

University Service Learning

Arizona State University

Course Syllabus – USL 410 Independent Placement*For illustrative purposes –
actual syllabus may vary***COURSE OBJECTIVES:**

This is a graded internship that allows you to integrate your own coursework with a hands-on service learning experience.

The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and the effects of social injustice, particularly those that affect ethnic minorities and marginalized populations, in our contemporary American society. Through **100 hours of dedicated service** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, environmental programs, government agencies, etc.) students directly serve a population in need or provide supporting activities that contribute to the greater good of our community. Classroom seminar activities provide a forum for critical thinking and analysis for a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. The course also provides 'real-world' experiences that exercise advanced academic skills and knowledge applicable to each student's program of study and career goals. Practicum. Prerequisite with a grade of "C" or higher: 45 hours earned and ENG 102.

STUDENT LEARNING OBJECTIVES:

Student will refine essential skills associated with their baccalaureate studies to actively serve the local community. While completing this in-depth study of cultural diversity, citizenship and social justice issues facing our community, students will gain an understanding of the value of Social Embeddedness and the importance of incorporating civic engagement into their future career goals, as they strive to become productive citizens in our workforce. Students will research and analyze social justice issues affecting ethnic minorities and marginalized population and their implications for inequalities in education, health care, immigration, socioeconomic status, discrimination, the environment, labor rights, and other community issues. Students will also develop professional skills designed to lead to post baccalaureate employment.

INTERNSHIP RESPONSIBILITIES:

- ✓ **Service hours** – 100 hours of community outreach (spread throughout the semester in which you are enrolled in the course) serving a population in need with a pre-approved site partner (Title I school, nonprofit or community organization, or government entity). You must arrange your internship site placement, submit the online Internship Selection Form, and begin your service hours no later than the end of the 2nd week of the semester
- ✓ **Weekly Seminar** – Students are expected to attend class every week
- ✓ **Online USL Account** – Create a USL online student account, prior to or immediately after the first day of class. This system is used to submit timecards & the Internship Selection Form which details service and goals
- ✓ **Timecards** – Report service hours after each service shift including records of your activities during that time
- ✓ **Service Learning Reflection Assignments** – Assignments related to class readings, seminars and service
- ✓ **Research Paper** – 3-Part (proposal, annotated bibliography and final draft)
- ✓ **Poster Session & Reflection Presentation** – Midterm poster session & end of the semester presentation

GRADING SYSTEM: Grading is based upon total number of points earned for the semester.

Grading Scale

98%-100%	= A+	82%-80%	= B-
93%-97%	= A	77%-79%	= C+
90%-92%	= A-	70%-76%	= C
87%-89%	= B+	60%-69%	= D
83%-86%	= B	59% and below	= E

COURSE READINGS:

- Blackwell, C. W., Ricks, J. L., & Dziegielewski, S. F. (2004). Discrimination of gays and lesbians: A social justice perspective. *Journal of Health & Social Policy*, 19(4), 27-43.
- Bogardus, C., & Tartaranni, P. A. (2002). Reduced early insulin secretion in the etiology of Type 2 Diabetes Mellitus in Pima Indians. *Diabetes*, 51(1), S262-S264.
- Davies, I. (2009). Latino immigration and social change in the United States: Toward an ethical immigration policy. *Journal of Business Ethics*, 88, 377-391. doi: 10.1007/s10551-009-0291-x
- Philipsen, M. I. (2003). Race, the college classroom, and service learning: A practitioner's tale. *Journal of Negro Education*, 72(2), 230-240.
- Freeman, H. P. (2010). Poverty, culture, and social justice: Determinants of cancer disparities. *CA: A Cancer Journal for Clinicians*, 54, 72-77. doi: 10.3322/canjclin.54.2.72
- Rothstein, R. (2004). The achievement gap: Closing the gaps requires more than just improving schools. *Educational Leadership*, 62(3), 40-43.

RECOMMENDED READINGS:

Iceland, J. (2006). *Poverty in America: A handbook*. Berkley and Los Angeles, CA: University of California Press.

Kozol, J. (1991). *Savage Inequalities: Children in America's Schools*. 1992. New York, NY: HarperPerennial.

Ornstein, A. C. (2010). The Search for Equality. *American School Board Journal*. 30-32.

Rubinstein-Avila, E. (2006). Connecting with Latino Learners. *Educational Leadership*, 63:5, p. 38-43

Schultz, B. (2007) Spectacular things happen along the way: Lessons from an urban classroom. New York and London: Teachers College Press

Calendar

WEEK	Details	Assignments	Due – Sunday at 11:59 pm
1	First class – Syllabus & Service	Find your internship	
2	Reflection & SL, Vol & CS	Pre-service Reflection & ISF w/ goals	
3	Civic Engagement & Citizenship	SL Assignment #1 & Quiz Philipsen	
4	Introduction to Social Justice (SJ) Recitation on Article 1		
5	Diversity	Assignment #2 Blackwell	
6	Discrimination & Privilege		
7	Poverty	Research Proposal	
8	SJ – Education	Assignment #3 Rothstein	
9	Spring Break		
10	Poster Session	Annotated Bibliography	
11	SJ – Health Care & Environment	Assignment #4 Freeman & Bogardus	
12	SJ - Immigration	Assignment #5 Davies	
13	Liability Concerns & Funding		
14	Realistic Social Change	Research Paper	
15	Class Presentations		
16	Class Presentations	Post-Service Reflection	

GRADING CRITERIA**GRADED COMPONENTS:**

	<u>% of final grade</u>	<u>Calculation</u>	<u>Total</u>
Participation: Service hours – 100 (Time Logs approved by supervisor) 1 point per hour	18%	Your pts / 100 x .18 = ____	
Time Log & other paperwork submission on time: 2 points per 16 time logs (32 pts. total)	2%	Your pts / 32 x .02 = ____	
Weekly Seminar: 15 points per seminar x 15 times per semester	30%	Your pts / 225 x .30 = ____	
Service Learning Assignments: 415 Points <ul style="list-style-type: none"> • Pre-Service Reflection – 25 points • Internship Selection Form Goals – 30 points • Service Learning Article Reflections: 30 points each (5) = 150 • Discussion Article Quizzes – 10 points each (5 quizzes) = 50 • Poster Session – 40 points • Post-Service Reflection - 80 points = 105 • Presentation – 40 points = 80 	34%	Your pts / 415 x .34 = ____	
Research Paper: Proposal - 10 points Annotated Bibliography – 20 points Final – 100 points	16%	Your pts / 130 x .16 = ____	
Add & convert to % for overall grade = ____			

The University offers course credit for the class seminar & academic coursework, not for the service. Because the service is a crucial basis for the seminar and coursework, the service is mandatory.

- Completion of 100 service-hours is necessary to receive maximum Participation Points.
- Completion of fewer than 60 service-hours will result in **automatic failure** of the course.

Grading Policies

- Late assignments will lose 10% for each day and will not be accepted more than 5 days late
- All assignments must be submitted through Blackboard, in a MS WORD file (12 Font, Times New Roman, default margins) *Assignments not submitted in this format will not be accepted!*
- All assignments without a name will not be graded.
- Practice collegiate level writing, including thoughtful structure, proper grammar/punctuation
- Edit for content and errors
- Directly address each prompt question in any assignment
- Reflections must be complete! You will be marked down if responses leave grader asking “how so” or “why”
- * **For every 3rd absence from class your FINAL grade will drop one letter grade**
 - To have an absence excused, you must submit an EXTENUATING CIRCUMSTANCE FORM to be approved by your instructor prior to an absence via email and documentation for the absence must be provided within one week of the absence.

Seminars

- The seminars are a vital piece of your reflection and learning. Attendance is expected!
- Tardiness to seminars will result in **lost attendance & participation points for that day**
- Each student is expected to sign in prior to class starting. Once class begins, anyone who signs in after will be marked late and deducted class points.
- Everyone is expected to participate in class discussions
- Cell phone usage during class will not be permitted
- Laptop users – the only laptop usage permitted during class is taking notes. During class discussions, please close your laptops.

Logging Service Hours

- You must register on our online system and submit all service paperwork (Timecards) there electronically
- One Timecard must be submitted each week once you begin your service (no later than week 3)
 - Timecards are due each week on Sunday, by 11:59 pm
 - For weeks you do not complete service, submit a Timecard reporting 0 hours
 - See the USL Student Handbook for details regarding the online system
- Service hours must be performed at a site that has been pre-approved by University Service Learning.
- Service hours completed prior to the start of the semester or after the end of the semester do NOT count towards the service-hours requirement.

If a student fails to submit an Internship Selection Form (ISF) and start their internship by the end of the 2nd week, he/she must submit an Action Plan. Then, will have one additional week to submit their ISF and start his/her service or will be administratively dropped from the course!

University Policies

- **Professional Behavior**
It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) in the student's home department for the development of a Professional Improvement Plan (PIP).
- **Academic Integrity/Plagiarism**
The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units."
The rest of the code, which consists of several pages, is available at the following URL.
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.
- **Disability Accommodations for Students**
Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.
- **Religious Accommodations for Students**
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.