

**COMMUNITY SERVICE-LEARNING IN EDUCATION
COURSE SYLLABUS**

**Wednesday, Winter 2016/20, 10-11:50
Evelyn S. Stevenson Building, Room 115**

COURSE INFORMATION

Number: EDUC 175
Credits: 2
Prereq: none
Coreq: none



PERSONAL INFORMATION

Instructor: Kathie Maiers
Office: Education Building, Room 105
Office Hours: M, T, R, F 8:00-1:00 & 1:00-4:00, W 1:00-4:00
Telephone: Office: 275-4750; Home: 675-2164
Email: kathie_maiers@skc.edu

REQUIRED MATERIALS

- A. Handouts from the instructor
- B. Resource materials in the SKC library
- C. 3 Ring Binder (1 ½ inch)
- D. An open mind

DESCRIPTION

Community Service-Learning in Education is a course in which students assess community needs, then develop and implement a service project. This course provides students with an opportunity to become involved in and support community activities, and develop relationships with area agencies, programs, and other professionals.

CITIZENSHIP COURSE OBJECTIVES

Student Objectives:

- 1. Students will identify and access available community resources, agencies, and services.
- 2. Students will identify ways to involve parents/families in community activities.
- 3. Students will develop materials for parents that reflect community, state, and national resources.
- 4. Students will collaborate with a community organization to provide service in the community.
- 5. Students will define service-learning from an institutional and personal perspective.

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Student Objectives:

- 1. Students will apply information from this course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.
- 2. Students will compare access of community resources to individuals of varying cultures.
- 3. Students will analyze the impact of culture and diversity in the populations they serve in the community and the community partner they choose for their service-learning site.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

Student Objectives:

1. Students will identify community needs and how they could be met.
2. Students will develop an action plan and carry it out in their service project.
3. Students will evaluate their service-learning project.

COMMUNICATION SKILLS

This course will give the students experience in communication skills using interviewing techniques, personal reflections, recording experiences through pictures, and presenting their completed journal.

Student Objectives:

1. Students will interview prospective candidates while determining a need for service.
2. Students will keep a journal of their experiences throughout their community service project.
3. Students will compile a photo journal of their experiences including both photos and written narratives.
4. Students will present their Photo Journal to the class and to any other group that may request information.

Standard Supported in this Course:

InTASC Standards addressed in EDUC 175	Critical Assignment: all students enrolled in this course must complete this assignment at a satisfactory level
InTASC Principle 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts. <i>Guiding Principle: B</i>	Community Service Reflective Photo Essay (TEP I Portfolio Requirement)

COURSE REQUIREMENTS

- A. Attendance and participation in weekly class activities and discussions.
- B. **Each student must participate in a service-learning project as an individual or group. The community partner site supervisor must sign documentation of 30 hours of service.**
- C. While you will be spending a considerable amount of time on the computer responding in the Forum for this class, the majority of your time will be spent out in the field involving yourself in some type of service to your community.

YOU are responsible for:

- 1) Deciding upon a service that you feel your community needs and then running it by me before you begin.
- 2) Talking to the supervisor of that service and coming up with a plan for serving 30 hours.

- 3) If YOU are the Supervisor of your service plan and are organizing the project then you must clear it with me and let me know what your idea will be and how you plan to accomplish it.
- 4) At the end of the course you are required to turn in a PHOTO ESSAY (kind of like a scrapbook) of your 30-hour experience. Be sure to take pictures along the way - from start to finish! This is a TEP I requirement for Elementary Education students.
- 5) You need to turn in the documentation of 30 hours service form signed by the Supervisor of your service organization.

ASSIGNMENTS AND GRADING SYSTEM

Attendance & Participation: 10 pts/class for 10 classes	= 100 pts	600-540 = A
A Model Citizen Presentation	= 100 pts	539-480 = B
Service Learning Supervisor Documentation:	= 100 pts	479-420 = C
Photo Essay Presentation	= 100 pts	Below 360 =F
Community Service Reflective PHOTO Essay:	= 200 pts	
<ul style="list-style-type: none"> • Community Interviews =30 pts. • Service Learning Action Plan =40 pts. • Service Learning Journals 4 submittals = 40 pts. • Community Partner Assessment = 20 pts. • Student's Service Learning Surveys (Pre & Post) = 20 pts. • Reflective Photo Essay Summary = 50 pts. 		
Total points:	= 600 pts	

ASSIGNMENTS

Attendance & Participation (100 points):

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Therefore, it is required that students attend all class sessions. Attendance and participation is graded at 10 points/class.

A Model Citizen Presentation (100 points):

Students will write a profile of a model citizen from your cultural group and prepare a 5-10 minute class presentation to share their model citizen.

Service Learning Supervisor Documentation (100 points)

Students must have the **Verification of Hours** form signed by the service project supervisor. This signature will verify that you completed the full **30 hours** at your service project.

Community Service Reflective *Photo* Essay (100 points)

Students will prepare a 5-10 minute class presentation (PowerPoint, scrapbook, or other) of their photo essay of their project. Creativity is encouraged. Have fun with this! It is your opportunity to showcase your service-learning work.

Community Service Reflective *Photo* Essay (200 points)

This assignment is a TEP I Portfolio critical assignment.

Please note that there are six parts to this assignment:

1. Community Interviews =30 pts. (Due week 2)
2. Service Learning Action Plan =40 pts. Due week 4)
3. Service Learning Journals 4 submittals = 40 pts. (Due week 3, 5, 7, 9)
4. Community Service Partner Assessment = 20 pts. (Due week 8 or when appropriate)
5. Student's Service Learning Surveys (Pre & Post) = 20 pts. (Pre-Due week 1; Post Due week 9 or 10)

Parts 1-5 are assignments you will complete as part of your online assignments. Points for these assignments go toward your overall score on the rubric for the Community Service Reflective Photo Essay.

6. Reflective **Photo** Essay Summary = 50 pts. (Due week 10)

Part 6 is a compilation of photos and text that describe your service-learning project. Points for this part of the assignment will go towards your overall score on the rubric for the Community Service Reflective Photo Essay.

Students must create a photo essay that describes your service-learning project. A PowerPoint presentation is probably the easiest way to complete this assignment. You will need to prepare and plan the technological pieces to get the essay to me via email. If you prefer to prepare a scrapbook-type photo essay, you will need to hand deliver it to my office by 4:30 March 15, 2017 or week 9 for 10 extra points.

Within your photo essay please include the following information. You will need to have segments of writing within your photo essay.

- Describe the mission of the agency or organization and how your service fits with that mission.
- Describe the work you did at your service site.
- What did you learn about the people with whom you worked or served?
- Do you feel differently about them now than you did when you started the project?
- In what ways has your service caused you to reexamine your values, beliefs, or behaviors?
- Explain why the work is important to you and to the organization.
- Why does the community need exist?
- How do you see your participation in service learning benefiting individuals, the neighborhood, your community, your state, or your country?
- How does the work contribute to a civil society or the common good?
- How has your service learning effort affected your own sense of civic responsibility?
- Has your service learning experience changed your perceptions about how you can affect the lives of others?

Remember this is a photo essay, so you will have photos of your service project and written descriptions that describes your experience per the information provided.

LATE ASSIGNMENTS: All assignments will be turned in at the beginning of the class on the day they are due. Late papers will be expected and accepted, but will not receive full credit. Please communicate with me if you are having difficulties with your class assignment so I can work with you. Weekly assignments are part of your portfolio and will be explained in class.

Tutors are available for students! Please contact the instructor if you have any questions or need for a tutor.

ACADEMIC HONOR CODE:

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. Plagiarism involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

REASONABLE ACCOMMODATIONS:

Reasonable Accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete (linda_pete@skc.edu, 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

APPROPRIATE BEHAVIOR:

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

COURSE TRANSFERABILITY:

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of the other institution.

COURSE RESPONSIBILITIES:

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

ATTENDANCE POLICY

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Therefore, it is required that students attend all class sessions. Attendance and participation is graded at 10 points/class. If you're absent **two or more consecutive weeks** your name will be turned in to the Student Success Team; if you miss more than **6 hours total** (includes tardy entrances and leaving early), without make-up work, you may be asked to drop the course. If a class must be missed for some reason, be sure to inform the instructor before the class takes place or as soon as possible in case of an emergency. If a student misses a class, it is that person's responsibility to make sure to get handouts and other materials that were given during the meeting time. A good practice is to partner with someone else in class to gather these materials and do the same for that person if he/she needs to miss. An opportunity for make-up work is provided on an individual basis for emergency situations.

SKC STUDENT SUCCESS:

The Student Success Team is here to help you to be successful in reaching your educational goals. They assist students to problem solve issues that may arise during their time on campus. This includes academic issues such as attendance, housing, financial questions, personal issues, and referrals for counseling, tutoring, and other services. You can contact the SKC Success Team yourself, or your instructor will refer you if you "disappear" from class or they are concerned about your attendance and performance. *James Steele Jr., SKC Student Success Coordinator, 275-4712; Email: james_steelejr@skc.edu.*

TITLE IX SYLLABUS STATEMENT

Title IX: The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered “**Responsible Employees**” which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800
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Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

SUGGESTED STUDY METHODS

In order to be successful in your course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time.
- Organization skills—Keep all class material (assignments, handouts, additional resources, and any work you generate) in a single location. Maintain electronic backups of all class materials that you produce.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through active participation in all class activities.
- Initiative—Seek help from your instructor and classmates, ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date; follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful quarter and a rewarding experience.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.



Community Service Learning In Education Dynamic Course Outline

Week 1	Course Introduction What Service Means To Me Pre Service Learning Survey
Week 2	What Kind of Society Do We Want? Summarize Interviews Due: Community Interviews, final choice presented to class
Week 3	Rights and Responsibilities in a Civil Society Community Interviews Due: Community Interviews summary Journal #1
Week 4	Where Is Society Headed and How Am I Going To Be Involved? Visit library to research 5 media articles Due: Service Learning Action Plan
Week 5	Due: 15 hours of documented volunteer time Journal #2
Week 6	Learn to Serve, Serve to Learn Quotes Due: Model Citizen Project
Week 7	Citizens in Modern Film and Reflection Due: Present Model Citizen Project Journal #3
Week 8	Prayer for Peace Post Service Learning Survey Due: Community Service Partner Assessment
Week 9	30 hours of documented volunteer time Due: Photo Essay summarizing your project (those presenting early will receive 10 extra points)
Week 10	Present Photo Essay to group

Name _____ Date _____

Community Service Reflective Photo Essay Rubric

1. Community Interviews Total _____ = _____/30 points
3 interviews (10 pts x 3)

**2. Service Learning
Action Plan** Total _____ = _____/40 points
Content (30 pts) _____
Mechanics (10 pts) _____

3. Service Learning Journals Total _____ = _____/40 points
4 entries (10 pts each x 4)

4. Community Service Partner Assessment Total = _____/20 points

5. Student's Service Learning Surveys Total = _____/20 points
Pre and Post (10 pts ea. x 2)

6. Community Service Reflective Essay Summary Total = _____/50 points
Content (20 pts) _____
Photos (20 pts) _____
Mechanics (10 pts) _____

Total Points = _____/200 points

EDUC 175
Community Service Learning in Education
Community Service Reflective Photo Essay
TEP I: Principle 10

Student _____ Date _____ Instructor: _____

InTASC Principle 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.			
Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
Documentation:				
10(n) Reflective Photo Essay: Photo essay is a compilation of photos and text reflection on 30 hours of community service project. The student works collaboratively with other adults in the community through implementation of face-to-face project. Photo essay details the steps involved with development of the action plan to its completion. <i>Guiding Principle: B</i>	The photo essay shows little or no reflection of the service project; project not completed to specified requirements. 30 hours of community service does not reflect adequate collaborative interaction with community members. Required components are missing from much of the photo essay.	The photo essay shows sufficient reflection although missing some detail. The project meets most specified requirements. Most of the 30 hours reflect adequate collaborative interaction with community members. Some components may be missing from the photo essay,	The photo essay shows solid and detailed reflection of the service project. All requirements met. 30 hours or more reflect exceptional collaborative interaction with community members. Required components are present and may be above average.	The photo essay demonstrates the skills described as “Proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.

Score: _____

Instructor Comments:

This Reflective Photo Essay received a score of _____ out of a possible 200 points for EDUC 175.