Martin Methodist College

Faculty Service-Learning Manual

Office of Religious Life

Last Updated: September 13, 2011

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Introduction

Service-Learning is being adopted by an increasing number of colleges and universities as an effective method of teaching students how to absorb what they learn inside the classroom and apply it in the "real world." In Fact, Campus Compact stated that in 2008, "Nearly a third of college students (31%) at Campus Compact member schools participated in community service, service-learning, and civic engagement activities, performing an average of 3.7 hours of service each week."[i]

This Service-Learning Manual provides relevant information for faculty members at Martin Methodist College.

What is Service-Learning?

Service-Learning at Martin Methodist College is a course-based teaching methodology that helps students learn and develop through active engagement in organized service experiences combined with structured time for reflection, fostering academic learning, personal growth, and civic responsibility.[ii]

Additional Service-Learning definitions are as follows:
- Bringle and Hatcher, two of the most widely known experts of Service-Learning, state, "Service-learning is a credit bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."[iii]
- "Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. …experience enhances understanding; understanding leads to more effective action."[iv]

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The National Center for Service-Learning expands on these definitions with three key characteristics of service-learning:

1. Clearly defined course objectives combining service with learning.
2. Activities focused on meeting human need in the community.
3. Reflection on students' experiences and the connection to course objectives.

The explicit connection of Service-Learning to academic coursework is reflected in Bob Bringle and Julie Hatcher's definition of service-learning. Emphasizing student projects are course-based while meeting a need within the community, Bringle and Hatcher state students also need an opportunity to reflect on the service activity for further understanding.

The definition used by the Alliance for Service-Learning in Educational Reform further emphasizes goals of civic responsibility and community engagement in service-learning. "Service-learning involves students in community activities that complement their classroom studies. Every service-learning program is unique, but all aim to help students increase their academic skills through understanding how what they learn in school can be applied to the real world. Service-learning programs help students become interested in their communities and learn how they can affect the quality of life in them." [v]

Service-Learning should not be equated with Community Service, which refers to action taken to meet the needs of others and better the community as a whole. Benjamin Barber writes that community service is an essential component of democratic citizenship. "Service to the neighborhood and to the nation are not the gift of altruists but a duty of free men and women whose freedom is itself wholly dependent on the assumption of political responsibilities."[vi] Service-Learning is meant to encourage students to make connections between the classroom and the community, ultimately allowing them to have a more engaged learning experience.

Why Do Service-Learning?[vii]

- Service-learning has a positive effect on student personal development such as sense of personal efficacy, personal identity, spiritual growth, and moral development.

- Service-learning has a positive effect on reducing stereotypes and facilitating cultural & racial understanding.

- Service-learning has a positive effect on sense of social responsibility and citizenship skills.

- Service-learning has a positive effect on commitment to service.

- Volunteer service in college is associated with involvement in community service after graduation.

- Students and Faculty report that service-learning has a positive impact on students' academic learning.

- Students and Faculty report that service-learning improves students' ability to apply what they have learned in "the real world".

- Service-learning participation has an impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development.

- Students engaged in service-learning report stronger faculty relationships than those who are not involved in service-learning.

- Service-learning improves student satisfaction with college.

- Students engaged in service-learning are more likely to graduate.

- Faculty using service-learning report satisfaction with quality of student learning.

- Community service affects student retention.

- Communities report enhanced university relations.

Service-Learning at Martin Methodist College

In the summer of 2005, the President's office requested the Office of Religious Life be responsible for developing a Community Service (CS) and Service-Learning (S-L) plan for the Martin Methodist College community. The intent of this effort is to offer a minimum of three courses per semester which incorporate the Service-Learning pedagogy.

This plan will be implemented by the Office of Religious Life (R.L.) through Martin Serves. The people involved in this program's implementation are:

1. Campus Minister: The campus minister is responsible for the overall supervision of Service-Learning.

2. Martin Serves Coordinator: The Martin Serves Coordinator is responsible for pairing Faculty, presentations, and assessments.
   Contact Info- Brandi Belcher: 931-424-7363 or martinserves@martinmethodist.edu

The organizations and businesses where students will be placed are partners with Martin Methodist College and are recognized as Community Partners. Contact information and descriptions for all Community Partners, with whom the college has an established relationship, can be found in the Martin Methodist College Community Partner Catalog.

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Martin Methodist College's Model for Service-Learning[viii]

Martin Serves offers selected faculty the possibility of including a Service-Learning component in their regular curriculum. Those interested should contact Martin Serves to discuss. Faculty will be given a catalog of Community Partners who have agreed to take on Service- Learners, as well as a Service-Learning Faculty Handbook.

Faculty include Service-Learning as an option in their course syllabus, often in lieu of another research requirement or exam, and specify how students are to integrate their service experience with their coursework and what coursework credit they will receive from Service-Learning.

Students complete a requisite number of service hours (usually 15-20) at their placement site during the semester, participate with faculty in pre-determined reflection opportunities, and fulfill their instructor's academic requirements.

Community Partners place students in direct contact with persons in need, train and supervise the students and maintain a record of their service during the semester.

Types of Service-Learning Components[ix]

1.   Option Within a Course
Students will have the option to become involved in a Service-Learning project. A portion of normal coursework will be replaced with the Service-Learning component.

2.   Required Within a Course
All students are involved in service as an integrated aspect of course which can either be student based or be done collectively as a class.

3.   Class Service Projects
The entire class is involved in a one-time service project. Note: one-time projects have different learning outcomes than ongoing service activities.

4.   Independent 4th Credit Option
Students negotiate with instructor to define parameters of service component and ways to document learning derived from service.

5.   Disciplinary Capstone Projects
Service-Learning builds upon students' cumulative knowledge in a discipline and demonstrates integration of knowledge with real life issues.

6.   Service Research Projects
Involve students in research within the community. The results of the research are communicated to a Community Partner so it can be used to address community needs.

Choosing a Service-Learning Component[x]

1. How integral is the service experience to the course content?
2. What knowledge and skills will students need in order to be successful with their service project?
3. Does the community partner have experience with Service-Learning?
4. How many students can the service site accommodate?
5. What resources are available to support Service-Learning efforts?

Planning Your Service-Learning Course

Service-Learning has applications for virtually any curriculum. The challenge is to integrate the academic and service components in ways that tailor the program to meet the specific needs of all participants: instructors, students and community partners. Designing a quality Service-Learning course offering requires planning and forethought to develop a dynamic learning environment that engages students as they take an active role in their own educations. You can use the following steps to help you prepare a successful program.

Step 1: Determine whether service-learning is right for you.

What are some of the reasons you are considering incorporating service-learning into your courses? Do you want to engage your students? Enliven your classes? Develop a sense of civic responsibility in your students? Can service-learning classes help you to more effectively fulfill your teaching objectives?

What changes would you like to see in your students as a result of participation in a Service-Learning course?

What specific learning outcomes do you expect from a Service-Learning course?

Step 2: Consider ways in which community service can be integrated into you course.

To what extent are the objectives of Service-Learning compatible with the needs and values of your students? Are any incompatible?

What type of activities could students engage in that would help them learn what you are trying to teach them?

What local agencies, organizations or projects could benefit from student service participation?

Are there types of students for whom you would not recommend participation in community service activities?

Step 3: Design the course, integrating the Service-Learning elements.

Your first decision will be whether community service will be required or optional. Consider whether the service is central to or on the periphery of the course, and to what extent the success of the course is dependent upon service experiences.

If the service element is optional, determine what class work will be considered equivalent to community service. How will alternative assignments be weighed against service work? How will class time be managed when all students are not involved in the same activities?

If service is required, what type and how much service will be considered adequate? How are the service and non-service requirements related, and how do they work together to satisfy teaching goals?

Alternative plans must be considered for students who cannot satisfy requirements. Unexpected problems can arise with not only students, but also with partnering agencies.

Decide how students will be grouped for service participation. One method is to place students into partner agencies individually. The student normally completes reflection assignments and discusses experiences in regular meetings with the instructor. A second method is to place groups of students into agencies together. These students complete reflection exercises and discuss experiences with other groups members, with groups placed in other agencies, and/or with the instructor. Another method is to involve the entire class in an activity that benefits an agency or the community as a whole, incorporating reflection assignments and groups discussions into the project. *Part of this decision will be based on the agency needs in the community.*

Reflective activities are a vital element in Service-Learning programs. There are many types of reflection exercises, with journaling being the most common. Others include: Power Point Presentations, class discussions, and papers. Determine which reflection assignments will be most effective in achieving the academic goals of the class.
Grading and student evaluation is generally more subjective in Service-Learning courses than in traditional classes. Determine the criteria on which you will evaluate student performance.

Finally, decide whether outside texts or other assignments will be needed to supplement the community service work.

Step 4: Develop course materials

The first item you will need is a tailored course syllabus. The following items should be given particular attention. Refer to the Resources section for examples.

Course goals: academic and service-learning goals should be discussed separately.
- Academic goals: What are the learning goals of the course? How does the incorporation of service change these goals?
- Service component goals: What role will the service components have in achieving the academic goals?

Service activities and assignments: determine what types of service activities support the academic goals, how placement will be handled, how many service hours will be required, how hours will be recorded, and what activities/assignments can be substituted for service.

Reflection activities: decide what type(s) of reflection exercises will best enhance academic goals and encourage understanding of the service provided.

The most common reflection activity is journal assignments. They can be:

- Three-part journals: Each journal entry is divided into thirds: description, analysis, and application. In the description section, students record some aspect of their service experience. In the second part, they analyze how course content relates to that experience. In the last section, they speculate on how the academic and service aspects can be applied in their future personal and professional lives.

- Key-phrase journals: The course instructor provides a list of key terms and phrases at the beginning of the course. Students then include these terms in their journals, and they are evaluated based on the use and demonstrated application of the terms.

- Double-entry journals: On the left pages of the journal students describe service experiences and their thoughts and reaction to them. On the right page they write about key issues involved in class discussions or reading assignments, and draw arrows between related concepts and experiences.

While the evaluation of journal content can be highly subjective, certain critical elements can be objectively analyzed, including:
- Observations
- Questions
- Speculation
- Self-Awareness
- Synthesis

Instructors may want to implement a standardized journal format that includes specific questions for students to answer in order to obtain comprehensive yet uniform responses. Use of journal form also facilitates objective evaluation of the journal content.

Other forms of reflection activities include:
- Directed writings: The course instructor periodically identifies a section from a textbook or assigned reading and assigns an essay question based on the concepts in the reading. An alternative is the inclusion of an essay question(s) on an examination.
- Case studies: Students are directed to write up a case study of any actual dilemma they have experienced during their service participation. Case studies are read in class, with discussion of how the situation could be handled.
- E-mail discussion: The instructor sets up a listserv for students to discuss service experiences. The instructor can periodically post discussion questions related to textbook or other assignments or critical concepts.
- Exit cards: Students are given a set of index cards, each bearing the question: "How does information from today's class period relate to your service experience?" At the end of each classroom period the students must write a response relating that period's lesson with their service experience. The cards are graded, with and average of 2-3 points awarded per card, and the results included in the students' overall grade for the course.
- Graffiti boards: The instructor post graffiti boards around the classroom and asks students to respond to questions, quotes or statistics posted on the boards.

- Power Point Presentation: Students are given the opportunity to do a presentation about specific experiences that occurred during their Service-Learning project.
- Reflection Papers: Students are given the opportunity to write about their Service-Learning project and how it relates to their class material.

Texts and other assignments: list all textbooks, readings, papers and projects that will be required.

Responsibilities and expectations: detail what each participating party will be responsible for. At a minimum, include:

- How placements will be handled;
- Who is responsible for transportation;
- How service hours will be tracked/verified;
- How the instructor will be involved;
- How absences will be handled; and
- How to handle problems at the placement site.

Grades and student evaluations: discuss how assignments will be evaluated and grades will be determined.

- Other materials or forms may be required, depending on the course and type of service activities being contemplated. Some forms may need to be developed for specific activities, but many standard forms can be utilized.

Course Implementation

Service-Learning as a teaching method is certainly not new, but it is safe to assume that your students have not yet been exposed to this learning style. It is a good idea to begin the first day of class with an explanation of what Service-Learning is and how you expect it to enhance their learning experience. Discuss the benefits to the community as well as the students. Clarify service expectations and stress the importance of commitment to the project. Talk about the various placement possibilities in the community and the types of activities students would be participating in. In addition to the syllabus, distribute Service-Learning agency contact forms, liability releases, pre-participation surveys, time sheets or other applicable materials. Explain reflection assignments and discuss the ways in which they facilitate and reinforce the learning experience. BE POSITIVE. Community service should be viewed by the students as any opportunity and not a burden.

The next step in the process is placement within a Community Partner organization or business. Placement can be arranged through Martin Serves. Once the student volunteer has been placed, all applicable forms and other paperwork should immediately be completed. Students should participate in an on-site orientation which will include a tour of the site/facility and a discussion of the following:

- Agency history, mission and purpose

- Staff and volunteer roles and schedules
- Emergency procedures
- Agency policies and safety requirements
- Confidentiality issues, and
- Agency protocols (dealing with conflicts, interpersonal relations, etc.)

During the course the assigned reflection exercises and other assignments should be completed, evaluated and discussed with students. Reflection is a vital part of Service-Learning as it is a **key element in creating meaning**, **which in turn promotes both academic learning and personal development**. Periodic class or group discussions in which students share experiences and insights are also highly encouraged. These dialogues not only build community skills but also give the instructor opportunities to identify service experiences that reflect the academic goals of the course. Facilitated discussion is even more important as the students reach the end of their service projects. Instructors can help students reach closure with the Community Partner staff and clients, especially those students working with children. Students may also have the option to continue serving through Martin Serves in this location or another.

Performance should be evaluated at the end of the course. Individual participation and learning will be reflected in the students' grades. Feedback and agency evaluations of the student volunteers can assist you in gauging student performance. By developing flexible standards it is possible to evaluate the service components in the same way you would an oral or written presentation: Did the student master the course material? A similar approach can be used to evaluate the extent to which you realized your teaching objectives. The student participants should also be asked to evaluate their experiences, which will help determine the overall effectiveness of the course and offer suggestions for improvement. Further assessment measures and methods are discussed in the next section.

Assessment

The extent of "learning" achieved in Service-Learning courses can be assessed in much the same ways that learning in conventional classroom settings is assessed. A meaningful, thorough evaluation is based on sound underlying principles applicable to any teaching pedagogy. The American Association for Higher Education Assessment Forum (1992) developed the following Principles of Good Practice for Assessing Student Learning.

- The assessment of student learning begins with educational values.

- Assessment is most effective when it reflects any understanding of learning as multidimensional, integrated and revealed in performance over time.

- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

- Assessment works best when it is ongoing, not episodic.

- Assessment fosters wider improvement when representatives from across the educational community are involved.

- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

- Assessment is most likely to lead to improvement when it is part of the large set of conditions that promote change.

- Through assessment, educators meet responsibilities to students and to the public.

Service-Learning courses do, of course, have certain unique characteristics that must be taken into account. The most important consideration in evaluating a Service-Learning course is that all parties in the project must be evaluated: student participants, community partners, and the sponsoring institution and faculty instructor. Therefore, Service-Learning courses should be evaluated from several perspectives, such as:

- To what extent did the students achieve the learning objectives?
- To what extent were service goals met?
- How successful was the project for each student?
- How successful was the project for the class as a whole?
- How successful was the project for the community agency/organization?
- How beneficial was the project to the service recipients?

The relative success of the program in terms of participant personal and educational development, improved achievement of academic goals and benefit to the community being served is often measured through the utilization of participation survey tools. Agency evaluation forms are good indicators of both individual student performance and effectiveness of the program in general. Student exit surveys are good measurements of the impact of the service component on their learning experience. This type of survey asks the students to rate the course using questions such as: "The community work I did in this course helped me to better understand key course concepts". They are also useful in qualifying and quantifying "soft" outcomes such as increased feeling of self-esteem or self-efficacy, perceptions of cultures different from one's own, attitudes towards the environment, etc. These outcomes are best assessed through the use of pre- and post-service questionnaires that compare changes in student attitudes that can be directly attributable to the course. Any other specific evaluations for students, community partners and faculty are readily available in the Office of Religious Life.

Timeline

1. Contact Martin Serves Coordinator by the end of September for a Spring course or by mid-April for a Fall course to complete appropriate interest form.
2. Set a meeting time to review Course Objectives and/or Community needs with Martin Serves Coordinator or Campus Minister. *Example: Course - Nature Literature, Objective – Students spending time amidst nature to connect classroom concepts, Community Partner – Extension Office needs assistance with developing outdoor classroom/nature trail. Project needs completion because nature trail acts as a stress relief for community.*
3. Determine which Community Partners' needs or Course Objectives may intersect with Service-Learning project.
4. The Martin Serves Coordinator will make initial contact with projected Community Partner or Faculty member to confirm their interest. Then, the Martin Serves Coordinator will connect the Faculty member with the Community Partner for specific service project details pertaining to the Course Objectives. June or October
5. Martin Serves Coordinator will follow-up with Faculty member and/or Community Partner to insure connection has been made and to insure site and project will match Course Objectives. August or December.
6. Martin Serves Coordinator will provide Faculty member with Waiver of Liability and Pre-Assessment Survey for Students to complete at the beginning of the semester, as well as provide a presentation for the class about Service-Learning if so desired by Faculty member.
7. The Martin Serves Coordinator will follow-up with the Faculty member to inquire about number of participants involved in Service-Learning, number of hours working with project, and description of actual project. Forms for this information will be provided during initial meeting.
8. The Martin Serves Coordinator will provide a Post-Assessment Survey to be completed near the end of the semester. November or April
9. The Martin Serves Coordinator will arrange a meeting time in conjunction with the Faculty member and the Community Partner to assess the outcomes related to the course objectives and the Community Partner's needs. December of May

College Writing II

School: Kent State University
Professor: Dr. Andrea Adolph

English 21011-603 College Writing II

REQUIRED TEXTS:

Suskind, Ron. *A Hope in the Unseen.*
Conley, Dalton. *Honky.*
Newman, Katherine S. *Chutes and Ladders.*
Golden, Daniel. *The Price of Admission.*

Additional necessities:
a college-level dictionary
a valid KSU e-mail account (if you choose not to use your Kent e-mail account, then please set that account
to forward messages to the account that you do use)

COURSE DESCRIPTION

This course will require a variety of things from you, but most of all I ask that you bring to class your intellectual curiosity and your unique ideas and opinions. Any class that I teach is a student-centered class, and because of this, your participation is not only vital, but required. I will design projects and classroom experiences that will make necessary your participation and ask that you help to create a classroom environment in which your voice is heard, and in which the voices of others are valued and respected.

English 21011 is a general-education course designed to help you to build and strengthen the writing skills that you will need in order to be successful throughout your college career. There is an increased emphasis in this class on research skills and on assessing the best ways to discover information. While we will read and discuss several full-length texts during the semester, the readings are primarily meant to be starting points for your own writing. This is not a literature class. Be prepared to write a lot! You will write both in class and out of class, both formally and informally, and you will write four essays that include information from research and outside reading. In this class we will spend the semester focused upon the themes of social class and educational access, and we will consider both formal and informal/cultural forms of education as a way in which to gain access to the larger society.

This section of English 21011 will offer you a unique opportunity to gain some of your research and ideas first-hand through providing service to selected schools in the Canton City Schools system. If you choose to be a part of this service-learning project (Track A), then some of your

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writing requirements will differ from the writing requirements of those engaged in different, mostly library-based research projects (Track B). Working as a tutor and mentor for elementary-school children will be a valuable experience for any student who plans to major in an education-related field and can also be great experience for any student who learns best through experience.

On the Stark campus, service-learning has been defined in several ways:

- Service-learning is a credit-bearing, educational experience in which students

  participate in an organized service activity that meets identified community needs reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

  Adapted from Robert Bringle and Julie Hatcher, ?A Service Learning Curriculum for Faculty.?
  The Michigan Journal of Community Service-Learning, Fall 1995, pp. 112-22.

- ?Service? should be considered direct or indirect service that meets needs defined by a specific community partner while simultaneously meeting the specified learning goals of the service-learning course. When engaged in service-learning, students should ideally provide for specific needs of underserved populations or communities for whom such services would be out of reach without the participation of service-learners. True service provides assistance that is necessary and that promotes civic engagement among all stakeholders.

Track A: This ?track? will require a service-learning component. For this component of the class, you will work as a tutor and mentor at McGregor Elementary School in the Canton City school system. In order to gain consistent experience and to provide service that will meet a real need in the school, you will be required to perform consistent service for approximately two hours per week: one hour a day, twice per week, over the course of the semester (other schedules can be negotiated, dependent upon the needs of McGregor and its students and teachers). Service-learning experiences will begin during the week of February 5 and will continue through the week of April 23. Assignments will often ask you to draw from your experiences at McGregor, and your final essay will be based upon experiences you have had during the course of the semester. Much of your ?research? will be done through direct experience rather than through traditional library research (although you will be required to do outside research for the longer paper). A journal that chronicles your service-learning work will serve as a document of this experiential research and will be graded as part of the writing requirements for the class.

Track B: This track will allow you to take a more traditional approach to research and will require you to familiarize yourself with various library offerings and with methods of finding a variety of resources in the library and on the internet. An annotated bibliography that outlines a number of outside sources (minimum of ten) related to the topic of your longer essay will be required. Time spent on this project should equal the time spent in service by those on Track A. The bibliography will be accompanied by a report that will give a detailed overview of the

materials that you discover, and that report (along with those of other students from this class) will be a useful tool for the Canton city Schools and their diversity coordinator. More on this project after you have chosen your course track.

Everyone will hear a great deal about service-learning and Canton City schools during the first few weeks of class. Because the schools will come to depend upon the service you provide, you should be sure when choosing your course ?track? and when selecting times and days for service that you can complete the semester-long service requirement. Scheduled times for visits can be changed only if such changes are OK-ed by the school, teacher, principal, etc. Failure to complete the service-learning component, however, as well as failure to complete any component of the class, will result in a below-passing grade for this class.

POLICIES

Essays
Although directed in-class writing assignments will help you to formulate theses for your essays, as well as to draft and edit your work, you must be prepared to put in time outside of class as you revise and polish your graded, written assignments. Use a writing handbook like Andrea Lunsford?s The Everyday Writer, to guide you as you proofread and edit your papers. Ultimately, you are responsible for basic grammatical and mechanical knowledge, and so please ask me to work with you on these issues if you know that you have trouble with the basics.

I will meet with you as often as you like during my office hours and by appointment. I will also require that you meet with me for one individual conference during the process of writing Essay #3 (I will ask you to sign up for these conferences at a later time).

Essays may be written in multiple steps: pre-writing exercises; an outline paragraph or thesis statement, to help you define the topic of your paper; a draft that will be read by other students ("peer editors"), and by me if you would like to meet with me outside of class; and a final draft. Any steps that I require will factor into your grade. Required processes will be outlined in each assignment sheet that I prepare during the term.

On days when we have a peer-editing session, each student will read and comment on other students' work in his/her group. Peer-editing sessions will be guided sessions that you must attend! On the day of each peer-editing session, you must bring in a copy of your essay that can be shared with your group (not your only copy!). The peer-editing process will figure into the grade for each out-of-class essay. If you don't have a draft prepared on the day of peer editing, at least come to class and participate in the peer-editing process?help your classmates to write effectively! A one-third letter grade will be docked for a missed peer editing session.

As a part of the process of writing and researching Essay #4, you will be required to prepare and present researched information to the class. This project will be a presentation that outlines information gained through service-learning that you use in the longer research-based essay that will be due at the end of the term. I will explain this component of the class more fully later in the term.

Reading Responses
All reading assignments should be read prior to class discussion. For each day when there is a reading assignment, you will be required to hand in a written response to that day's reading. Reading responses should be approximately one typed, double-spaced page in length. This assignment will help to ensure that reading will be done and that we can have lively, informed class discussions. These responses will be part of your homework grade. Responses should not summarize the day?s reading assignment, but should strive toward reflective and analytical considerations of the reading. You are free to make personal connections, or to express distaste or confusion about a text, but you must do so critically and thoughtfully, always taking the time to think about your own reading process and your critical and other reactions to texts.

Attendance
You must regularly attend class in order to meet all requirements of the course. I will not impose an attendance policy, and there is no such thing in this class as an absence that is automatically ?excused.? Each student and each issue will be approached on a case-by-case basis. If you have a special consideration, then please see me on your own, in my office, during office hours or by appointment.

please keep track of your absences in this or in any class.

Plagiarism
University policy also explains, **?The use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in receiving a failing grade for the work or course. Repeat offenses will result in dismissal from the university.?**

Plagiarism is a serious offense, and is one that neither I nor the University will tolerate. In order to avoid any unintentional breaches of academic honesty, please use MLA documentation to clearly document your research. If you have any questions regarding proper citation or appropriate ways in which to use the ideas or writings of others, then please meet with me to discuss the process. Any student whom I suspect of plagiarism will receive a zero grade for the paper or an ?F? for the course, and may be sent to the dean for counseling or additional recourse. I am also required to report any instances of cheating or plagiarism to the student conduct officer, regardless of whether formal charges are filed.

Grading

- All assignments are due in class, when we begin. No late work will be accepted. Reading responses and other daily writings cannot be made up, so come to class and come prepared.
- Out-of-class writing should be typed, double-spaced, on 8.5×11-inch white paper.
- Reading responses will be given grades of ?, ?+, or ?-. A ?check? indicates competency and that clear ideas are present; basically, you?re doing what I?d like to see. A ?check plus? indicates a high-caliber response, and a ?check minus? will designate a response that I find insufficient. At some point during the semester (usually before mid-term), I will notify you if those ?check minuses? will become zeros. A ?check minus? means you

need to step up your game and engage with texts more thoroughly and/or analytically. All checks earn one point toward the total grade earned for these responses (I will also include in this grade any in-class writing assignments that I choose to collect). At semester?s end, I will assign grades based on a traditional scale (i.e. 90% = A, etc.). This is the easiest portion of your grade to control; turn in your responses!

- Please make careful note of any assignment sheet or other explanation I give you during this semester. Any essay or other assignment that is not completed to the specifications I lay out in class or in a written directive will not be graded at the ?satisfactory? (C) level. If you have any questions, then please come to see me during my office hours or by appointment.
- I assign letter grades to essays, presentations, etc. Grades for assignments and for the course will be plus/minus, and will factor into the following final grading scale:

A 93 and above
A- 90 up to 93
B+ 87 up to 90
B 84 up to 87
B- 80 up to 84
C+ 77 up to 80
C 74 up to 77
C- 70 up to 74
D+ 67 up to 70
D 60 up to 67
F Below 60

All work must follow my specifications in order to receive a grade of ?C? or higher. Requirements for written work are as follows:

  - A= thoughtful, clear writing relatively free of grammatical errors; clear, specific thesis that shows focus and that is fully explored within the essay
  - B= above-average work that shows intelligent and analytical thought (and often attempts an ambitious thesis), but may lack a clear focus or adequate development of ideas; may show evidence of weak mechanics
  - C= satisfactory work that fulfills the assignment but does not move to claim an original point of view; this work might also show evidence of severe grammatical problems that need direct attention
  - D= does not meet the assignment; does not show evidence of specific analysis or of thoughtful reflection
  - F= words on a page that do not cohere to form an argument, an analysis, or to meet an academic standard of writing.

- If you have questions or concerns about any grade, or if you wish to ask me for special consideration about any assignment or due date, then you must do so in my office, during office hours. Do not ask such questions in front of classmates. Ideally, you should wait until you?ve had time to review my comments before you meet with me to discuss a grade.

- You must complete all assignments in order to pass this class. Any essay not turned in, any whole requirement missed (i.e. no homework ever turned in), or any other component skipped altogether will result in a grade of no higher than ?D? for the class.

CLASS ASSIGNMENTS

(Dates are tentative, but any changes will be announced well in advance of new due dates)

Grades for all students will reflect:

Writing Inventory: 1/22 (5%)
Essay #1: Due 2/9 (10%)
Essay #2: Due 3/16 (15%)
Essay #3: Due 5/4 (15%)
Homework/in-class writing (15%)
Presentation (10%)

Grades for Track A
(service-learning participants)
will reflect:
Service journal (15%)
Reflective research essay #4 (15%)

Grades for Track B
(diversity research)
will reflect:
Annotated bibliography/report (two parts; 15%)
Research-based Essay #4 (15%)

Service-Learning Faculty Information Sheet

Faculty Name:_____

Dept.:_____

Phone:_____ **Office Location:** _____

Email:_____

Course Number:_____ **Course Title:**_____

Service-learning is: _____required _____Optional

A. Briefly describe the objectives of the course and the type of placement you have envisioned. [Service may be direct (hands on), indirect (at the CP organization, behind the scenes) or non-direct (e.g. research a topic for the CP organization)].

B. Will you require a certain number of hours (hours range from about 12 – 25 per semester on this campus, e.g. tutoring, work at a social service organization) or completion of a project (e.g. video, research survey). Will the class meet at the CP Organization for any of the classes? If so, when?

C. What type of reflection do you intend to use as you process the service experience with your students?

Please take a moment to share about past service experiences and attitudes toward future service. Please circle a response to each question.

Demographic Information

1. What is your ethnicity:

    A. Caucasian/White
    B. African American
    C. Hispanic

    D. Native American
    E. Asian/Asian American
    F. Other

2. What is your age group?

    A. Under 20
    B. 20 to 44
    C. 25 to 29

    D. 30 to 34
    E. Over 35

3. What is your gender?

    A. Male
    B. Female

4. What is your class level?

    A. Freshman
    B. Sophomore

    C. Junior
    D. Senior

5. In addition to college, I have a paying job that requires me to work…

    A. 1 – 10 hrs/week
    B. 11 – 20 hrs/week
    C. 21 – 30 hrs/week
    D. 31-40 hrs/week
    E. 41+ hrs/week
    F. I do not have a job

6. What Division are you in?

    A. Business
    B. Education
    C. Humanities
    D. Mathematics and Science
    E. Nursing
    F. Social Science
    G. Undecided

Please continue on the back page-

Service-Learning Experience
We would like to gain your perspective about the service-learning in which you will participate.
Please circle the number which reflects your level of agreement with the following statements utilizing the scale below:
1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 6 = Not Applicable

7. The community participation aspect, of this course will help me to see how course material I learn can be used in everyday life.   1   2   3   4   5   6

8. Participation in service-learning will help   1   2   3   4   5   6
me to better understand the material from my lectures and readings.

9. I feel I will learn more from the   1   2   3   4   5   6
course if more time is spent in the classroom instead of in the community.

10. Service-learning should be implemented into   1   2   3   4   5   6
more classes at the College.

11. Participation in service-learning will make me   1   2   3   4   5   6
me take more responsibility for my own learning.

12. I would like to enroll in additional service-   1   2   3   4   5   6
learning courses offered through my degree program.

The next set of questions relates to your attitude toward service-learning in which you will participate. Please circle the number which reflects your level of agreement with the following statements utilizing the scale below:
1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 6 = Not Applicable

13. I have been volunteering before this   1   2   3   4   5   6
service-learning experience.

14. The community participation aspect of   1   2   3   4   5   6
service-learning will me how I can become more involved in my community.

15. I feel that the work I will do through   1   2   3   4   5   6
service-learning will benefit the community.

16. I probably won't volunteer or continue   1   2   3   4   5   6
community involvement.

17. Service-learning will help me to become more   1   2   3   4   5   6
aware of the needs in the community.

18. I have a responsibility to serve the   1   2   3   4   5   6
community.

Post Service-Learning Survey

Please take a moment to share about past service experiences and attitudes toward future service. Please circle a response to each question.

Demographic Information

19. What is your ethnicity:
    - G. Caucasian/White
    - H. African American
    - I. Hispanic
    - J. Native American
    - K. Asian/Asian American
    - L. Other

20. What is your age group?
    - F. Under 20
    - G. 20 to 44
    - H. 25 to 29
    - I. 30 to 34
    - J. Over 35

21. What is your gender?
    - C. Male
    - D. Female

22. What is your class level?
    - E. Freshman
    - F. Sophomore
    - G. Junior
    - H. Senior

23. In addition to college, I have a paying job that requires me to work…
    - G. 1 – 10 hrs/week
    - H. 11 – 20 hrs/week
    - I. 21 – 30 hrs/week
    - J. 31-40 hrs/week
    - K. 41+ hrs/week
    - L. I do not have a job

24. What Division are you in?
    - H. Business
    - I. Education
    - J. Humanities
    - K. Mathematics and Science
    - L. Nursing
    - M. Social Science
    - N. Undecided

Please continue on the back page-→

Service-Learning Experience

We would like to gain your perspective about the service-learning in which you have participated. Please circle the number which reflects your level of agreement with the following statements utilizing the scale below:

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 6 = Not Applicable

25. The community participation aspect of this course has helped me see how course material I learn can be used in everyday life.   1   2   3   4   5   6

26. Participation in service-learning has helped   1   2   3   4   5   6
    me to better understand the material from my lectures and readings.

27. I feel I would have learned more from the   1   2   3   4   5   6
    course if more time had been spent in the classroom instead of in the community.

28. Service-learning should be implemented into   1   2   3   4   5   6
    more classes at the College.

29. Participation in service-learning has made me   1   2   3   4   5   6
    take more responsibility for my own learning.

30. I would like to enroll in additional service-   1   2   3   4   5   6
    learning courses offered through my degree program.

The next set of questions relates to your attitude toward service-learning in which you will participate. Please circle the number which reflects your level of agreement with the following statements utilizing the scale below:

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; 6 = Not Applicable

31. I had been volunteering before this   1   2   3   4   5   6
    service-learning experience.

32. The community participation aspect of   1   2   3   4   5   6
    service-learning showed me how I can become more involved in my community.

33. I feel that the work I did through   1   2   3   4   5   6
    service-learning benefited the community.

34. I probably won't volunteer or continue   1   2   3   4   5   6
    community involvement.

35. Service-learning has helped me become more   1   2   3   4   5   6
    aware of the needs in the community.

36. I have a responsibility to serve the   1   2   3   4   5   6
    community.

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[i] http://www.compact.org/wp-content/uploads/2009/10/2008-statistics1.pdf

[ii] Definition created by the Martin Methodist College Service-Learning Committee.

[iii] Bringle, R., & Hatcher, J. (1995). A service learning curriculum for faculty. *Michigan Journal of Community Service Learning, 2,* 112-122. (taken from Andrew Furco)

[iv] *Janet Eyler, Dwight E. Giles, and Angela Schmiede,* A Practitioner's Guide to Reflection in Service-Learning*, Vanderbilt, 1996.(Taken from Vanderbilt University)*

[v] *Bringle, Robert and Julie Hatcher. "A Service-Learning Curriculum for Faculty," in: Michigan Journal of Community Service-Learning, 2, pp. 112-122. (taken from Campus Compact)*

[vi] *." Barber, Benjamin R. Aristocracy of Everyone. New York: Oxford University Press, 1992, p. 246. (taken from Campus Compact)*

[vii] *Adapted from **At A Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000: Third Edition.** (Janet S. Eyler, Dwight E.Giles, Jr., Christine M. Stenson, and Charlene J. Gray Vanderbilt University August 31*

[viii] Taken from Betsy Alden and Mark Rutledge's *The Praxis Project*.

[ix] Enos, S.L., & Troope, M.L. ((1996). Service-learning in the curriculum. In B. Jacoby & Associates (Eds.), Service-learning in higher education: Concepts and practices, 156-181. San Francisco: Jossey-Bass. Taken from San Antonio College's website.

[x] Foos, C.L. & Hatcher, J.A. (1999). Service-learning Workshop Curriculum Guide, Indiana Campus Compact.