Course Code & No.	INTD 300
Course Title (3 credits):	Service Learning (3 credits)
Term & Year:	Spring 2020
Course Ref. No. (CRN):	10292
Class Meeting Time:	Wednesday 1-2:45 or 3-4:45
Location:	TCES 215

Instructors:	Daryl Teittinen and Brennan Lagasse
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Office:	TCES 2nd Floor, Prim Library Mezzanine
Prerequisites (from Catalog)**:**	Approval from Instructor: Prior planning required for service project. Proposal due Dec 1 for spring projects, May 1 for fall projects

Course Description:

Service Learning offers a structured opportunity to engage in direct experience that links theory and practice. Through organized involvement in community service, students will integrate learning and self-reflection, with the goal of building the values of reciprocity, stewardship and civic responsibility with the skills and knowledge of disciplines. *See description of service learning and philosophical foundations of the course attached to the end of this syllabus.*

Student Outcomes for Course:

1. Design a self-initiated interdisciplinary project that both serves the community and expands student knowledge, skill base and understanding of civic engagement.
2. Complete 50 hours of pre-arranged community service with clearly defined goals with an additional final project research, which integrates the service experience with disciplinary knowledge.
3. Formally present to faculty and student peers about the culmination of the service learning experience.
4. Through the portfolio, apply and articulate self-reflection to the service learning experiences as an avenue to intrapersonal and interpersonal awareness.

Methods of Assessing Student Outcomes:

1. Instructor observation
2. In class participation and assignments
3. Journals
4. Research and integration of texts and materials
5. Annotated bibliographies
6. Midterm writing and research
7. Supervisor observation
8. Student self -evaluation
9. Final project
10. Formal Service Presentation to a faculty panel
11. Final reflective paper
12. Portfolio

Required Texts and Materials

Three ring binder for portfolio:

Texts and Materials: Required three texts determined by student and faculty. Students are expected to read three texts. One text will lead to a submitted annotated bibliography, the others will be used for midterm research.
Can include:
- Independent research on comparable programs or projects
- Books, text books, resources
- A compilation of academic journal articles
- A film and its corresponding resources
- A compilation of web based resources

Note: Your texts should represent a range of disciplines. They should also represent a range of theory, research and practice.

Community Partner-
Students will share contact information of supervisor/s with Instructor. This community partner/s will be emailed periodically throughout the term to confirm student work, collect feedback and invite them to final presentations.

Sanctions for Cheating and/or Plagiarism: The Honor Code
The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code
SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

ADA Accommodations
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

The SNC Email System
The SNC email system is the official communication vehicle among students, faculty members and administrative staff, and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.
Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Class Requirements:

Students will complete 1) service hours 2) regular attendance 3) annotated bibliographies 4) 7 journal reflections 5) midterm writing and research 6) final project (separate from service hours) 7) presentation 8) final portfolio (including final reflective essay).

- 50 hours of pre-arranged community service with clearly defined goals. This should be determined before the semester begins. **(Completed Service Log due with portfolio-Note that a student cannot pass the course until all hours are completed and documented correctly)**
- Weekly meetings with advisor
- Three "texts" (books, articles, websites, films picked by professor and student representing a range of disciplines) with **ONE** annotated bibliography. Annotated bibliography is worth 30 points. The additional texts can be used in support of the final presentation and final project
- 2 Journals (reflections on service work and reflection questions)
- Midterm (research and writing)
- A final project as a result of service (Ideally a project with an application component example: an after school program plan and report, a safety manual for a climbing gym, a business plan for a farming enterprise- sustainable agriculture, a documentary video of an event, a curriculum guide for art therapy exercises or, if approved, a research paper)
- A final presentation of the entire project (10-12 minutes) See requirements
- A final portfolio which collects 1) service work log 2) reflections, 3) any products (example- business plans, lesson plan, official emails… 4) the midterm writing and research 5) the final project- (if it is a video-a write up and a one paragraph summary), 6) Two annotated bibliographies of texts studied during the course with a one paragraph summary of the general insights gained from the reading and research and a second paragraph discussing personal relevance and connections to the text, 7) presentation

power point and faculty panel feedback, 8) community partner survey if available and any other feedback from cooperating partner and 9) <u>a final reflective essay</u> on the work throughout the semester (see requirements).

This portfolio brings the whole term together and helps the professor and student discuss the final grade for the class.

Journal and Written Assignment Requirements:

- *2 reflective journals are due throughout the semester. (Minimum plus make up opportunity. You can make up one missed journal at the end of the course.)*
- *Journals are due the Wednesday night before class by 11:55pm. Journals must be submitted to Canvas.* ***The attachment must be titled with your name, journal number and the date. Example: adamsjournal1_9.13.13***
- *If a Journa/Assignmentl is submitted late, it can receive half points. They will be assessed for effort, depth of reflection, and accessibility (voice, editing, etc). Please proof-read all journals. There will be one make-up opportunity for a journal.*
- *Several journals do have specific questions which can be found on the syllabus. However, also write about what is happening in your work; write about your frustrations, triumphs, challenges, realizations, connections, ideas, ah-ha moments, fears, observations, the work that you've done, the details etc. All of this.* ***Journal entries should not be less than 1 page double-spaced 12 font Times New Roman for full credit.*** *We are hoping most of your journals will be quite a bit longer. Make these valuable for yourself and a vehicle for us to understand how the work is going and what connections you are making. Start a process of journaling every day before and after your service hours. We suggest using this template to complete your journals:*

   a) your personal energy, motivation, thoughts about how your project is going and how your work (your contribution) is going

   b) your accomplishments (report back on accomplishments of goals from your last journal)

   c) your next steps(goals)

Midterm Questions and Assignment:

Directions: For questions 1 and 2, please include bullets listing the data collected (and cited) with a follow-up paragraph discussing the significance and implications of your research. Please answer questions 3 & 4 in paragraph form.

1) **Local Perspective**: Identify the background of the people, community, cause or other that you are serving and the key issues/ needs you are addressing through your service project.
   Include statistics, demographics, quantitative and qualitative data relevant to your topic. (Use specific data or information and cite it appropriately. For example: US Census data, US and State Department of Education, (example: CA or NV), US and State Department of Labor, US and State Department of Health, county statistics, local non-profits).

2) **Global Perspective**: Explain the larger picture of your issue, cause, interest. National-
   How does your project fit into this larger picture?
   Why/ How does this cause or issue merit doing service?
   What is important about it for your community, local, regional or global?
   (Use specific data or information and cite it appropriately. For example: US Census data,
   US Department of Education, US Department of Labor, US Department of Health).

3) **Assumption:** Reflect on the assumptions you began this project with. Have these assumptions
   changed? or not?
   Explain.
   Do you think the general public has any negative assumptions or misconceptions related
   to your topic? Why? What are they?
   Why is understanding this important?

4) **Reflection:** Reflect on your service learning experience so far this semester (include texts, service
   work, class discussion, your culminating project…..).
   Are you benefiting from this service learning project?
   What are you learning or have you learned already?
   How could you connect this experience to your future (study, profession, life…)?
   How could you expand (or have you expanded) your learning or engagement in this
   project?
   How could you expand your impact (or continue your high impact) with the organization
   or project? (Are you making a difference?)

5) **Works Cited:** Turn in your works cited from questions 1 and 2 (and potentially 3).

<u>Final Reflective Essay for the Portfolio</u>: Please reread your journal assignments throughout the
course before writing this essay. Consider writing this reflection as preparation for your presentation.

   The final essay must include:
   1) A reflection on the work you completed: service work, projects, final product, presentation
      etc. What are you most proud of about this project (your strengths)? What would you change
      if you had another shot at this service project (your challenges)?
   2) A reflection on the link between the service work and your developing sense of civic
      responsibility. What kind of impact did you make through your project? What impact did the
      service work have you personally? Will you stay involved with this organization or issue or
      with another community effort?
   3) Incorporation of quotes and information from texts read during the course. Explain how these
      texts contributed to your learning this semester.
   4) A reflection on how this course and your project integrates your disciplines? How is your
      project interdisciplinary? Through your research, your culminating project, or throughout the
      service work? How did you use different disciplinary skills, insights, methods, and skills to
      inform and shape your outcomes?
   5) A reflection on how your prior experience and academic knowledge led to the success of this
      service project? Which skills and previous experiences helped shape this one? What are your
      strengths and weaknesses? How will this experience help shape future situations, i.e. personal
      life and career goals? Include a self-assessment plan where you evaluate the changes in your
      learning throughout the semester. What is your next step?

Please do not just list answers to these questions but consider the questions thoughtfully and write a reflective essay.

Final project Service Learning:

This is your chance to create a product (paper, video, website, pamphlet, business plan, article, display, manual, curriculum guide, etc…) which brings your whole project together.

Guidelines and requirements:
- Must be culminating and integrative. It should bring your work, your disciplines, and your reading together.
- The time and effort you put into your culminating project are outside of your 60 hours of service and your research already required for the class. Think about planning an extra 10-20 or more hours for this project.
- Think about purpose and audience for your project. If you want to create something for your organization, make sure you discuss/ get approval from your organization supervisor. Make sure it is something needed/ useful / helpful etc.
- This will be a big part of what you present in your final presentation because it is where you demonstrate integrative thought, research, critical thinking and application.
- It will be assessed (25% of your grade) by its academic rigor, evidence of integration, research and knowledge in the field, and application (either for your own study or for the wider community). See rubric.
- Due the week of your final presentation.

Final Presentation Requirements:
1) 10-12 minute power-point presentation with no more than 5 minutes of questions
2) Visuals pictures/film, handouts to show work that you completed throughout the semester

Service Log:

1) 50 hours of service logged with descriptions about the details of the work.
2) Required signature and initials of supervisor
3) See attachment for log form

Grading Policy:
- Course work- (Attendance, completion of deadlines, weekly journals, class participation & assignments, annotated bibliographies, and community partner supervisor feedback)   **25%**

- Service presentation (Graded by a panel of faculty):   **25%**

- Final project (separate and above completed service hours: See attached rubric):   **25%**

- Midterm writing/ research and final portfolio (including all required components)   **25%**

Class Schedule Template: Please see the proposed syllabus below. Instructors reserve the right to change assignments or class plans based on student needs. Please add to each individualized calendar attached at the back of this syllabus which includes the specifics of your project: your projected service hours each week, your specific components and due dates, and any timing of events, and special deadlines.

Date	*Meeting Plan:*	*Assignments Due*
Before 12 Week Semester	Email communication with Faculty.	Contact Service supervisor and confirm dates and times of service (Minimum!) Complete up to 20 hours of service with signatures (Ideal!)
Class 1 1/22	* Welcome to the course- -Syllabus & service log * Introductions * Service at SNC: what it entails * Introduce project fund opportunity * Introduce the partner contract * Professionalism *Faculty role and importance of meetings in your cohort *Discuss updated service proposal *Rolling application for project funds * Discuss how to make the most of your service opportunity *Workshop Contracts	Contact Service supervisor and confirm dates and times of service (Minimum!) Complete up to 20 hours of service with signatures (Ideal!) * Continue service work. Get on pace to complete 5+ hours/week.

Class 2 1/29	Integration and Interdisciplinary Studies Activity
	
	Annotated Bibliography Assignment
	
	Workshop: Integration rubric and complete text selection
		*Journal 1 Due- Submit on Canvas by Midnight Tuesday 1/28
		Journal Topic:
		  a) Complete and submit your **Contract.**
		  b) Submit a paragraph outlining your actual schedule and service hour projection by week 12. Explain how you will fit in 5-6 hours a week for the first 8-10 weeks of the semester. Be specific about your hours and activities each week. (you can submit a calendar plan)
		*Read Text 1

Class 3 2/5	*Book Café- Share Annotated Bib's *Introduce Final Project Assignment ***Student Guest Visit-Final Project example:** * Workshop: Final Project Proposals	*Continue service hours *Bring Service Log to class ***Annotated bibliography due on Canvas Midnight Tuesday 2/4**

Class 4 2/12	***Hand out Midterm Research Assignment due 2/26- go over examples** *Workshop-Final Project Proposal (Complete by end of class)	***Final Project Proposal (draft) due on Canvas Midnight Tuesday 2/11** *Complete service hours
Class 5 2/19	**Topic: What is civic engagement**, social justice & the importance of research to support service work? *Global & Civic Rubric *Activity – video ***Workshop- Midterm Research- how to find info (demographics, annual reports, publically available data)**	***Journal 2 due on Canvas Midnight Tuesday 2/18** Journal Topic: Write about your role in your organization and specifically what you have done so far with your time. Do you feel useful? What have you learned so far? Do you feel like you can have a positive impact through your volunteered time? Is there anything you would like to address or change about your service plan? How do you think you can best contribute? Do you see any opportunities that you could address? *Complete service hours *Applications for project funds reminders
Class 6 2/26	**Topic: Workshop Midterm** *Share insights and application Due at 4:00pm: **Final Draft Midterm**	***Take Home Midterm DRAFT DUE IN CLASS- bring a paper copy to class.** *Complete service hours
Class 7 3/4	**Topic: Midterm Check-ins** *Class goes until 5:00 today- one on one check ins. NOTE- Check ins may need to be scheduled outside of normal class time! *Turn back graded Midterms *Intro to Mini Presentations- **Student Guest Presenter** *Workshop: **Planning your presentation**	**Due in class for Midterm Check Ins: bring a 3 ring binder with service log (SIGNED), all journals completed so far, your annotated bib, and any other products created this semester (sample emails, reports etc)** *Complete service hours
3/11	**Spring Break**	**Complete Service Hours and work on Final Project**
Class 8 3/18	**Topic: Senior Portfolio Bridge and End of Course** Senior Portfolio Mock Presentations Re-Introduce Portfolio Final Project Documentation *Workshop: **Final Projects**	**Due: Service Hours and work on Final Project**
Class 9 3/25	**Topic: Mini Presentations** *3 Mini-Presentations	**Due in Class: Mini Presentation Powerpoint, complete service hours, work on Final Project**

Class 10 4/1	**Topic: Mini Presentations** *3 Mini-Presentations	**Due in Class: Mini Presentation Powerpoint, complete service hours, work on Final Project**
Class 11 *4/8*	**Topic: Practice for Presentations** *Meet in TCES 139/141 for dress rehearsal	**Due in class: Edited version of Final Presentation Powerpoint**
Friday *4/10*	**Topic: FINAL PRESENTATIONS In TCES 139 10:00-3:00 pm**	**Due: Final Presentation**
Class 12 4/15	Final Meeting and Celebration	*REVIEW all work thus far and make sure everything is complete and high quality **Due in class:** *Final Portfolio Due* with <u>final reflective essay</u>, journals, annotated bib, service log, midterm writing, project outcomes, partner contract, research, **final project write-up** etc.
4/20-24	Final Presentation Events Week	**Attend Senior Portfolio Posters Tuesday 4/21 1-4pm**

<u>Prim Library Resources</u>: Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources include, but are not limited to:
1. Films
2. Reference materials (for use inside Prim Library):
3. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): EBSCO
4. Hardcopy periodicals: Prim Library has current subscriptions for many journals. Please check for journals in your discipline and content areas.
5. Books (can be checked out): a search the Prim Library Catalog using key words related to your content needs
6. Lib Guides: http://Libguides.sierranevada.edu These web pages contain instructions about how to use resources available at Prim Library, how to evaluation the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

<u>Definition of Service Learning:</u>
(Federal Definition based on the Corporation for National and Community Service)
Service-learning combines service to the community with student learning in a way that improves both the student and the community. According to the National and Community Service Trust Act of 1993: (23), the term 'service-learning' means a method:

A) under which students or participants learn and develop through active participation in thoughtfully organized service that—
(i) is conducted in and meets the needs of a community;
(ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
(iii) helps foster civic responsibility; and

B) that-
(i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
(ii) provides structured time for the students or participants to reflect on the service experience.

-Wisconsin Department of Public Instruction

<u>Philosophical Foundations</u>

Sierra Nevada College Service Learning Class- INTD 300:
- *Student driven-* Students help determine the syllabus in first couple weeks, the service relationship, the projects, even the texts. This creates great student investment.
- *Hands on- practical-* Students have the chance to apply their knowledge and skills.
- *Integration of disciplines-* Students must draw on their interdisciplinary skills both in practice and in academic components (research, text analysis, essays, etc).
- *Reflective-* Students are required to reflect throughout the course and in particular at the end of the course. This reflection leads to a greater understanding of personal interests and strengths and builds values of reciprocity, stewardship and civic responsibility.
- *Defines future portfolio work-* Student project can possibly help define future senior portfolio work.

<u>Summary:</u> In other words, the service project must meet two main requirements.
1) It must push the student's learning, through the texts, work with the instructor, the actual project, and the reflections. It should be something new, something that expands the skill and content level of the student. It is <u>not</u> just doing volunteer work.
2) It must contribute to the community in a meaningful way. Students must be able to articulate how their project and study is a service to the community- (SNC community or larger community).

Name_____

Service Log

Organization or Project Name_____

Supervisor at organization or SNC_____

Date	Type of Service- Activity Description Be specific!	# hours	Supervisor's Initial (minimum requirement- 3 signatures throughout term)
Total:			

Note: Plan to use multiple forms and please staple them together. If you have multiple organizations, please fill out separate logs for each organization / project or clearly identify each organization and supervisor.

Supervisor's name (please print)   _____

Supervisor's Signature for final service hour completion: _____