

University Service Learning

Arizona State University - Mary Lou Fulton Teachers College

Course Syllabus – USL 216 Service Learning: For Educators

*For illustrative purposes –
actual syllabus may vary*

COURSE DESCRIPTION:

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

The central objective of this course is to examine the effects of social justice issues on student achievement. Internships working with high needs children will be utilized to promote critical reflection to analyze community needs, the importance of civic engagement, and community issues affecting ethnic minorities and marginalized populations in contemporary American society particularly as it applies to our education system. **Students dedicate a minimum of 45 hours** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, etc.) directly serving high needs youth. A weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, how to contribute to positive social change in our community, and how to utilize these practices in the teaching profession to better serve all children. 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 working with children, youth, and families.

STUDENT LEARNING OBJECTIVES:

Student will be introduced to essential skills associated with their baccalaureate studies to actively serve children in 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 pedagogy, as they strive to become civically engaged classroom teachers. Students will be introduced to community issues and their effects on student achievement such as poverty, discrimination, inequalities in schools and health care, and other community issues facing ethnic minorities and marginalized populations. Students will better understand the needs of future students of all diverse backgrounds and adjust instruction to best suit their needs. Students will also learn how to implement service learning as an instructional methodology.

INTERNSHIP RESPONSIBILITIES:

- ✓ **Service hours** – 45 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 (1st week in summer session)
 - **Extra credit** – Students will earn one extra credit point on their final course grade for every 15 hours of service completed in addition to the minimum 45 hours up to 3 points. (1 pt = total of 60 hours of service, 2 pts = 75 hours, 3 points = 90 hours)
- ✓ **Weekly Seminar** – Students are expected to attend class every week
- ✓ **Online USL Account: SLED** (Service Learning Electronic Database) – Create a USL online student account, prior to or immediately after the first day of class. SLED is used to submit Time Cards & the Internship Selection Form which details service and goals
- ✓ **Time Cards** – 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+	87%-89%	= B+	77%-79%	= C+	59% and below	= E
93%-97%	= A	83%-86%	= B	70%-76%	= C		
90%-92%	= A-	82%-80%	= B-	60%-69%	= D		

COURSE FORMAT: Hybrid – Lecture & Internship

GENERAL STUDIES: Cultural Diversity in the United States (C) & Literacy (L)

REQUIRED COURSE READINGS & OTHER SOURCES:

- Birkett, M., Espelage, D.L., & Koenig, B. (2009). LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *J Youth Adolescence*, 38, 989-1000.
- Fox, K.R. (2010). Children making a difference: Developing awareness of poverty through service learning. *The Social Studies*, 101, 1-9
- Kozol, J. (1991). *Savage Inequalities: Children in America's Schools*. 1992. New York, NY: HarperPerennial.
- Philipsen, M. I. (2003). Race, the college classroom, and service learning: A practitioner's tale. *Journal of Negro Education*, 72 (2), 230-240.
- Wharton, C. M., & Hampl, J. S. (2004). Beverage consumption and risk of obesity among Native Americans in Arizona. *Nutrition News*, 62(4), 153-159.

Film: Waiting for Superman

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.
- 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.
- Nieto, S. (2011). *Affirming diversity: The sociopolitical context of multicultural education*. 6th ed. New York: Addison Wesley Longman, Inc.
- Ornstein, A. C. (2010). The Search for Equality. *American School Board Journal*, 30-32.
- Rothstein, R. (2004). The achievement gap: Closing the gaps requires more than just improving schools. *Educational Leadership*, 62(3), 40-43.
- 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 (Fall/Spring; Summer is condensed over 8 weeks)

WEEK	Details	Assignments	Due – Sun at 11:59 pm
1	First class – Syllabus & Service	Action Plan for finding your internship	
2	Reflection	Pre-service Reflection & ISF	
3	What is Service Learning & What is Social Justice?	SL Assignment #1- Developing awareness of Poverty through SL (Fox)	
4	Civic Engagement, Citizenship & Human Rights	Service Goals	
5	Social Identities, Stereotyping Defining Race, Culture & Ethnicity		
6	Diversity	SL #2 – Effects of Homophobic Bullying (Birkett)	
7	Discrimination – A Class Divided		
8	How does Poverty affect student achievement?	SL #3 – Savage Inequalities (Kozol)	
9	Poster Session		Due in class
10	Inequalities in Schools; How does inadequate health care affect children in schools?	SL #4 – Bev Consumption & Risk (Wharton)	
11	Immigration & Education; Language Policy in schools		
12	Ed Policy & Funding	SL #5 – Waiting for Superman	
13	Using SL as a Teaching Methodology		
14	Week off for holiday		
15	Teaching a SL component continued – Impacting Realistic Social Change	Teaching SL Project	
16	Group Presentations	Post-service Reflection	

***Final Presentations will continue during the scheduled final times, though the location may vary.**

GRADING CRITERIA

<u>GRADED COMPONENTS:</u>	<u>Points Possible</u>	<u>Approx % of Final grade</u>
Service Hours: Time Cards must be approved by supervisor Completion of 45 hours = 100 points Less than 45 hours = 0 points	100	15.2%
Time Cards & other paperwork submission on time: 1 points per 14 weeks of Time Cards 4 points - Action Plan 6 points - Internship Selection Form (ISF)	24	3.6%
Weekly Seminar: 12 points x 15 times per semester	180	27.3%
Service Learning Assignments: Pre-Service Survey – 25 points Service Goals - 15 points Service Learning Articles Reflections: 20 points each (5) = 100 Article Quizzes – 5 points each (5) = 25 SL Project – 50 Points Post-Service Survey - 60 points	275	41.7%
Oral Reflections: Poster Session – 40 points Presentation – 40 points	80	12.2%

Total Points Possible = 659

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 fewer than 45 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.
- Quizzes may not be submitted late. After the due date, quizzes will no longer be available in BB.
- 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!* (ISF, Service Goals & Time Cards will be submitted in SLED)
- All assignments without a name will not be graded.
- Practice collegiate level writing - 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"

Attendance Policies

- The seminars are a vital piece of your reflection and learning, Attendance is expected and required!
- *** 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:**
 1. Found on Blackboard in the Forms Folder
 2. Complete form & submit via email to your instructor *prior to* an absence
 3. Documentation for the absence must be provided within 1 week of the absence.
 - Requests that are not submitted in this form CANNOT be considered for excused absence status.
- Tardiness to seminars will **result in lost attendance & participation points for that day**

Expectations for Class Seminars

- 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
- The only laptop usage permitted during class is for taking notes. During class discussions, please close your laptops.

Blackboard (BB)

- Students are expected to check BB regularly for announcements.
- Folders on BB are as follows:
 - Course Information – Syllabus, Student Handbook, Site Placement Documents, Forms Folder, Instructions on how to submit assignments
 - Assignments – All assignments in chronological order by due date
 - My Grades – Monitor your progress
 - Staff Information – Info for you instructor, the Placement Coordinator, USL Director, etc.

Service Hours

- Complete instructions for setting up your service placement is available on Blackboard in the USL Student Handbook; see Course Information.
- You must register on SLED (Service Learning Electronic Database) <http://servicelearning.asu.edu/register> to submit all service paperwork related to your service hours (Time Cards, ISF & Service Goals).
- One Time Card must be submitted each service shift once you begin your service (no later than week 3 / week 2 in summer)
 - Time Cards are due each week on Sunday, by 11:59 pm
 - For weeks you do not complete service, submit a Time Card reporting 0 hours
 - See the USL Student Handbook for details and step-by-step directions for SLED
- 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 or after the end of the semester do NOT count towards the service-hours requirement.

Extra credit – Students are strongly encouraged to complete additional service hours!

Students will earn one extra credit point on their final course grade for every 15 hours of service completed in addition to the minimum 45 hours up to 3 points. (1 pt = total of 60 hours of service, 2 pts = 75 hours, 3 points = 90 hours)

Students who do not submit an Internship Selection Form (ISF) and start their internship by the end of the 2nd week (1st week in Summer), MUST submit an ISF Extension Form.

- This will grant one additional week to submit ISF and start service.
- *Those who do not submit an ISF and begin service after this one-week extension will not be permitted to continue in the course!*

If you would like help matching up with a Community Placement ... call Laura Tan (see below for contact info).

ADDITIONAL CONTACT INFORMATION

USL OFFICE is located on the Tempe Campus, Farmer Building, Room 410; Main Number: 480-727-6382

Deborah Ball
Director, University Service Learning
Deborah.Ball@asu.edu
480-965-8092

Laura E. Tan
Community Placement Coordinator
Laura.E.Tan@asu.edu
480-965-8261

Adelina Zottola
SLED Coordinator
Adelina@asu.edu
480-965-8431

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."
For more information see <http://provost.asu.edu/academicintegrity>.

- **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.

- **Military Personnel Statement**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

- **Harassment**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:

Downtown campus: 522 N. Central Ave., Post Office Room 247, 480-496-4111

Polytechnic campus: Administration Building suite 102, 480-727-1060

Tempe campus: Student Services Building room 263, 480-965-6547

West campus: UCB 301, 602-543-8152

- **Electronic Communication**

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

- **Grade Appeals**

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at <http://www.asu.edu/catalog/>.

- **Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The e-mail will be sent to your official ASU e-mail address, so make sure this mail forwards to an account you check regularly. You can check this online by going to My ASU, choose Self Support and then E-mail Update (UPO). Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality.