where they will get acquainted, do any needed volunteer orientation/paperwork at the partner site, and complete a **Service-Learning Contract**, which details the placement goals, his/her tasks and responsibilities, and a plan to connect the student’s service to SRVL 495 course outcomes. Students should submit revisions to this form if the placement details change.
3. Communicate effectively and regularly with their instructor and their partner throughout the placement.
4. Complete all required service hours, service activities, guided reflection journals, academic coursework, and final project requirements on time.
5. Attend scheduled class meetings and final presentations as determined by the instructor.

The instructor will:

1. Assist the student in choosing/developing a service-learning project and placement details through discussion and further guidance as needed.
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 as well as schedule final presentation sessions.

The service-learning partner will:

1. Develop a schedule of hours and assigned tasks/activities (with the needs of the organization and the student receiving mutual benefit) that provide the student with a plan for successful completion of their required service hours and project goals. This should be discussed during the initial meeting and documented in the **Service-Learning Contract**.
2. Assign **one direct 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 (per the contract).
3. Ensure that **Service-Learning Evaluation** is submitted to the CSL by the due date.
4. Complete requirements using the iServe system which may include registering their organization. Approve service-learning hours in iServe’s SL Module in a timely way.
5. 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. Assignments and Grading

Grading Scale

See assignment and point breakdown tables by credit hours taken beginning on page 4.

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.

Attendance to final presentations is mandatory unless otherwise indicated by the instructor.

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 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. ***If you foresee having an issue completing an assignment on time, you may ask the instructor for an extension by sending an 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.

Required Text

While there isn't a required text for this course, there are required readings. These academic articles will be posted in eCampus prior to their correlating discussion assignments.

Course breakdown by Credit Hours

Credit Hours	Service Hours	Journal entries	Article Discussion	Partner Evaluation	EPP
1	20 Hours	3 Journal Entries	1 Article Discussion	Partner Evaluation	EPP
2	35 Hours				
3	50 Hours	4 Journal Entries	2 Article Discussions		
4	65 Hours				
5	80 Hours	5 Journal Entries	3 Article Discussions		
6	95 Hours				

Point breakdown for Assignments by Credit Hours

1 Credit Hour	Points Possible
Article 1 Discussion	100
Guided Reflection Journals (3 Journals: 1, 4, & 5 @ 50 points each)	150
Final Presentation--Electronic Project Portfolio (EPP)	200
Completion of required service hours (20 hours @ 10 points each)	200
Community Partner Evaluation	200
TOTAL	850
Grading Scale: A 850-765 B 764-680 C 679-595 D 594-510 F 509 & Below	

2 Credit Hours	Points Possible
Article 1 Discussion	100
Guided Reflection Journals (3 Journals: 1, 4, & 5 @ 50 points each)	150
Final Presentation--Electronic Project Portfolio (EPP)	200
Completion of required hours (35 hours @ 10 points each)	350
Community Partner Evaluation	200
TOTAL	1000
Grading Scale: A 900-1000 B 800-899 C 700-799 D 600-699 F 599 & Below	

3 Credit Hours	Points Possible
Article 1 Discussion	100
Article 2 Discussion	100
Guided Reflection Journals (4 Journals: 1, 2, 4, & 5 @ 50 points each)	200
Final Presentation--Electronic Project Portfolio (EPP)	200
Completion of required hours (50 hours @ 10 points each)	500
Community Partner's Evaluation	200
TOTAL	1300
Grading Scale: A 1300-1170 B 1169-1040 C 1039-910 D 909-780 F 779 & Below	

4 Credit Hours	Points Possible
Article 1 Discussion	100
Article 2 Discussion	100
Guided Reflection Journals (4 Journals: 1, 2, 4, & 5 @ 50 points each)	200
Final Presentation--Electronic Project Portfolio (EPP)	200
Completion of required hours (65 hours @ 10 points each)	650
Community Partner's Evaluation	200
TOTAL	1450
Grading Scale: A 1450-1305 B 1304-1160 C 1159-1015 D 1014-870 F 869 & Below	

5 Credit Hours	Points Possible
Article 1 Discussion	100
Article 2 Discussion	100
Article 3 Discussion	100
Guided Reflection Journals (5 Journals: 1, 2, 3, 4, & 5 @ 50 points each)	250
Final Presentation--Electronic Project Portfolio (EPP)	200
Completion of required hours (80 hours @ 10 points each)	800
Community Partner's Evaluation	200
TOTAL	1750
Grading Scale: A 1750-575 B 1574-1400 C 1399-1225 D 1224-1050 F 1049 & Below	

6 Credit Hours	Points Possible
Article 1 Discussion	100
Article 2 Discussion	100
Article 3 Discussion	100
Guided Reflection Journals (5 Journals: 1, 2, 3, 4, & 5 @ 50 points each)	250
Final Presentation--Electronic Project Portfolio (EPP)	200
Completion of required hours (95 hours @ 10 points each)	950
Community Partner's Evaluation	200
TOTAL	1900
Grading Scale: A 1900-1710 B 1709-1520 C 1519-1330 D 1329-1140 F 1139 & Below	

*** If this is not the first semester you've taken the course please note that your assignments may be modified. This information will be documented via email to you from the instructor.*

IV. Course Schedule

All assignments should be submitted on eCampus unless otherwise directed. Readings and assignments may be modified, added or deleted as deemed necessary by the instructor.

Date	Activity/Assignment Due
Weeks of January 16 and January 23	Classes begin, course materials emailed to students, meet or speak with instructor to choose community partner (if needed).
DUE Feb 6	Reflection Journal #1 Assignment
Until Friday, February 10	<p>Meet with partner, complete <i>Service-Learning Contract</i> and return to CSL any time before but no later than 5:00pm, Friday, February 10th.</p> <p><i>Unless you've been informed otherwise, you may begin service hours ONLY after this has been submitted to and approved by the instructor.</i></p> <p>Students should complete sign-up for the iServe module by this date (will be emailed to your MIX with instructions and a link).</p>
DUE Feb 20	Reflection Journal #2
Friday, Feb 24	Mid-semester

Date	Activity/Assignment Due
Feb 13-20	Article I Discussion
DUE Monday, March 13	Reflection Journal #3
March 4-12	Spring Recess
March 13-20	Article II Discussion (3-6 credits only)
DUE Monday, April 3	Reflection Journal #4
April 10-17	Article III Review (5-6 credits only)
DUE Friday, April 28	Reflection Journal #5
Week of April 24	Electronic Project Portfolio (EPP) in-person Presentation Final Schedule and Location for presentations TBA
DUE Monday, April 24	<ul style="list-style-type: none"> ✓ All Service hours completed, tracked, and approved in iServe ✓ Service-Learning Evaluation due to CSL from partner
DUE Monday, May 1	Complete revision of EPP (after presentation and feedback) and submit final version via eCampus

V. Service-Learning Forms and Service Hours

Service Hours

To successfully complete projects, students must serve a minimum of the required service hours per credit hours chosen. Students are required to utilize iServe, WVU’s online service management system, and report all service hours in the system.

You will receive an email invitation to join the SRVL 495 iServe Service-Learning course module page.
[You may also access the course page link here.](#)

- ❖ You must click on the link to join the course first. Students cannot track hours until after you’ve joined the course page by clicking the link.
- ❖ You may be asked to log on to iServe with your WVU Login. Then click on your profile icon (with your initials or a photo) at the top right corner. Click *View Profile*. Next, click the Service-Learning tab from the list going across the screen at the top of your profile.
- ❖ Once you have joined the course you should find and sign-up for your service project—these are blue boxes that say *Service Opportunities*. *(NOTE: You may join the course page right away, but if you don’t see your service opportunity right away, please ask Alexis when you can expect it. You may still complete hours, but enter them retroactively after the page is ready. Keep track in a notebook or on your phone!)*

- ❖ Find the one that fits your project best and click to choose. After this is complete you can track your hours as you complete them. Your community partner will get notifications when you enter hours so that they can approve them.
- ❖ It's not necessary to track hours right away after you do them. It's recommended that you have all hours tracked to date by midterm, and then by the end-of-semester due date).
- ❖ Please ask the instructor if you need assistance! More information can be found at <https://iserve.wvu.edu/service-learning/service-learning-faqs/>.

Service-Learning Forms

- ❖ **Service Learning Contract:** You are responsible for planning the initial meeting with your Community Partner and during this meeting you will complete the **Service-Learning Contract** electronic form during this meeting with your Partner. It's available to use on any desktop or mobile device (https://wvu.qualtrics.com/jfe/form/SV_cBDPwNCsHLJTmKh). Paper contracts are available upon request, but are discouraged.
 - Completed contract forms will automatically be submitted to the CSL, and a copy will be emailed automatically to the partner and student as well. Upon submission of the contract and CSL approval, you may begin your service project.
- ❖ **Service-Learning Evaluation:** Your partner will complete the Service-Learning Evaluation regarding your performance at the end of your placement. This will be distributed near semester end to the partner electronically.

VI. Reflective 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 \(or equivalent if submitting using the text submission form in eCampus\)](#). Grammar and transitions between thoughts are critical. Journal entries are due **as listed in the Course Schedule**, and need to be submitted via eCampus.

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 the community served by your community partner?
- ❖ 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 do you stand to gain from doing service-learning? Name three ways that you will benefit personally. 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? What are your first steps in planning and executing your project to ensure that you're a dependable successful volunteer?

Reflection 2: CONSIDERING THE COMMUNITY

Write this journal after your initial visit with your community partner. You should think about the Service-Learning 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?

VII. Article Discussions

Students will participate in collaborative discussion about instructor-chosen scholarly articles related to service-learning and/or community engagement. These will take place throughout the semester using the eCampus discussion module.

- ❖ Discussion is intended to be interactive and help you explore the connections of the content to your experiences in service as well as to compare/contrast your experiences with other students in the course, giving you a broader view of the community and your own service goals.
- ❖ Guided questions will be provided to help lead the discussion. Further directions will be posted in eCampus for you to read along with the chosen article at least one week prior to the discussion assignment.

You will then have **one week to complete the assignment**. Requirements for discussion may vary per article so please read the instructions carefully when they are posted.

Discussion posts must all be completed by 5:00pm on the last date of the assignment period. For example, if the Article I discussion is to be completed between Feb. 13-20th, I'll post it for you to read by Feb. 6th. Then, on Feb. 13th I'll post the discussion questions and instructions, and you will have from the 13th to 5pm on the 20th to complete. All posts must be completed within this timeline as listed in the above Course Schedule to get full credit.

VIII. 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. 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 during one of many sessions the last week of classes 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.

Presentation: (50 pts) Your presentation should be 15-20 minutes long, tell the story of your project visually, and end up being a piece that you're excited to add to your personal portfolio! Students should be well prepared and present their project using slides only to illustrate their discussion. For assistance or guidance on presentation best practices,

If the community partner has a need for a presentation as part of your project, you may combine the two goals using the EPP assignment. Talk with the instructor for more information on this.

Introduction & Community Partner: (50 pts)

- ✓ Discuss your reasons for taking this course and how you decided on your specific project. What are your personal and educational connections?
- ✓ Give a description of the community/campus partner that you worked with, including the clients served, mission, and services provided by the agency (link to partner website).
- ✓ How would you summarize the impact of your project on the organization and the community as a whole? Please refer to the social issue or problem they work to address from your 1st Journal assignment.

The Project and your Hands-On experience: (50 pts)

- ✓ Discuss specifics about your project including the goals, timeline, tasks, and outcomes.
 - ❖ Media is the best way to help tell the story of your experience and is mandatory for your presentation. You may include photos, videos, and/or samples of documents or other collateral materials that you created.
- ✓ Give a summary of the logistics of the placement—how many hours did you work and where did you spend your time? Who did you work with specifically and what was it like?
- ✓ Did you have any “ah-ha” moments while serving? This would be something that helped you realize something you hadn't previously... a connection with your own core values. A revelation or discovery that changed your perception of the community?

Academic Connections and Project Debrief: (50 pts)

- ✓ Describe the knowledge, skills and abilities that you needed to use to be successful.
- ✓ Please give three examples of courses you've taken at WVU from which you gained any of the above knowledge, skills, or abilities? Describe how this connected for you while serving.
- ✓ Give 2 examples of specific theories from these courses that you used in your project or now realize that you could have used to help solve a problem?
- ✓ What knowledge, skills, or abilities could have been helpful had you had them before starting? Are there any courses at WVU that may help you gain those? Give an example.
- ✓ Make a list of at least 3 positive outcomes and three negative ones that resulted from your project. The outcomes could have affected the partner, community, or even yourself.

- ✓ Reflecting on the negatives, how can you turn those into “Lessons Learned”?
- ✓ How have you changed personally and academically throughout the course.

IX. 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.