

University Service Learning

Arizona State University

Course Syllabus – USL 402 Child Tutoring*For illustrative purposes only – actual syllabus may vary***COURSE OBJECTIVES:**

This is a graded internship that allows you to integrate hands-on service learning experiences with your ASU course work.

You will spend approximately 100 hours working with children with a pre-approved University Service Learning community partner. Your service must be working directly with children. Your service experiences will provide the information you can use for all assignments in your linked course.

The central objective of this course is to deepen your understanding of community needs and social justice issues and their effect on children and education by providing opportunities for critical reflection and analysis of your new community experiences, your background and future goals and information presented to you through your coursework. Students will dedicate approximately 100 hours of service with an organization, agency or school working directly with children. Students will learn about the needs of the community as they apply to education (policy, student achievement, teacher and administration effectiveness and parental involvement) and think critically about possible solutions and their implications on the state of education in Arizona and the country. Thinking critically about your community interactions, your course readings and discussion, and assignments will enhance your understanding of cultural diversity in our community and the importance of civic engagement on attaining social justice specifically as it applies to the education system and children.

INTERNSHIP RESPONSIBILITIES:

- ✓ **Service hours** – 100 hours of community outreach (spread throughout the semester in which you are enrolled in the course) serving a youth population in need with a pre-approved site partner (Title I school, nonprofit or community organization, or government entity).
- ✓ **Online USL Account** – you must create a USL online student account as instructed, prior to or immediately after the first day of class
- ✓ **Site Placement** – 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 3rd week of the semester
- ✓ **Time Logs** – You must keep a log of your service hours including records of your activities during that time.
- ✓ Follow all **policies and procedures** of your internship site
- ✓ Check Email regularly for announcements concerning your internship from your site supervisor

CLASS RESPONSIBILITIES:

- ✓ **Weekly Seminar – Tuesdays 7:30-8:45** Attend and participate in class discussions and activities
- ✓ **DAR Reflection Series** – You will use assigned articles and other classroom materials/notes to reflect on specific social justice issues through essay assignments
- ✓ **Pre and Post Service Survey** – Complete a survey of your service before and after the course
- ✓ **Inquiry Project** – You will complete an inquiry project of the population you are serving and prepare a final paper and poster presentation on how one specific social justice issue affects that population
- ✓ **Check Blackboard** – Check regularly for announcements, assignments, and grades

Grading System: Grading is based upon the weight of each assignment. Final grades will be on a +/- scale.

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

REQUIRED COURSE READINGS/MATERIALS:

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

Gandara, Patricia & Rumberger, Russell W. (2009). Immigration, Language, and Education: How Does Language Policy Structure Opportunity? *Teachers College Record*, 111, (3). 750-782.

Gorski, Paul. (2008). The Myth of the Culture of Poverty. *Educational Leadership*. April, 32-36.

Ornstein, Allan. (2010). The Search For Equality. *American School Board Journal*, May, 30-32.

Rehm, Diane. (Writer). (2011, March 31). States Look at Immigration Reform [Radio broadcast episode]. S. Pinkard (Producer). The Diane Rehm Show. Washington D.C. National Public Radio

The Statue of Liberty-Ellis Island Foundation, Inc. *The Peopling of America*. Retrieved from http://www.ellisland.org/immexp/wseix_5_5.asp

WEEK	In Class	Assignments Due at Midnight on the Due date
1 –	Syllabus & Service Learning	
2 –	Reflection	Pre-Service Survey due
3 –	Social Justice	
4 –	Poverty and Class	Steps 1 & 2 of Inquiry Project due
5 –	Poverty and Class	DAR 1: The Myth of the Culture of Poverty and The Search for Equality due
6 –	Race	Step 3 of Inquiry Project – Due
7 –	Race	DAR 2: Documentary from class: Race: The Power of Illusion – The House We Live In due
8 –	Fall Break	
9 – 1	Social Privilege	DAR 3: Expanding the Definition of Privilege: The concept of Social Privilege and Social Identity due
10 –	Educational Policy	Step 4 of Inquiry Project – Due
11 –	Educational Funding	DAR 4: Ed Policy of your choice – Due
12 –	Immigration	Inquiry Project – Thesis & Annotated Bibliography due
13 –	Immigration	DAR 5: Diane Rehm Show – States Look at Immigration Reform – Radio Broadcast and Ellis Island website due
14 –	Language and Education	Step 5 of Inquiry Project – Due
15 –	Language and Education	DAR 6: Immigration, Language and Education: How Does Language Policy Structure Opportunity? Due 1
16 –	Inquiry Project Poster Presentation	Inquiry Project Poster due– in class Final Inquiry Project due Post Service Survey due

NOTE: University Service Learning partners with many community-based organizations that are subject to circumstances and conditions outside the control of ASU (i.e. schedule conflicts, student turnover, etc.). As a result, changes may be made to this syllabus and/or to specific details involving your tutoring site. Your flexibility and cooperation are expected and appreciated.

GRADING CRITERIA

<u>INTERNSHIP COMPONENT:</u>	<u>% of final grade</u>	<u>Calculation</u>	<u>Total</u>
Internship Hours 1 point for 1 hour 70 hours equals 25 points 60 hours or less equals 0 points	20 %	Your pts. / 100 X .20 = ____	
COURSE COMPONENT: Weekly Seminar: 10 pts/day – 15 Seminars	20 %	Your pts. / 150 X .20 = ____	
Pre/Post Service Survey 30 points each	5 %	Your pts. / 60 X .05 = ____	
Reflection Journal Series 6 DARs - 50 points each	30%	Your pts. / 300 X .30 = ____	
Inquiry Project – 170 pts. Step 1 – 5 pts. Step 2 – 5 pts. Step 3 – 10 pts. Step 4 – 20 pts. Step 5 – 10 pts. Final Paper – 100 pts. Final Poster Presentation - 20 pts.	30%	Your pts. / 170 X .30 = ____	

Add and 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.

- Failure to follow policies and procedures through your internship may result in your dismissal. In the event you are dismissed from your internship, it is your responsibility to set up a new internship if that is an option.

Grading Policies

- This course is weighted and each component of the course counts as the exact percentage stated in the syllabus
- Late assignments will lose 10% for each day
- Assignments will not be accepted more than 5 days late
- You have one opportunity for extra credit (1 percentage point of your grade) – credit will be offered at the discretion of your Instructor
- Assignments with no name will not be accepted/graded
- All assignments must be submitted in a **word document**
- All assignments are expected to be at a collegiate level of writing, edited for content/errors and directly answer prompt questions and your reflection must be complete
- If you are dismissed from your service site for any reason, you will not be able to continue in the class and will be administratively withdrawn
- If you fail to complete more than 90% of your service hours, your grade will be dropped one letter grade

Seminars

- The seminars are a vital piece of your reflection and learning
- Tardiness to seminars will result in lost attendance & participation points for that day
- Each student is expected to sign in prior to class starting. Anyone who signs in after the beginning of class 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.
- Absences from class require a doctor's note or completion of a "ticket in" assignment. Two or more absences from class will result in an automatic failure.
- To obtain a ticket- in assignment, please email the professor prior to your return to class

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.

Describe – Analyze – Reflect (DAR)

You will be required to complete 6 DAR reflective assignments throughout the course of the semester. This is a reflective reading/writing strategy used to help you critically think about the information and knowledge you've acquired about the unit. Each reflection should be 1-2 single spaced.

Describe – Describe what information you've read in the assigned reading and heard in your lecture about this unit. This section shouldn't simply summarize the information, but also demonstrate your knowledge of the authors' intent, inferences and believed implications of information presented. Some questions that may help prompt you are:

- What is the main idea of the required reading/classroom materials?
- What claims are being made?
- What correlations or connections to other ideas are being made?
- Is this writer biased? How so?
- Is the information presented from a particular worldview or ideology?

Analyze – Analyze what the significance is of this information to you and your life. What is the significance to education? This section should have you critically thinking about the information presented and also reflecting on how reading or hearing this information makes you feel about yourself, the world around you and the education system. Some questions that may help prompt you are:

- Do I agree with the information? Why or why not? (Think about your social identity, your world view, your life experiences, your ideology)
- How does this make me feel about the world? (or the state, the nation, humanity, etc.)
- How does this make me feel about myself?
- How does this make you feel about the education system?
- How does this apply to the lives/work and success of all stakeholders in education? (students, parents, teachers, administration, society, economy, etc.)
- Does this challenge or confirm any thoughts I had before?
- Why might my thoughts be the same or different from the writer?

Reflect – Reflect on how you will use this information and the reflection process in the first two sections in your work at your internship. What concrete and tangible things will you do based upon the information you've received through the reading or discovered through the reflection. Some questions that may help prompt you are:

- Does this information or process help me see myself (my morals, my ideology, my perceptions, my biases) in a different light?
- Does this information or process help me to see the population or persons I serve in a different light?
- What can I do to change any biases or stereotypes I have?
- What will I do to make a change regarding this social justice issue and how it affects the population I work with?
- What changes will I make in my personal life after receiving this information or going through this reflective process.

This essay should be a word document, no more than 2 pages, no requirement on spacing, 1 inch or default margins and submitted through blackboard. Although, this serves as a personal reflection, your writing should be organized, clear and concise and demonstrate knowledge of the respective concepts and theories.