

**University Service Learning**  
 Arizona State University  
**Course Syllabus – USL 210 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 social justice issues affecting ethnic minorities and marginalized populations in contemporary American society. **Students dedicate 70 hours** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, environmental programs, government agencies, etc.) directly serving a population in need or supporting activities that contribute to the greater good of our community. A weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. The course is also designed to provide “real-world” experiences that exercise academic skills and knowledge applicable to each student’s program of study and career exploration.

## STUDENT LEARNING OBJECTIVES:

Student will be introduced to 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 collegiate careers, as they strive to become civically engaged students. Students will be introduced to inequalities, discrimination, and other community issues facing ethnic minorities and marginalized populations, as well as the correlation with greater societal issues.

## INTERNSHIP RESPONSIBILITIES:

- ✓ **Service hours** – 70 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 2<sup>nd</sup> 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
- ✓ **Poster Session & Reflection Presentation** – Midterm poster session & end of the semester presentation

**GRADING SYSTEM:** Grading is based upon the 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:

- Earls, M. (2005). *GLBTQ youth: The facts*. Retrieved from <http://www.advocatesforyouth.org/index.php/component/content/article/424-glbtc-youth.html>.
- Feinberg, J. R., & Doppen, F. H. (2010). High school students’ knowledge and notions of citizenship. *The Social Studies*, 101, 111-116.
- Iceland, J. (2006). *Poverty in America: A handbook*. Berkley and Los Angeles, CA: University of California Press.
- Michaelson, M. T. (2008). Inclusion and social justice for gay, lesbian, bisexual, and transgender members of the learning community in Queensland State Schools. *Australian Journal of Guidance & Counseling*, 18(1), 76-83.
- Philipsen, M. I. (2003). Race, the college classroom, and service learning: A practitioner’s tale. *Journal of Negro Education*, 72(2), 230-240.
- Reinberg, S. (2010, October 4). Insurance, race and poverty affect cancer care, researchers report. *Bloomberg Businessweek*. Retrieved from <http://www.businessweek.com/lifestyle/content/healthday/643843.html>.
- Wharton, C. M., & Hampl, J. S. (2004). Beverage consumption and risk of obesity among Native Americans in Arizona. *Nutrition News*, 62(4), 153-159.

**RECOMMENDED READINGS:** Additional readings listed on Blackboard

Black, L. L. & Stone, D. (2005). Expanding the Definition of Privilege: The Concept of Social Privilege. *Journal of Multicultural Counseling and Development*, 33. 243-255.

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.

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	Pre-service survey	
3	Service Learning, Community Service, and Volunteerism	SL Assignment #1- Race, SL & Classroom	
4	Civic Engagement & Citizenship Recitation on Article I		
5	Social Identities & Stereotyping	Assignment #2 HS Students & Citizenship	
6	Diversity		
7	Discrimination	Assignment #3 GLBT	
8	Social Privilege & Marginalization		
9	Spring Break	Poster	
10	Poster Session		
11	Safety & Funding		
12	Poverty	Assignment #4 Poverty in America	
13	Social Justice		
14	Realistic Social Change	Assignment #5 Bev Consumption & Risk	
15	Class Presentations		
16	Class Presentations	Post-service survey	

**GRADING CRITERIA****GRADED COMPONENTS:****Participation:**

Service hours – 70 (Time Logs approved by supervisor)  
1 point per hour

**% of final grade****18%****Calculation****Your pts / 70 x .18 = \_\_\_\_****Total****Time Log & other paperwork submission on time:**

2 points per 16 time logs

**2%****Your pts / 32 x .02 = \_\_\_\_****Weekly Seminar: 210 points**

15 points x 15 times per semester

**30%****Your pts / 225 x .3 = \_\_\_\_****Service Learning Assignments: 335 Points**

Pre-Service Survey – 25 points

Internship Selection Form Goals - 30 points

Service Learning Articles Reflections: 30 points each (5) = 150

Article Quizzes – 10 points each (5) = 50

Post-Service Survey - 80 points

**40%****Your pts / 335 x .40 = \_\_\_\_****Oral Reflections: points**

Poster Session - 40 points

Presentation – 40 points

**10%****Your pts / 80 x .10 = \_\_\_\_****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 70 service-hours is necessary to receive maximum Participation Points.
- Completion of fewer than 42 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 3<sup>rd</sup> 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 for 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 timecards 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 their 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](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.