SERVICE-LEARNING PROGRAM

FACULTY MANUAL

SEATTLE CENTRAL COLLEGE
One of the Seattle Colleges

Dear Faculty Member:

Service-learning is a powerful teaching tool that I hope you will utilize—and enjoy utilizing—in your curriculum.

My goal is to make it as easy and enjoyable as possible for you and your students to implement service-learning. Toward that end, I have written brief manuals for all involved parties. This faculty manual may appear to be extensive. However, the what it's all about and how-to section in the front is fairly brief. The second section contains extensive resources for you to take advantage of as you choose.

I see my role as one of facilitating your students' service-learning experience and alleviating as much of the burden for implementation as possible from you. So please call upon me to help you get going and help get your students involved.

I look forward to working with you.

Sincerely,

Patti Gorman
Service-Learning Coordinator
Extension 6997

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FREQUENTLY ASKED QUESTIONS

What is it?

Service-learning is both a philosophy of education and a learning method. It is a type of experiential learning that engages the student in service within the community in a way that supports the learning goals of a course. Students enhance their learning by engaging in critical, reflective thinking and examining the relationship of theory and practice.

Service activities are course-driven. They are determined by your instructional goals: what students should know and be able to do as a result of successfully completing the course.

At the same time, service activities respond to real needs, mutually defined in partnership with representatives of community organizations.

Unlike most pedagogies, which are inductive, relying on presenting theory and then encouraging application to specifics, service-learning is more deductive, using experience provided by students to lead to conceptual and theoretical understanding.

How is it different from other types of practice-based education?

Clinicals, internships and co-op programs provide students with experiences to develop professional skills. These typically occur within vocational programs after necessary course work is completed. They may be in the for-profit business sector. Service-learning students find placements in non-profit agencies, hospitals and schools. Service-learning emphasizes the service contribution of students and links the service experience to specific learning objectives of a course. This focus on ***civic responsibility and critical, reflective thinking*** help the student integrate theory and practice. Service-learning requires a shorter service time commitment (16-20 hours per quarter).

Why do it?

Studies have shown that service-learning programs found **greater gains for student participants** than non-participants in three major areas, **academic development, civic responsibility, and life skills,** with the following benefits for participating students:
- Improved self-esteem
- Greater likelihood of staying in school
- Greater satisfaction with course relevance
- Enhanced intellectual and academic development (more highly developed critical thinking skills)
- Improved social skills
- Better preparation for the demands of the modern world
- Greater sense of empowerment
- Enhanced leadership development
- Better preparation to function in a culturally diverse environment
- Greater likelihood of participation in community programs, commitment to helping others and promoting racial understanding
- Guidance and experience for future career choice

The **community benefits** from the substantial human resources provided to meet its educational, human, safety and environmental needs. Many students commit to a lifetime of volunteering after this experience, creating a democracy of participation. (Wow! That's heady.)

Faculty members benefit in a number of ways, as well:
- Enriches and enlivens teaching
- Role changes from expert on top to expert on tap, which enables you to enjoy a new relationship with students and a new understanding of how learning occurs
- As you connect the community with the curriculum, you become aware of current societal issues as they relate to your academic area of interest
- Identifies new areas for research and publication, and thus increases opportunities for professional recognition and reward

Will service-learning take too of my much time?
(*or* What help can I expect from the Service-Learning office?)

It does take time to set up the logistics of a service-learning class, to respond to individual students, and to work through unanticipated challenges. But you can minimize the impact by taking advantage of assistance available from the Service-Learning office, which provides the following services: development of community placements; preparation of class-specific suggested placements; availability of community and academic resources for students and faculty; in-class orientation of students; development of how-to manuals and evaluation forms for students, agencies, faculty; assistance with finding placements; follow-up and trouble-shooting with students and agencies regarding placements; and general hand holding.

It is important to note, however, the importance of faculty follow-up with students, paying attention to what students actually are (or are not) doing, seeing that forms are handed in on schedule (absence of the latter may indicate lack of follow thru on service-learning.)

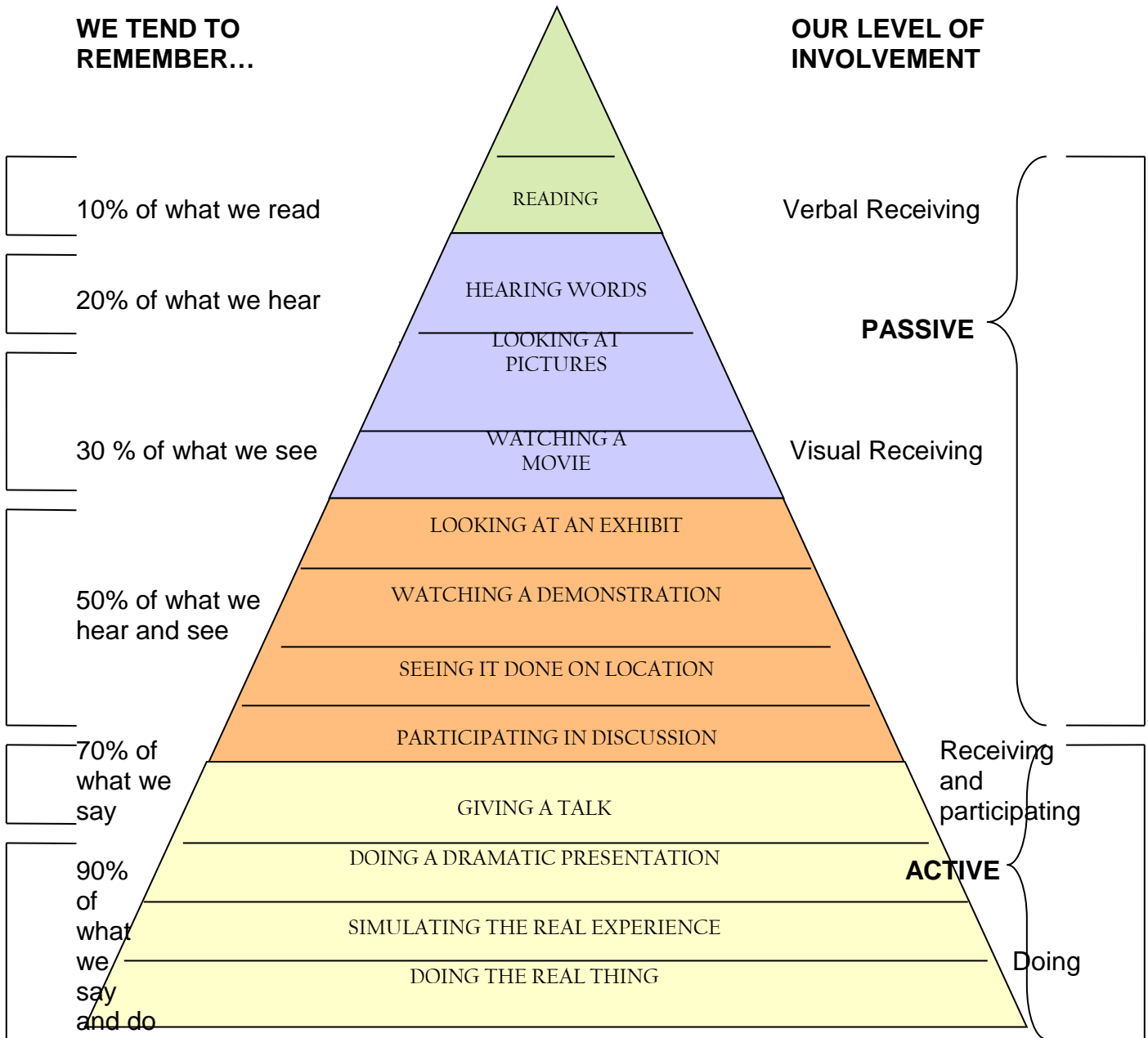## Does service-learning take too much class time?

You are still in charge of what class time is used for. Students can reflect on the experience outside class through journals and logs and more formal papers. Research, however, indicates that devoting time in class to discussing experiences that emerge from the service experience will increase student learning and satisfaction with the course. If the students' experiences become text for the class, they will integrate what they are learning as they discuss, make connections to course materials and listen to the experiences of others.

How do I evaluate students' performance?

Service-learning is often defined with an emphasis on learning. Many teachers do not change their evaluation technique, but assume service heightens student learning and that monitoring the service contribution is all that is necessary. On the other hand, you might have specific papers devoted to reflecting on the experience, and grade those for analysis, critical thinking, and other standards normally used.

For those who are interested in documenting the impact of this pedagogy, a number of outcomes can be assessed: impact on student learning, impact on the agency, impact on those being served, and impact on faculty development.

EXPERIENCE AND LEARNING CONE

WE TEND TO REMEMBER…

OUR LEVEL OF INVOLVEMENT

10% of what we read

20% of what we hear

30 % of what we see

50% of what we hear and see

70% of what we say

90% of what we say and do

READING

HEARING WORDS

LOOKING AT PICTURES

WATCHING A MOVIE

LOOKING AT AN EXHIBIT

WATCHING A DEMONSTRATION

SEEING IT DONE ON LOCATION

PARTICIPATING IN DISCUSSION

GIVING A TALK

DOING A DRAMATIC PRESENTATION

SIMULATING THE REAL EXPERIENCE

DOING THE REAL THING

Verbal Receiving

PASSIVE

Visual Receiving

Receiving and participating

ACTIVE

Doing

Service-Learning Spectrum

COMMUNITY   PRACTICUM
  SERVICE   ("Pure"
("Pure" Service)   Learning)

SERVICE-LEARNING
Citizenship   Structural change

Charity   Pre-professional
Philanthropy   training

BENTLEY
COLLEGE
Dr. Edward Zlotkowski

Service-Learning Characteristics

Direct experience working with underserved communities and/or organizations that promote the public good

Reflection on the community experience

Planned reciprocity of learning and benefits

The Kolb Learning Cycle

Concrete Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation
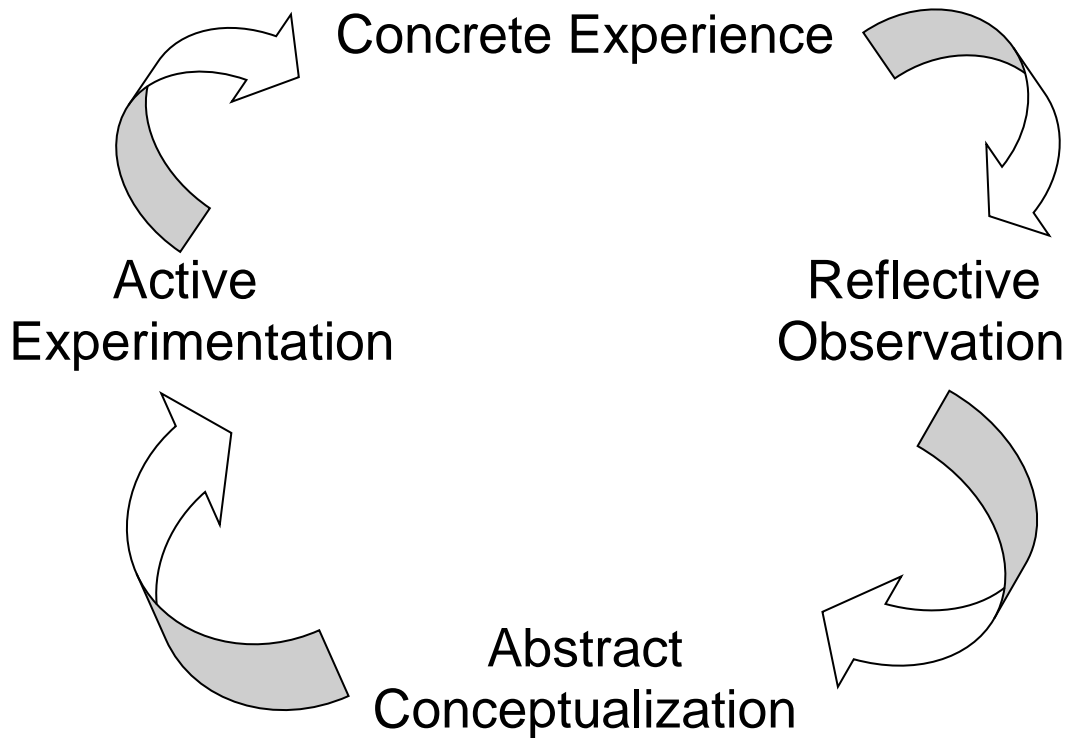
Pedagogical Uses of Service-Learning

➤ Field Research

➤ Implementation of Theory

➤ "Testing" of Theory

➤ Balancing Deductive and Inductive Learning

➤ "Reality" Factor

➤ Activation of Moral Imagination

HOW TO INTEGRATE SERVICE-LEARNING INTO A COURSE

Consider the courses you teach and determine how community service might be helpful in enriching learning in that discipline. Service-learning can be effectively used in every academic discipline.   Some applications require a little more imagination than others, and often the best are not immediately obvious. At this point, don't worry about whether they will work.   Just **brainstorm about the application potential to your course. Think about how your course content connects with the community and what kinds of volunteer opportunities might be appropriate.** **(Discipline-specific examples in appendix)**

With service sites or activities in mind, **consider your goals** in using the application. What are you trying to accomplish for your students, yourself and the community? Review your course objectives and determine those that can be linked to service. List two or three specific and measurable service and learning goals and objectives. What questions would you like your students to be able to answer by the end of the quarter?

Based on your goals and objectives, **choose a course service option**, which range from a one-time special project (Habitat for Humanity, Special Olympics, beach clean up) to a quarter long commitment to an agency. (The latter provides a greater opportunity for integrating learning.) You can offer service-learning as an **option**, such as an alternative to a library research project, **or a requirement** for course completion. If all students are involved in service, it is easier to design course work (i.e., class discussions, writing assignments, exam questions) that integrates the service experience with course objectives. If you choose to make service-learning a course requirement, promotion or advertisement of your course and its service component will attract students who are motivated to learn in this way.

Once you have decided how service-learning will be incorporated**, review and alter your course description and syllabus to reflect the change.** (**Example syllabus in appendix)** To be successfully integrated, the service experience must be more than just an add-on to an already full syllabus. Identify some readings that might tie service to specific objectives. Allocate some class time for discussion of the experience.

Arrange for the Service-Learning Coordinator to do an **in-class orientation during the first week of the quarter.** The Coordinator will explain the program and available resources and will hand out manuals.

Work with your students to develop specific service and learning objectives for their volunteer experiences, so they are clearly linked with the academic objectives of your course. Most students are not skilled in developing

objectives and are not familiar with your specific course learning objectives or how to link them to a seemingly non-academic experience. (The service-learning coordinator can be helpful.)

Teach students how to harvest the service experience for knowledge. Experiential learning requires that we learn where we are. We can learn a variety of things in many different situations depending on the questions we are asking. With their learning objectives in mind, students must be taught to focus on these objectives and related questions as they participate in the service setting. While the math student is working on a Habitat for Humanity project, she thinks about the algebra or geometry used in developing the architectural plans. The business student may listen to workers' communication patterns and draw conclusions about the managerial structure as he helps patients into the pool at the rehabilitation center. The history student engages in conversation and draws out oral histories while serving meals at a senior center. Because many students lack experience and confidence in learning in non-traditional, non-classroom environments, we must teach them these skills.

One word of paradoxical caution. While we want our students prepared and oriented to service, we must be careful not to over prepare them for their service experience. We all enjoy the adventure of discovery; and we can destroy that for our students by telling them exactly what to expect. Then their experience becomes a comparison instead of an adventure. Give them a good overview and set them free.

Link the service experience to your academic course content through deliberate and guided reflection. The practice of reflection is what combines the learning to the service. We cannot assume learning will automatically result from experience. Students may even learn the wrong thing or reinforce existing prejudices. Reflection helps prevent this from occurring. Reflection can be in the form of journals, essays, class presentations, analytic papers, art work, drama, dialogue, or any other expressive act. The key to effectiveness is structure and direction. **(Examples of reflection exercises in appendix)**

Evaluate your service-learning outcomes as you would any other academic product. Remember, students are being graded on the academic product, not their hours of service.

How Students Can Earn Additional Credits Within a Course

A series of discipline specific, one to two credit service-learning courses is available to students who are registered in a discrete course with a service-learning component. These credits are transferable elective credits. To qualify for these credits, you must integrate the following guidelines into the course curriculum: (The same guidelines apply if the student does not want the additional academic credit.)

- Students complete 33 hours/1 credit, 66 hours/2 credits of community service over the course of the quarter.

- Students must access a copy of the Service-Learning Program Student Manual and do the following:

  1. Read the manual

  2. Fill out and turn in the service-learning agreement and registration forms. Although this may seem like bureaucratic paperwork, it tells everyone the student has set up a placement and holds the student accountable. ***The Service-Learning Agreement contains a liability clause and is therefore critical to our risk management.***

  3. Participate in reflection activities, assigned by, which focus on specific learning areas linking the service experience and course outcomes.

During the first or second week of the quarter, the Service-Learning Coordinator comes to your class to orient your students to the program and available resources, and to disseminate manuals, ADD forms and a list of suggested community placements. To register for the additional credits, the student must obtain a signature on an ADD form from the service-learning office. A grade sheet will be sent to you at the end of the quarter for these students.

Since not all students will want to pay for the additional credits, they may have service-learning simply noted on the bottom of their transcript. You should evaluate their work as you do for students going for the additional credits.

In either case, students not only benefit from the community involvement, but they will be recognized for their involvement on the official transcript.

If you would like to review the student and agency manuals, they are available from the Service-Learning office. They can also be accessed at our website: ***https://seattlecentral.edu/programs/alternate-programs/service-learning***

REFLECTION: CONNECTING SERVICE TO ACADEMIC LEARNING

Contributed by Julie Hatcher, Center for Public Service and Leadership, IUPUI
and Randall Osborne, Psychology, Indiana University East

To enhance student learning, it is critical that instructors devote time and attention to designing reflection activities. Reflection is the intentional consideration of an experience in light of particular learning objectives. Reflection should be both retrospective and prospective: students consider their service experience in order to influence their future action. Effective reflection activities are linked to particular learning objectives of the class, are guided by the instructor, occur regularly throughout the course, allow for feedback and assessment, and include opportunities for the clarification of values. When reflection activities are integrated into class discussion and appear on exams, students report higher levels of satisfaction with the course and greater academic gains from the experience. A service learning class should include some type of reflection activity that can be evaluated by the instructor. This affords students the opportunity to document the learning that has occurred from the service component.

Personal Journals are easy to assign, yet difficult to grade. Some argue that this means of personal reflection should not be graded at all. Journals provide a way for students to express thoughts and feelings about the service experience throughout the semester and, with guidance, journals can link personal learning with course content.

- *Critical incident journal:* The following prompts ask students to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as part of the service experience. Why was this significant to you? What did you learn from this experience? How will this incident influence your future behavior?

- *Three-part journal:* Each page of the weekly journal entry is divided into thirds: description, analysis, application. In the top section, students describe some aspect of the service experience. In the middle section they analyze how course content relates to the service experience. And in the application section students comment on how the experience and course content can be applied to their personal or professional life.

- *Highlighted journal:* Before students submit their reflective journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts and terms discussed in the text or in class. This

makes it easier for both the student and the instructor to identify the academic connections made during the reflection process.

- *Key-phrase journal:* The instructor provides a list of terms and key phrases at the beginning of the semester for students to include in journal entries. Evaluation is based on the use and demonstrated understanding of the term.

- *Double-entry journal:* Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussion or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experience and course content.

- *Dialogue journal:* Students submit loose-leaf journal pages to the instructor for comments every two weeks. While labor intensive for the instructor, this can provide regular feedback to students and prompt new questions for students to consider during the semester. Dialogue journals also can be read and responded to by a peer.

Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the text book or class readings (e.g., quotes, statistics, key concepts) and structures a question for students to answer in 1-2 pages. A list of directed writings could be provided at the beginning of the semester.

Experiential research papers ask students to identify an underlying social issue they have encountered at the service site. Students then research the social issue. Based on their experience and library research, students make recommendations to the agency for future action. Class presentations of the experiential research paper can culminate semester work.

E-mail discussion is a way to facilitate reflection with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Instructors can post questions for consideration and topics for directed writings. A log of the e-mail discussions can be printed as data to the group about the learning that occurred from the service experience.

Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. Students write up a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created the ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond.

Service learning portfolios contain evidence of both processes and products completed and ask students to assess their work in terms of the learning objectives of the course. Portfolios can contain any of the following: service learning contract, weekly log, personal journal, impact statement, directed writings, photo essay, products completed during the service experience (e.g., agency brochure, lesson plans, advocacy letters). Students write an evaluation essay providing a self-assessment of how effectively they met the learning and service objectives of the course.

Personal narratives are based on journal entries written regularly during the semester. Students create a fictional story about themselves as a learner in the course. This activity sets a context for reflection throughout the semester with attention directed to a finished product that is creative in nature. Personal narratives give students an opportunity to describe their growth as a learner.

Exit Cards are brief note card reflections turned in at the end of each class period. Students are asked to reflect on disciplinary content from class discussion and explain how this information relates to their service involvement.

Class presentations can be three-minute updates that occur each month or thirty-minute updates during the final two class periods during which students present their final analysis of the service activities and offer recommendations to the agency for additional programming. Agency personnel can be invited to hear final presentations.

Weekly log is a simple listing of the activities completed each week at the service site. This is a way to monitor work and provide students with an overview of the contribution they have made during the semester.

Levels of Reflection

Social

Personal

Technical
(Discipline
-Specific)

Values

Systems and Issues
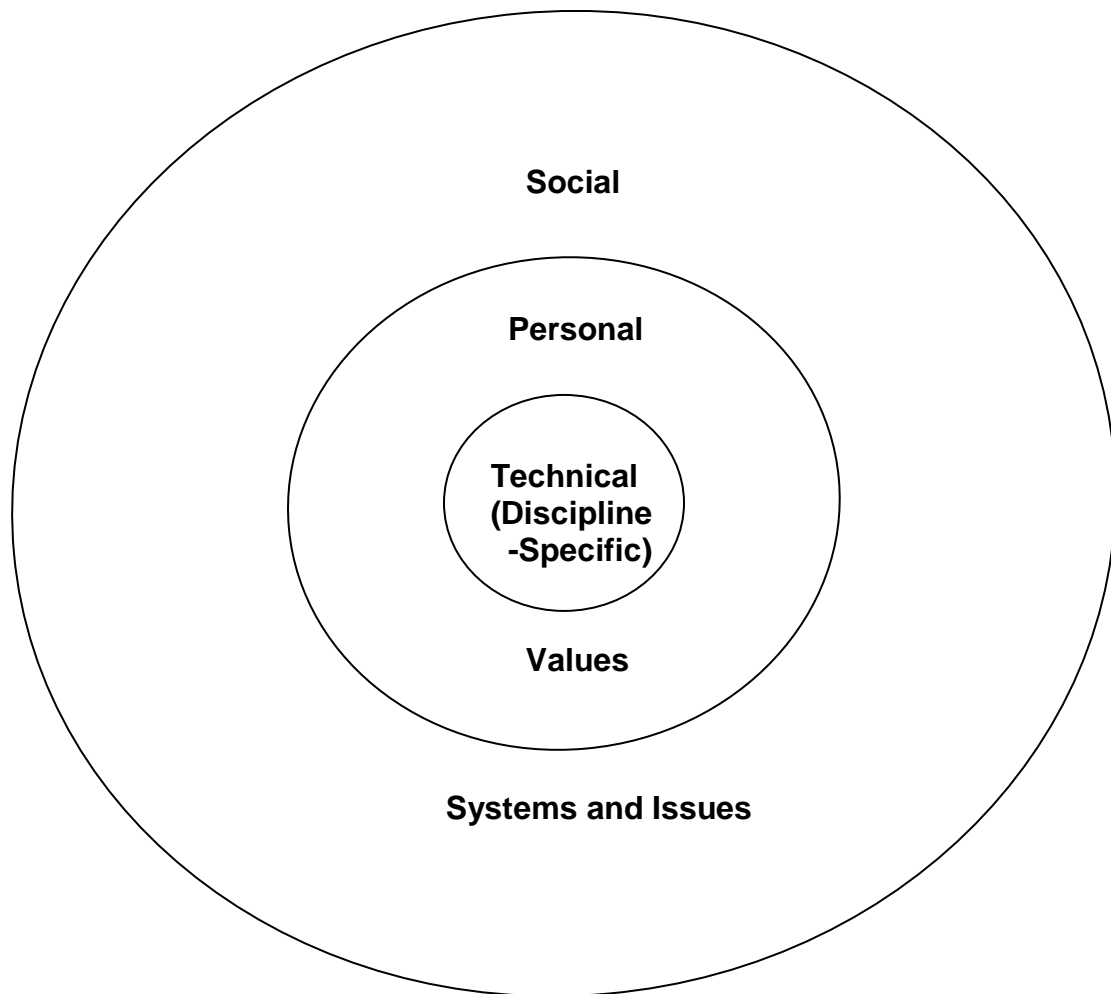
GUIDELINES FOR REFLECTION ACTIVITIES

(Bringle and Hatcher)

- They should link experience to learning.

- They should be guided.

- They should occur regularly.

- They should involve feedback.

- They should help clarify values.

PRINCIPLES OF GOOD PRACTICE

1. Academic credit is for learning, not for service.

2. Do not compromise academic rigor.

3. Set learning goals for students.

4. Establish criteria for the selection of community service placements.

5. Provide educationally sound mechanisms to harvest the community learning.

6. Provide supports for students to learn how to harvest the community learning.

7. Minimize the distinction between the student's community learning role and the classroom learning role.

8. Rethink the faculty instructional role.

9. Be prepared for uncertainty and variation in student learning outcomes

10. Maximize the community responsibility orientation of the course.

For a complete summary of these principles, refer to "Community Service Learning in the Curriculum," J. Howard (Ed.), Praxis 1: A Faculty Casebook on Community Service Learning, Michigan, OCSL Press, 1993

APPENDIX
of
RESOURCES

SEATTLE CENTRAL COMMUNITY COLLEGE

FACULTY SERVICE-LEARNING WORKSHOP
January 22, 2002
Dr. Edward Zlotkowski

SYLLABUS REVISION PROCEDURES

In the process of converting a traditional course into its service-learning equivalent, consider the following questions. Try to address them as specifically as possible:

1.   The learning objectives of the new service component in relation to the overall objectives of the course;

2.   The kinds of partnerships and projects that could facilitate the service-related objectives;

3.   The kind of service such partnerships/projects would provide to the larger community;

4.   The best format for the service component (i.e., mandatory, elective; short-term, long-term; fourth/extra credit);

5.   Adjustments you might want to make to the course's traditional workload (e.g., less reading or fewer problem sets; fewer tests or cases). Ask yourself: what kinds of learning can the service-related work facilitate that is currently being covered in another way or that are currently being assessed in another way;

6.   Strategies you might use to help prepare students for their community-based work;

7.   Strategies you might use to help students reflect on their community-based work in the context of course concepts, concerns, and objectives (e.g., journals, focus groups [face to face or electronic], presentations, case writing;

8.   Course-appropriate civic/public issues to which the students' community-based work might lend itself (e.g., professional responsibility, equal opportunity/access, diversity and stereotypes, peace and justice issues, public science, public policy);

9.   Assessment goals and strategies;

10.   Ways in which your community partner could be of educational assistance.

SERVICE-LEARNING COURSE DEVELOPMENT WORKSHEET

(This is an optional form to help you develop a plan for service-learning. It would also be a helpful tool to share with the Service-Learning Coordinator, to aid in her planning for your course.)

1. Name

2. Course

3. Qtr/yr course is offered

4. What kinds of experiences that would reinforce course content do you want your students to have?

5. Ideas for service activity

6. How might you incorporate the student's service experience into the curriculum?

    Written papers_____   Class presentations_____   Group discussions_____   Individual consultations___
     Other

7. This service activity is : Optional_____   Required_____

8. How might the service experience be evaluated? What are the learning outcomes you wish to accomplish?

9.   How many hours of service might you require?

10. What, if any, preparation will your students need prior to their placement?

IDEAS FOR INCORPORATING ACADEMIC SERVICE-LEARNING INTO THE CLASSROOM

List of Course Ideas

The following list includes ideas for integrating academic service-learning in the classroom. It is adapted from *Service-Learning: A Guide for College Students*, *National Center for Service-Learning, ACTION*, pp. 87-91 and *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum. (Cairn & Kielsmeier 1991)*.

Accounting
- Organize a fund-raiser for a nonprofit organization.

- Instruct halfway house residents in the management of their finances.

- Develop accounting systems for small minority businesses or nonprofit agencies.

- Prepare tax returns for low-income or elderly people.

Art
- Paint public murals around community themes.

- Develop and present paintings, sculptures, etc. to homebound, hospitalized or institutionalized senior citizens; physically handicapped people or others.

- Teach art to children in shelters or elderly persons in assisted living.

Biology
- Educate elderly people on medical and nutritional practices.

- Conduct seminars for teenagers on the effects of chemical abuse on the body.

- Design informational materials to educate low-income parents about immunizing their children.

Business
- Organize workshops and informal meetings where those already in business show others how to start a business.

- Assist grass roots groups that advocate for the rights of persons who have low income or other disadvantages.

- Assist in establishing sound business practices for a food co-op.

- Organize the filing system and daily operations of a small nonprofit organization.

Chemistry
- Assist in counseling of substance-abusers.

- Publish information about the dangers of alcohol, nicotine, and other drugs in a community newsletter.

- Monitor levels of pollutants in local air and water; bring pressure on polluting industries to abide by regulations.

- Lead after-school chemistry clubs for students in younger grades.

Computer Information Sciences
- Develop computerized learning modules for use by youngsters and adults with mental illnesses.

- Create a data-processing format and analysis service for nonprofit, community-based service agencies.

- Help youth from families with low incomes to explore computers and careers in computer science.

- Help a nonprofit organize with their computer needs.

English and Journalism
- Assist a nonprofit community-based group with the publication of a newsletter.

- Create promotional or informational materials for a local community group, agency, or outreach program.

- Help a nonprofit group promote an upcoming event or fundraiser.

- Assist at or establish an adult literacy program.

- Organize letter writing campaigns.

- After performing service to a community agency, write stories, poems, or plays using the experience as a starting point.

- Write letters to senior citizens.

- Write stories for weekly neighborhood or small town papers.

- Respond to Santa letters.

- Help people interested in entering the work force write resumes.

Foreign Languages
- Use translation skills to help new immigrants articulate needs.

- Work with local media to develop programs using foreign languages.

- Translate consumer information for speakers of foreign languages.

- Translate information concerning agency programs into languages or dialects common among community members.

History
- Document the history of a neighborhood or town using oral history techniques.

- Develop ways to help children of various ethnic heritages understand their own background and ancestry.

- Interview senior citizens about their experiences; then compile a community history booklet. It could be done around issues such as a flood, World War II, the Civil Rights Movement, or technology.

- Work with public organizations to establish displays that recognize the achievements and contributions of various ethnic groups to the culture of the area.

- Make presentations on important historical events to peers or younger students.

- Set up workshops to inform community members about the history of an issue and possible strategies for resolving the issue.

Mathematics
- Tutor younger students in math skills.

- Develop math games to help younger students learn math skills.

- Conduct surveys on community needs; and process and analyze results.

- Help food banks, food co-ops, or other agencies with their monthly or quarterly inventories.

- Establish a school store.

Political Science
- Help register voters and educate them about the democratic process.

- Conduct public issues or candidate forums.

- Work with local government or public institutions to help them solve problems such as graffiti, shoplifting, drug use, etc.

- Assist with the formation of neighborhood action groups.

- Write letters to the editor.

- Educate peers about the social costs of substance abuse and other key issues.

- Write letters to foreign governments to ask for humane treatment of prisoners; or do public education work for Amnesty International.

- Assist government officials to make forms, documents, and information attractive and readable.

Psychology and Sociology
- If studying child development psychology, work with children at a day care or school setting.

- If studying psychology and aging, spend time with senior citizens.

- Counsel peers around common current issues.

- Establish a crisis hotline or work with an existing one on its community outreach.

- Assist with programs that provide counseling for battered wives, husbands, and children.

- Establish a clearinghouse of volunteer services to direct clients to needed sources of assistance or help with research at existing clearinghouse.

Science
- Research a pest problem such as the invasion of a new aquatic weed and investigate possible solutions.

- Adopt a stream or other body of water. Through research and testing, determine its health and develop solutions.

- Develop a botanical guide to local wild flowers, or a field guide to local parks.

- Work with a local humane society, zoo, or nature center to assist injured animals.

- Make presentations on a wide variety of science-related issues to younger students.

- Assist with the work of nature centers or museums.

An example in which service-learning is an option, rather than a requirement

_____SEATTLE CENTRAL COMMUNITY COLLEGE_____

PSYCHOLOGY 206 LIFESPAN DEVELOPMENT

WINTER 2004
2-3:30   Tuesday, Wednesday, Thursday   Room 4135

INSTRUCTOR: Nancy Jago Finley   Office: 4126   Phone: 587-6980
                E-mail; nfinle@sccd.ctc.edu
                Office hours: by appt.

REQUIRED BOOKS

Gardiner, H.W., and Kosmitzki, C. (2002) *Lives Across Cultures; Cross-Cultural Human Development*, 2/E. Allyn and Bacon: Boston

Frosch, M. (1994) *Coming of Age in America*. New Press: New York.

A reading packet is available at SCCC's Copy Center, 3105A.

COURSE DESCRIPTION

This course examines human development from birth to old age. We'll focus on biological, cognitive, and psychosocial changes as they occur through out the lifespan and across cultures. We'll examine development from the perspective of major theorists in the field, and test out the application of theories through our own life experiences, by serving in the community, and/or other research activities.

COURSE METHODS

To understand human development, we'll read all of the *Lives Across Cultures* textbook as well as short stories, poems, and essays from *coming of Age in America* and the reading packet. Most of you will be spending time in the community engaging in "service learning" (S-L) to enhance your classroom learning. Your written assignments will involve summarizing and reflecting on assigned readings and making connections to lectures, class activities, videos, and your service learning. There will be many small and large group discussions focused on specific topics.

1

COURSE OBJECTIVES

1. Understand the essentials of major biosocial, cognitive, and psychosocial theories of developmental psychology from a cross- cultural perspective.

2. Understand the complexity of individual and social factors on development.

3. Work in a community setting in order to enhance classroom learning.

4. Increase ability to communicate effectively in diverse settings.

5. Increase understanding of and respect for cultures and lifestyles that differ from one's own.

COURSE REQUIREMENTS AND GRADING

1. **SERVICE LEARNING (20% of the grade).** You'll be asked to spend a minimum of 16 hours in a community setting of your choice and to keep a log that you'll turn in on dates specified in the course calendar. See page 4 of this syllabus for suggestions on how to keep a service-learning log.

    > (Note: Instead of S-L, you may write a 20 page research paper on a topic related to developmental psychology, keyboarded, double-spaced, with at least 20 references using American Psychological Association documentation. You must have completed the equivalent of English 102 or be currently enrolled. The paper must reflect college-level writing (i.e., be free of spelling, typographical, and grammatical errors.)

2. *LIVES ACROSS CULTURES* **RESPONSE PAPERS (30% of the grade).**

    Starting Monday of week 2, you will be asked to bring a chapter summary and response paper to class based on assigned chapters(s) from Lives Across Cultures. Each chapter summary and response paper should include the following three parts for full credit:

    (1) Brief **summary** of key points in the chapter **using your own words** as much as possible (about 1 page);

    (2) Your **reflections** about what you've read. Do you agree or disagree with the author's points? Why or why not? How does what you've read connect to other class readings, events, **service learning**, and to your own life? (about 1 page); and

(3) At least one question to pose for discussion.

3. **LITERATURE RESPONSE PAPERS (20% of the grade).**

Four times throughout the quarter you will be asked to read a selection of short stories, essays, interviews, and/or poetry from *Coming of Age in America* and the reading packet and to write your reaction to these assigned readings. This response paper should link the readings to the concepts introduced in class, in the *Lives Across Cultures* book, in your service learning, and in your own life as much as possible.

The response paper is **not** a summary of the stories, nor is it a critique of the writing style of the authors. Rather, it is an opportunity for you to reflect on your intellectual and emotional responses to the stories. Aim to write a one paragraph (3 or more sentences) response for each of the stories or essays. We'll be using the response papers during in-class seminars.

4. **SYNTHESIS PAPER (15% of the grade).**

For your final writing assignment due at the end of week 10, you'll be asked to choose a theme or perspective and trace it through reading assignments, your service learning experience, class activities, and your own lives. Your cross-cultural response papers, your literature response papers, class notes, and your service learning log will be your source material. Further guidelines for writing this paper will be provided. Attendance and participation in the writing workshop at the end of week 9 will count toward your synthesis paper final grade.

> Note: All papers must reflect college-level writing (i.e., free from grammatical, spelling and typographical errors – papers with too much "static" will be returned without credit). Since these papers are meant to prepare you for class, they will be accepted late only under extremely unusual circumstances and by prior arrangement (2-pt. penalty/class day for late papers). If for any reason your paper cannot be typed, you must print or write legibly, skip lines, and show your paper to me on the due date for initialing **before** class begins.

5. **ATTENDANCE AND PARTICIPATION (10% of the grade).**

You will be expected to attend every class, to be on time, and to participate actively in all class learning activities. Occasionally you'll be asked to write "exit notes" during the last 5 minutes of class. These notes are ungraded and won't be returned; they are meant to help you reflect on the day's events and to provide feedback to me for purpose planning.

6.   **LAST WEEK WRAP UP (5% of the grade.)**   During the last week of the quarter, we'll prepare presentations wrapping up our activities. you'll be given class time to prepare, and presentations will e made during the last few days of the quarter. This presentation can be an individual one or you can team up with one or two others. You'll receive more information on passing criteria for the presentation later.

GRADING

If you earn	your grade will likely be between
90-100%	3.5 and 4.0
80-89%	2.5 and 3.4
70-79%	1.5 and 2.4
60-69%	0.7 and 1.4
Below 60%	0.0

Seattle Central has many excellent resources to assist students with disabilities. If you are in need of extra assistance or services, please let me know, or call counselor, Al Souma at 587-4169.

You can earn up to 100 extra credit points by activities mutually agreed upon. One hundred extra credit points will automatically raise your final grade one-tenth of a point (i.e., if, at the end of the quarter, your final grade is a 2.3 and you have earned 100 extra credit points, you will be given a 2.4. If you earn more or less than 100 extra credit points, it will not affect your grade.)

SERVICE LEARNING LOGS

Writing down observations, emotions, and ideas can enrich your service learning experience. We'll be discussing your service learning experiences in class occasionally, and we'll certainly be applying the information you learn throughout the quarter. However, it's also nice to be able to write about your experiences regularly. Your log is your personal account of your work experiences. For satisfactory completion of your Service Learning Log, include the following:

1)   Prior to service learning, write your expectations, hopes, and/or concerns for the week. What are you focusing on this week?

2)   During or soon after your service learning time, write your experiences. What happened? Try to be detailed in your observations.

3)   Draw connections between your experiences/observations and your expectations, hopes, and/or concerns. How well (or poorly) do the theoretical concepts discussed in class apply to what you are experiencing?

4)   What difficulties are you having, if any? What is happening that is great, if anything?

As you share your log with a few others in the class, ask for feedback, suggestions, etc. and offer the same to the others.

COURSE CALENDAR

Week 1: INTRODUCTION
Orientation to the course.
Read: Ch. 1 and 2 (Gardiner) and literature assignments.

Week 2: THEORIES AND METHODOLOGY
Ch.1 (Gardiner) summary/response paper *due Tuesday, Jan. 13*.
Literature response paper #1 due *Thursday, Jan. 15*.

Week 3: CULTURE AND SOCIALIZATION
Ch. 2 and 3 (Gardiner) summary/response paper *due Tuesday, Jan. 20*.

Week 4: CULTURAL ASPECTS OF PHYSICAL GROWTH AND DEVELOPMENT
Ch. 4 (Gardiner) summary/response paper *due Tuesday, Jan. 27*.
Literature response paper #2 due *Thursday, Jan. 29*.

Week 5: CULTURE, LANGUAGE, AND COGNITION
Ch. 5 (Gardiner) summary/response paper *due Tuesday, Feb. 3*.
Service Learning Log due *Thursday, Feb. 5*.

Week 6: CULTURE, SELF, AND PERSONALITY
Ch. 6 (Gardiner) summary/response paper *due Tuesday, Feb. 10*.
Literature response paper #3 due *Thursday, Feb. 12*.

Week 7: CULTURE AND ISSUES OF SEX AND GENDER
Ch. 7 (Gardiner) summary/response paper *due Tuesday, Feb. 17*.
Service Learning Log due *Thursday, Feb. 19*.

Week 8: CULTURE AND SOCIAL BEHAVIOR
Ch. 8 (Gardiner) summary/response paper *due Tuesday, Feb. 24*.
Literature response paper #4 due *Thursday, Feb. 26.*

Week 9: CULTURE AND SOCIAL BEHAVIOR
Ch. 9 (Gardiner) summary/response paper *due Tuesday, March 2*.
DRAFT OF SYNTHESIS PAPER DUE THURSDAY, MARCH 4, FOR WRITING WORKSHOP.

Week 10: CULTURE AND SOCIAL BEHAVIOR
      Ch. 10 (Gardiner) summary/response paper *due Tuesday, March 9.*
      Preparation for final class presentation.
      SYNTHESIS PAPER DUE Thursday, March 11.

Week 11: CULTURE AND SOCIAL BEHAVIOR
      Ch. 11 (Gardiner) summary/response paper *due Tuesday, March 15.*
      Final Class Presentations.

An example in which service-learning is integrated into all assignments:

Seattle Central Community College

Psychology 206 Development Across The Lifespan
Fall Quarter 2003   Section 03   5 Credits

Tuesday & Thursday 1:00 – 3:30 p.m.   Room BE 4123

Instructor:
Stephanie Skourtes, MA
Phone: 587-2194
E-mail: sskourtes@sccc.ctc.edu
Office; BE 4124

Office Hours:
Tues: before class; Thurs: after class; or by appointment.

Course Description:
This course examines human development from birth to old age. We will examine the physical, cognitive, emotional, and social changes as they occur throughout the lifespan and across varying contexts. Particular emphasis will be placed on understanding development as it related to the cultural context from which the individual originates. We'll examine development from the perspective of major theorists in the field, and test the application of theories through our own life experiences and by participating in communities.

Required Readings:
> Text: Paludi, M. (2002) Human Development in Multicultural Contexts, upper Saddle River, N.H.: Prentice Hall. Available in the bookstore.

> Articles: A packet of articles are available for purchase in the copy center.

Learning Outcomes For This Course

After successfully completing this course, you'll be able to:

1. Describe and understand the major biological, cognitive, and psychosocial theories of developmental psychology from a multi-cultural / ecological perspective. *Essay.*

2. Have an understanding of the impact of social forces on development. *Essay.*

3. View and describe human behavior within its social context. *Final Project.*

4. Increase ability to communicate (both oral and written) in diverse settings. *Discussion Notes, Essay, SL Journal.*

5. Experience participation in your community. *Service Learning.*

6. Expand you awareness and understanding of diverse cultures and ways of living. *Final Project, Discussion Notes. SL Journal.*

Assessment

In my grading philosophy, I encourage students to take responsibility for their own learning and to learn how to do thoughtful, realistic self-assessment. In my feed-back, I will comment on the strengths and weaknesses of your work and help you to develop realistic improvements goals. The main objective of this course is to integrate theory (the content knowledge) with practice (active participation in community settings) to develop a critical understanding of human development based on actual experiences. These objectives will be approached through the following assessment activities.

1. <u>Class Participation, Discussion Papers</u>

The goal of this course is to foster your own learning of the material. Class discussions and group work are necessary for this to occur. Thus, your attendance is required, and participation is essential to achieve a supportive learning environment. Please come to class prepared to ask questions, share ideas, and explore new perspectives. Your participation points will include being an active member in class as well as turning in "weekly discussion papers." Some weeks, I will give you a particular assignment for your paper. All other weeks, you are to reflect on your learning of that week's topic by answering the following three questions:

> 1. What were the main ideas of the readings this week?
> 2. What was your reaction to the reading? Why? How does this topic apply to your service learning experience? How does it apply to the other readings, class discussions?
> 3. What are two questions that you have or points that you would like to challenge?

Discussion Papers should be brief, one-two pages, typed, in paragraph form. I will only accept DP in class delivered by you. Thus, if you are not in class, I will not accept DPs late. They are intended to assist you in class discussions, thus, if you are not here you can't participate. DPs will be due on the last meeting day of each topic area. (See class schedule below.)

15% of Grade

2. Reflection Essays

In this class you will write three reflective essays. They are an opportunity for you to demonstrate how you have integrated and made sense of what we've done in class. A demonstration of your learning. They will be based on all readings and everything we do in class. The second essay will relate more directly to your SL experience, and essay #3 will be an analytical reflection of your SL experience. (Details will be given later in the term). Essays CAN NOT be made up. The only exception is a note from your doctor. Essay due dates are subject to change with at least one class day's notice.

Essay 1 due: Oct. 28   Essay 2 due: Nov. 13   Essay 3 due: Dec. 16

Each worth 20 or 15% = 55% of Grade

3. Service Learning and SL Journal

For this class you will spend a minimum of two hours a week in a community setting of your choice for a minimum of seven weeks. The Community Service Learning program at SCCC will give us an orientation that will give you all the information you need to secure a location. By week three you will have secure a site, having made arrangements with the SL office and the site. More information will be given in class. **The Community Service Learning Program at SCCC: Room BE 1140, 587-5422.**

SL Journal

In order to gain the most from your SL experience (both personally and academically) it will require thoughtful reflection. Time to think about what it is you are experiencing. Hence, the SL journal. This is your place to write down your observations, thoughts, reactions, challenges, and wishes of your SL site. We will review our journals in class at least every other week in order to assist one another and receive feedback, so be sure to write in your journal after every visit to your SL site. The final journal will be due at the end of class. To receive credit, I ask that you follow the following guidelines:

Step 1: Prior to going to your SL site, write down what your expectations are for that week. What do you want to focus on this week? What would you like to see happen? Is there anything specific you need to do or anyone you need to speak with?

Step 2: As soon as is possible following your SL time (or during it), write down what happened. Here just write down the objective facts, your observations, being as detailed as you can.

Step 3: Draw connections between what happened this week and your expectations and hopes. Did what you want to happen, happen? Why or why not do you think? Is the theoretical material matching or not what you are experiencing?

Step 4: Any difficulties or challenges? What is going wonderfully?

4. <u>SL Final Presentation</u>

In groups of two, you will create a final project which will be due at the end of the term. It should relate to your service learning experience and reflect you understanding and application of the concepts discussed in class, plus include outside sources. You will be able to choose the subject of your final project and the format. I will provide suggestions or options for your presentation to the class. Specific requirements will be presented later in the term.

Final Presentations to class due: Dec. 11 & 16

15% of Grade

Class Environment and Expectations

Your participation in class is valued, and a necessary component for learning. To this end it is important for all students to be punctual. Tardiness is not acceptable, nor is leaving the class without prior permission, except in an emergency. Both actions will result in an absence for that day.

> ***LATE POLICY***: *The ONLY exceptions for late work are a note from your doctor, death in the family, or documentation indicating a serious emergency. If you have to turn an essay in late, it will be accepted up to the next class period after the due date; however, the score will be reduced one entire letter grade. After the next class period NO late work will be accepted.*

Assessment Breakdown

	Points Possible	Percent of Final Grade
A. Participation/Discussion Papers	150	15%
B. Essay #1: First Reflection	200	20%
C. Essay #2: SL Activity Paper	200	20%
D. Service Learning & Journal	150	15%
E. SL Final Presentation	150	15%
F. Essay #3: Final Reflection	<u>150</u>	<u>15%</u>
Total:	1000 points	100%

Class Schedule: For each topical area there is a reading assignment. (See reading list below). An **R** means the article is in the reader, otherwise, the articles are in our text. Readings, ideally, should be completed by the first day of that topical area. If you can't, at least read the **overview** by day one.

Date	Topic	Readings	Assignment Due
Week 1 Sept. 30	Course Introduction		
Oct. 2	**Prenatal Development** Prenatal Development		
Week 2 Oct. 7	Childbirth		
Oct. 9	**Theoretical Perspectives** Theoretical Perspectives	1. **R** Piaget 2. **R** Erickson	
Week 3 Oct. 14	Theoretical Perspectives Cont'	3. **R** Vygotsky 4. Ecological Perspective	Theory discussion paper
Oct. 16	**Infancy** Infancy		SL site Placement Form (copy)
Week 4 Oct. 21	Infancy Cont'		Infancy discussion paper
Oct. 23	The History of Childhood		Essay #1 given out
Week 5 Oct. 28	**Preschool** Preschool		Essay #1 due
Oct. 30	Preschool Cont'		Preschool discussion paper
Week 6 Nov. 4	Middle Childhood		
Nov. 6	Middle Childhood Cont'		Middle Childhood discussion paper
Week 7 Nov. 11	**Adolescence** *Veteran's Day – no class*		
Nov. 13	Adolescence		Essay #2 due

Week 8 Nov. 18	Adolescence Cont'		
Nov. 20	Adolescence Cont'		Adolescence discussion paper
Week 9 Nov. 25	**Adulthood** Adults		
Nov. 27	*Thanksgiving – no class*		
Week 10 Dec. 2	Adulthood Cont'		
Dec. 4	Adulthood Cont'		Adult discussion paper
Week 11 Dec. 9	Wrap Up		
Dec. 11	Final Presentations		SL Journal due
Week 12 Dec. 16	Final Presentations		Essay #3 due

Reading List

Prenatal Development
1. R Chapter 3: *Prenatal Development*

Theories
1. R Piaget
2. R Erikson
3. R Vygotsky
4. *Ecological Perspective* (given out in class)

Infancy   Cognitive
1. Overview
2. *Cultural Variation in Infants' Sleeping Arrangements: Questions of Independence*
3. *Play in Two Societies: Pervasiveness of process, Specificity of Structure*
4. R Harlow, *Discovering Love*

Preschool
1. Overview
2. *Parents' Report of Vocabulary and Grammatical Development of African American Preschoolers*
3. *Child Care for Children in Poverty: Opportunity or Inequality?*
4. *African American Fathers in Low income, Urban Families: Development, Behavior, and Home Environment of Their Three Year Old Children*
5. *Cultural Differences in Korean and Anglo American preschoolers; Social Interaction...*

<u>Middle Childhood</u>   <u>Cognitive</u>

1. Overview

2. *Gender Effects in Children's Beliefs About School Performance...*

3. *A prospective Study of the Effects of marital Status and Family Relations on Young Children's Adjustment...*

4. *Children of the National Longitudinal Survey of youth: Choices in After-School Care...*

<u>Adolescence</u>   <u>Emotional</u>

1. Overview

2. *Effects of Body Fat on Weight Concerns, Dating, and Sexual Activity...*

3. *The Collectivistic Nature of Ethnic Identity Development Among Asian-American College...*

4. *Depression in Adolescence*

5. **R** *Emotional Disturbances in Adolescence*

<u>Adulthood</u>

1. Overview

2. *Constant Hierarchic Patterns of Physical Functioning Across Seven Populations...*

3. *Awareness and Utilization of Community Long-Term Care Services...*

4. *Age Differences in Personality Across the Adult Life Span*

5. *Ethnicity, Gender, and Depressive Symptoms in Older Workers*

6. *Raising Grandchildren: The Experiences of Black and White Grandmothers*

Psychology 206 Reader: **Table of Contents**

A. Chapter 3: Prenatal *Development; Heredity, Environmental Influences*

B. Piaget, J. (1954) *The Development of Object Concept: The Construction of Reality in the Child*

C. Erikson *Stages of Moral Development*

D. Vygotsky.

E. Harlow, H.F. (1958) *The Nature of Love. American Psychologist*, 13, 673-685

F. *Emotional Disturbances in Adolescence*

Handout for those choosing the service-learning assignment option

Service-Learning: 25% of the final gradepoint

Skills:

- ❑ Exercise your choice and initiative in choosing and setting up your service learning
- ❑ Developing reflective writing skills, especially to connect service-learning and history
- ❑ Collaboration with staff/volunteers/constituency on site
- ❑ Time management: meeting individual deadlines and gathering required signatures/paperwork

Writing Requirements:

Week 2 - confirm your service learning placement immediately and write a 2-3 page (double-spaced, word processed) proposal including the following information:

- ❑ site location and contact information
- ❑ description of the organization/program and why you chose it
- ❑ tentative schedule (adds up to 20 hours by week 10 11/24-26; leave one week to compile portfolio) and responsibilities/tasks
- ❑ questions/goals that you hope to explore during service learning (at least 5)
- ❑ connections that you hope to make with the themes/content of HIS 112
- ❑ Service-Learning Agreement and Registration forms

Halfway point (10 hours of service learning) **Week 5 10/20-23**: First set of journal entries and first reflection essay. The journal entries should approximate the hours accomplished and convey a fairly developed sense of what you have been doing. In the reflection essay you may refer to your questions/goals/connections (your proposal) and readings to consider how service learning relates to your understanding of history (our course).

Completion (remaining 10 hours of service learning) **Week 11 11-24-26**: Portfolio of completed service-learning writings (includes second set of journal entries and second reflection essay. You may want to reread your first set of writings to consider your own thinking. Have your goals changed? Be sure to have your Timesheet signed; fill out your evaluation of the placement and ask your supervisor to send in or FAX their evaluation of your work. FAX: (206) 344-4390 ATTN: Tracy Lai, Humanities/Social Sciences Division, 2BE 4128.

Evaluation: 100 points total

Check when completed	Points	Portfolio Item
	5	Title Page: includes a title for your collection of writings, your name, course, date, instructor's name.
	5	Table of Contents: paginate all items in the portfolio.
	5	Student Manual Forms (timesheet, evaluations)
	10	Introduction to your work (1-2 pages): informing your reader about the work that you are presenting and the issues that you found to be important.
	20	Journal Entries (documents your completed 20 hours)
	20	Reflection Essays (2-3 pages each): first half and second half – how your experiences relate to our course.
	15	Connections Essay (2-3 pages): Relate themes from your service-learning to any two of the following: relevant research from the deep web, documentary, speaker (the latter two are not limited to in-class material), exhibit or performance.
	15	Final Self-Evaluation (2 pages): what are your main accomplishments in this course (see Student Outcomes, p. 1 of syllabus)? How has your thinking about history changed? What final gradepoint would you suggest for yourself and why?
	5	Mechanics/Presentation: edit, proofread, revise

Service-Learning
Reflection Tools

The following definitions and questions may be helpful in clarifying how you might approach service-learning in the context of a history course. Use the questions as a starting point and reframe the questions to fit your needs and the service-learning site. Besides helping in writing your initial proposal, the questions may help to focus your reflection essays at the midpoint and end of your service-learning.

Service-Learning: *experiential community-based learning, usually on-site engagement, in the context of an academic course.*

- o What is the purpose of the organization where I plan to do service-learning?
- o How does this organization relate to the themes and content of my course?
- o How do my role and responsibilities as a service-learning student relate to my course?
- o What knowledge and skills do I believe that I bring to this service-learning experience?
- o What knowledge and skills will I gain through this service-learning experience?
- o How do I approach my service-learning academically, not just on the basis of "volunteerism"?

Discipline-based Learning: *academic coursework consisting of content (i.e. knowledge, concepts, theories) and skills reflecting expectations of discipline mastery.*
- o What are themes, concepts and relationships in my course that I can explore in my service-learning?
- o What assumptions or theories guide or frame the course information?
- o How do these assumptions or theories shape my attitude and perspective as I engage in service-learning?

Self-Learning: *Locating oneself in relationship to the subject and context in terms of skills, knowledge, values and assumptions.*
- o What skills am I developing in my service-learning?
- o What knowledge have I gained in my service-learning (e.g. knowledge about the organization, its issues and service, the clientele, the staff, my "location")?
- o In my service-learning, what are my biggest personal challenges?
- o Have my values and perspectives changed in the course of my service-learning? How? Why?
- o Does service-learning change how I view my responsibilities as a citizen or community member?
- o How does service-learning relate to my sense of civic engagement or civic consciousness?

MATH

This is a two to four page reflection paper, which should be double-spaced, 12pt Times Roman font. Please submit by email as a Word document attachment.

This is worth 100 points and will determine your service learning grade.

Write this paper using an essay style, rather than listing the questions and answers. However, it should be very apparent, while reading your paper that you have, in fact, responded to the prompts (questions) adequately. Here is the reflection paper outline with **paragraph topics** and prompts:

Overview:
Provide a brief overview of the program where you are volunteering. Do NOT analyze, this is a description. Things you can describe are the physical location; the number, age, and gender of the students; the level of responsibility you were given; the position expectations; etc. (20pts)

Math Content:
Discuss the level of math as compared to the grade level or age of the group of students with whom you are working. Describe the different math issues the students are dealing with and what you actually do with them to help move them forward in their understanding. (20pts).

Successes/Issues:
Choose one or two students, whom you think exemplify different levels of understanding or whom you find particularly interesting, to focus on. Describe successes and/or issues you encountered while working with these children. These may be behavioral, but try to focus your discussion on the students' motivation for and ability to do the math. (If you think it will help you to explain, you can include an attachment of student work.) (20pts)

Analysis:
If you were to volunteer with this program again, or you were asked to give advice to incoming volunteers, what might you suggest that you would do differently and what would you keep the same? (20pts)

Connections:
What connections are you able to make concerning the students' struggle with math and your own history with learning mathematics? Talk about any connections between the math the students are working on and the level of math we are learning in our course. How has this experience affected the way you think about math or about how you learn math? (20pts)

Grading Worksheet

Paragraph Prompts	Pts earned	20pts each section	18 pts each section	16 pts each section	14 pts each section
Overview		The prompt is easily identifiable and distinctly addressed -and/or- There are no spelling and grammatical errors	The prompt is identifiable and/or Addressed adequately -or- There are a few minor spelling and/or grammatical errors	The prompt is included and/or Somewhat addressed -or- There are spelling and/or grammatical errors	The prompt is difficult to locate and/or minimally addressed -or- spelling and/or grammatical errors affect the readability
Math Content					
Successes/Issues					
Analysis					
Connections					

Developed by Andrea Levy, Ed.D. 2007

SOC 270 *Kayleen Oka*
SERVICE LEARNING-GROUP REFLECTIONS

QUESTIONS FOR DISCUSSION

1. Start by introducing yourself and your service learning site (what you are doing, with whom). Introduce why you chose this particular service learning project.

2. Why did you feel there was a need for your service in this particular project/area? What social problem do you feel it addresses?

3. Has your orientation to or opinion about this social problem changed through this experience? If so, why?

4. Is there a difference between the way you view the social problem you are attempting to address and the way it is viewed by people you are working with? What are the differences? Why do these differences exist?

5. What similarities do you share with the people you are serving? What differences? What are their strengths? What can you learn from them and their strengths? How are you perceived by the people you are serving?

6. In what ways is your involvement with your service program challenging? What has helped you move past these challenges?

7. What personal qualities (e.g. communication skills, compassion, etc.) have you developed through this service learning thus far? How do you think these qualities will help you in the future?

8. Share any other aspects of your experience with others.

Method

Initial Round Table discussions were by affinity groups (similar agencies).

Final presentation groups encouraged cross fertilization of ideas and experiences and therefore were random groupings.

Reflection

Throughout the quarter, students develop their skills in written English at both the sentence level through grammar work and at the organizational level through the kinds of essay writing and reports they do. Through the combination of teacher feedback and self reflection, they become more aware of what they can do and what they need to do to make continued progress. The kinds of reporting they do for their service learning projects lends itself as preparation for the kinds of case notes reports that many will do as health care professionals or report to superiors and co-workers in other kinds of employment. More significant is the communication/social/cultural learning that takes place, and the unexpected learning.

- A Japanese student found a non-profit animal shelter in preparation for a degree in biology. Upon final reflection, he declared that he had learned what it means to be a good boss from his supervisor.

- A Senegalese mother had her first experience being a co-worker while serving at her child's school.

- A Taiwanese student had thought that as children are simple, their language would be simple. She learned otherwise at a daycare center.

- A young Vietnamese immigrant described establishing her service site as her first job interview

- A young Somali woman got over her fear and loathing of small children working in an after school program at a Refugee Women's' Center.

- Two Taiwanese sisters, inspired by their parents' volunteerism, served at two different food banks so they wouldn't talk only to each other.

(over)

- A Somali mother of 4 who works at a nursing home, served at a nursing home feeding and caring for patients with dementia.

- Four young Ethiopian women aspiring to be nurses, served at a nursing home that was being shut down amidst controversy. They were asked on occasion to distribute information about the closure to passers-by near the nursing home located on a college campus.

- A Chinese student continued the project he'd worked on in high school developing after school programs for youth about global warming, but had to be in charge rather than simply being a team member and learned the difference.

Yes, students get involvement with Americans, improved self-esteem and confidence in English, and enjoy personal satisfaction. Through their actions they express personal commitment to helping others and to understanding diversity whether it is age, socio/economic or racial. They are challenged by the responsibility they take on to contact and communicate with service sites, to describe and discuss the experience in English and to reflect and contemplate on their learning. As the instructor, I am humbled each quarter by students who choose to do a project that requires more time rather than less time and do it with such sincerity. With each step toward completion, I see students perform more fully as who they are and this is so much more than non-native speakers of English. Some who have only been the receivers of service are able to be providers. They develop English communication and writing skills through meaningful and purposeful tasks outside the classroom for a classroom assignment that are transferable, the primary objective of standards based adult education.

SELF INVENTORY FOR CHOOSING A SERVICE-LEARNING SITE
(for students)

Take a few moments to sit down and think about these questions. Writing your responses may help you consider the type of service-learning experience that will be most valuable and enjoyable for you.

This is for your benefit; it is optional. Do not turn it in.

- What values are most important to you? What do you value?

- What are your strengths? What are your best characteristics?

- Think about the things you enjoy doing. Start to list them. Consider hobbies, free time activities, things you enjoy in your work.

- What do you dislike? What kinds of activities do you avoid?

- When have you felt most successful? Most effective and powerful?

- What did you enjoy most about your favorite job?

- What has been your greatest learning experience? Why?

- What do you most want to learn in this service-learning experience?

- Would you like to push yourself beyond your comfort zone? In what ways?

- What do you expect to get out of this service-learning experience?

REFLECTION QUESTIONS

- What did you find most interesting about your service site on the first day you were there? What surprised you most?

- What is one thing you have learned during your service experience? On the first day at your service site?

- What is your role at the service site?

- What do you think is (will be) the most valuable service you can offer at your site?

- How are you viewed by the other people at your service site? Has this perception changed over time?

- Has there been anything disappointing about your service experience?

- What is the most difficult aspect of your service experience?

- If you were the supervisor of your service site, what problem would you identify and how would you attempt to solve it?

- What has been particularly rewarding about your service?

- How could you improve your individual service contribution?

- Have you taken any risks at your service site? If so, what did you do? What were the results?

- Have you changed any of your attitudes or opinions about the people with whom you have worked?

- What would you change about your service assignment that would make it more meaningful for you or other service-learning students?

- What have you learned about yourself?

- Has your service experience influenced your career choice in any way?

REFLECTION QUESTIONS

"SIXTEEN CANDLES"

Utilization:

Use these questions as a service learning "debriefing" reflection exercise for students.

1. Describe what you learned and thought about your service project in two minutes or in two seconds.

2. Write two "feeling" words that exemplify your service learning experience.

3. Draw a picture that summarizes your experience.

4. What was the worst or most difficult thing that happened to you? Tell what you learned from the experience.

5. What was the best thing that happened? Tell what you learned from the experience.

6. Rate yourself from 1 (low) to 10 (high) for your performance. Why did you rate yourself the way you did?

7. How have you benefited from your service experience personally, academically, and occupationally?

8. What have you learned about yourself from your service learning experience?

9. What changes would you recommend in how your service site operates and how the service learning program operates?

10. Name five things that you can do to improve society.

11. How does your service experience relate to your academic work or courses?

12. Select a person you admired while doing your service learning experience. Explain what you found admirable about this person.

13. Complete this sentence: Because of my service learning experience, I am…

14. Compare or contrast your service experience with anything you have previously experienced, read about, or imagined.

15. Assume that the college is proposing to require all students to complete a 20-hour service learning experience. List the pros and cons for this proposal from both a student perspective and a community agency perspective.

16. Add you own questions.

REFLECTION

QUOTES CAN BE AN EFFECTIVE WAY TO INITIATE REFLECTIVE DISCUSSION OR WRITING

More quotes may be found on the Web at
http://kirtland.cc.mi.us/~service/quotes/quotes.html and
http://www.anselm.edu/volunteer.

Everybody can be great because anybody can serve.

~ Martin Luther King, Jr.

Service is the rent we pay for living.
It is the very purpose of life and not something to do in your spare time.

~ Marian Wright Edelman

I was born a citizen of a free state…
however slight my voice may affect public affairs,
my right to vote on them is enough to impose upon me
the duty of learning about them.

~ Jean Jacques Rousseau

A different world cannot be built by indifferent people.

~ Horace Mann

One is not born into the world to do everything
but to do something.

~ Henry David Thoreau

Never doubt that a small group of thoughtful, committed citizens can change the
world; indeed, it's the only think that ever has.

~ Margaret Mead

From what we get, we make a living; what we give, however, makes a life.

~ Arthur Ashe

No act of kindness, no matter how small, is ever wasted.

~ Aesop

Without community service, we would not have a strong quality of life.
It's important to the person who serves as well as the recipient.
It's the way in which we ourselves grow and develop.

~ Dorothy I. Height

I don't know what your destiny will be, but one thing I know:
the only ones among you who will really be happy are those who will have sought
and found how to serve.

~ Albert Schweitzer

I shall pass through this world but once. Any good therefore that I can do or any
kindness that I can show to any human being, let me do it now. Let me not defer
or neglect it, for I shall not pass this way again.

~ Mahatma Gandhi

How wonderful it is that nobody need wait a single moment before starting to
improve the world.

~ Anne Frank

A thousand words will not leave so deep an impression as one deed.

~ Henrik Ibsen

Treat people as if they are what they ought to be, and help them become what
they are capable of being.

~ Alice Walker

Work to make a living; serve to make a life.

~ Will Rogers

3-Part journals

1. **What happened?**
   What did you see?
   What did you do?
   (regular font)

2. **How did you feel, react/**
   What did you learn about
   yourself, your biases,
   your assumptions?
   (bold font)

3. **How can you better**
   understand #'s 1 & 2 using
   course texts & concepts?
   (italics font)

REFLECTION QUESTIONS

Utilization: Oral Reports
Written Papers
Group Reflection Topics
Individual Journals

- What am I seeing

- How am I reacting to this?

- What experiences or beliefs have I had that prompt me to respond this way?

- What key ideas in the course are becoming more real for me as I consider what I am seeing and experiencing?

- If I am practicing a skill or strategy, how did it go? What worked and why? What did not work and why? What do I need to work on?

- What reactions, problems, or questions do I need to let my professor know about?

FORM A

TURN THIS PAGE IN TO YOUR INSTRUCTOR, as soon as you have set up a placement

Service-Learning Agreement

Seattle Central College   1701 Broadway, BE 1103, Seattle, WA 98122   (206) 934-6997

_____
Current Quarter/Year   **Course/Section#**   **Instructor**

_____
Name of Student

Address_____

City_____**State**_____   **Zip**_____

Telephone_____ **Student ID Number** _____

Title of Position at Agency_____

TO BE COMPLETED BY THE SUPERVISOR AND STUDENT: **Date**_____

Agency Name_____

Address_____

City _____ **State**_____ **Zip**_____

Describe student's activities/ responsibilities:

_____

_____

Supervisor's Name _____ **Phone**_____

Representing the agency, I have read the agency manual (in print or on the website https://seattlecentral.edu/programs/alternate-programs/service-learning) and agree to the guidelines in the agency agreement. As a student, I agree to uphold the commitment of hours and service I establish in my partnership with the agency. Further, the student and agency/organization agree to waive any and all claims that may arise against the college, its officers, agents, or employees in connection with the service-learning program and participation therein.

_____
Student Signature   **Date**   **Agency Representative Signature**   **Date**

FORM B

TURN THIS PAGE IN TO THE SERVICE-LEARNING PROGRAM IN ROOM BE 1103, as soon as your placement is approved by your professor.

Service-Learning Registration Form

Seattle Central College   1701 Broadway, BE 1103, Seattle, WA 98122   (206) 934-6997

Personal Information

Date_____

Student Name: _____

Student ID#_____ Ethnicity(optional)_____

Address_____

City_____ State_____ Zip_____

Preferred pronoun _____ E-mail_____

Phone_____
                     Home   Work

Academic Information

Year/Qtr_____ Item#_____ Course/Section# _____

Course Name_____

Instructor_____

Service-Learning Placement Information

Agency Name: _____

Address: _____ City_____ Zip _____

Supervisor: _____Phone_____

E-mail: _____

I chose this particular placement because: _____
_____

Transcript Information
PLEASE CHECK ONE BOX

☐   I plan to register for Service-Learning academic credits.

☐   I DO NOT plan to register for Service-Learning academic credits, but would like my service-learning
            experience noted on my transcript.

☐   Not interested in either option.

Thank you for filling out this form **COMPLETELY**.

TURN THIS PAGE IN TO YOUR INSTRUCTOR, no later than a week before the end of the quarter.

Student Time Sheet

Seattle Central College   1701 Broadway, BE 1103, Seattle, WA 98122   (206) 934-6997

NAME_____

ADDRESS_____ City_____ State_____ Zip_____

PHONE: Home_____ Work_____

Name of Agency where you are doing service-learning)_____ _____

REQUIREMENTS: You must serve the minimum number of hours required by your instructor no later than a full week before the end of the quarter. *REMEMBER:* **Additional hours are required if you ae registering for the additional credits. (33 hours=1 credit, 66 hours=2 credits)**

RECORDING HOURS: Record your hours on this form at each visit. If possible, it should remain at the site. You are responsible for turning it in to your instructor **no later than the week before the end of the quarter.** Agency training may be included on your time sheet, but not general orientations provided by the agency.

Date	Time In	Time Out	Total Hours

TOTAL NUMBER OF HOURS:_____

Service-Learner Signature_____

Agency Supervisor Signature_____

AGENCY EVALUATION OF SERVICE-LEARNING STUDENT

SEATTLE CENTRAL COLLEGE
PLEASE RETURN DURING THE STUDENT'S LAST TWO WEEKS OF SERVICE TO:
SERVICE-LEARNING COORDINATOR, 1701 BROADWAY Rm. BE1103,
SEATTLE, WA 98122 or Patricia.Gorman@Seattlecolleges.edu

STUDENT: _____ **I.D. NUMBER:** _____

COURSE NAME AND NUMBER or INSTRUCTOR'S NAME: _____

SITE NAME: _____

SITE ADDRESS: _____

CITY/STATE/ZIP: _____

SITE SUPERVISOR/EVALUATOR: _____

PHONE: _____

PLEASE RATE THE STUDENT IN THE FOLLOWING AREAS:

	Poor				**Outstanding**
Dependability	1	2	3	4	5
Attendance	1	2	3	4	5
Punctuality	1	2	3	4	5
Participation	1	2	3	4	5
Overall Performance	1	2	3	4	5

COMMENTS: (Skills developed, ability to integrate theory and practice, contributions to agency, interpersonal skills, overall work ethic, etc.)

SITE SUPERVISOR'S SIGNATURE: _____

DATE: _____

SERVICE-LEARNING PUBLICATIONS

Many are available in the Service-Learning office for check-out. Some are discipline-specific.

SERVICE-LEARNING RESOURCES ON THE WEB

Campus Compact
www.compact.org
> A comprehensive site that includes resources for service-learning practitioners, including faculty, presidents, administrators, and students. Includes model programs and sample syllabi, a calendar of events, extensive links to web resources, job listings, news, information on grants and fellowships, legislation, a special section for community colleges, and much more.

American Association of Colleges & Universities
www.aacu-edu.org
> AAC&U's site provides detailed descriptions of its projects, including the Diversity Initiative, in which service-learning and campus-community partnerships play an important role, and the new Center for Liberal Education and Civic Engagement, a joint initiative with Campus Compact. The site also contains general information about membership, meetings, and publications.

American Association of Community Colleges Service-Learning Page
www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Part nerships/Current/HorizonsServiceLearningProject/horizonsServiceLearning Project.htm
> The site for AACC's service-learning project includes links to model programs at various community college campuses, general information about federal initiatives such as America Reads, and practical information about applying service-learning in the community college curriculum. Also includes a listing of workshops and events and links to service-learning organizations.

American Association of Higher Education Service-Learning Project
www.aahe.org/service
> A description of AAHE's Service-Learning Project, including coalition-building conferences and the multi-volume monograph series on service-learning in the disciplines. Also includes links to other service-learning resources and to other AAHE programs and partnerships.

The Big Dummy's Guide to Service-Learning
www.fiu.edu/~time4chg/Library/bigdummy.html

> This site is organized around frequently asked questions and divided into faculty and programmatic issues. Includes "101 Ideas for Combining Service and Learning" in various disciplines.

Community-Campus Partnerships for Health
http://depts.washington.edu/ccph/

> Community-Campus Partnerships for Health (CCPH) promotes health through partnerships between communities and higher educational institutions, using service-learning, community-based research, community service, and other partnership strategies. This site contains a variety of resources, including syllabi and assessment tools.

Community College National Center for Community Engagement
www.mc.maricopa.edu/other/engagement/

> Includes listings of events, awards, and publications, as well as detailed descriptions of CCNCCE's mission and major projects.

The Colorado Service-Learning Home Page
http://csf.Colorado.EDU/sl/

> A comprehensive site with definitions of service-learning; a thorough listing of undergraduate service-learning programs with online course lists and syllabi; links to college and university homepages; and links to service-learning organizations, networks, and resources. This site also houses a searchable archive of the Colorado Service-Learning listserv.

Learn, Serve, & Surf
www.edb.utexas.edu/servicelearning/index.html

> An "internet resource kit" for service-learning practitioners. Lists model programs and practices, listservs, discussion sites, links, etc. Also contains a definition and description of service-learning and its various components, with a bibliography.

Michigan Journal of Community Service-Learning
www.umich.edu/~ocsl/MJCSL

> The MJCSL is a peer-reviewed academic journal containing papers written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community. The site contains abstracts of MJCSL articles and information on subscribing and submitting manuscripts.

The National Service-Learning Clearinghouse
www.servicelearning.org

> This site contains a searchable database of K-12 and higher education service-learning literature; information about events listservs, and Learn &

Serve America efforts, and links to a variety of service-learning information resources.

NCTE's Service-Learning in Composition Website
www.ncte.org/cccc/Service-Learning/index.html
This site is a resource for teachers, researchers, and community partners interested in connecting writing instruction to community action.

DISCIPLINE RELATED WEBSITES

The following websites contain discipline-specific resources for faculty that are currently using, or are interested in using, service-learning as a methodology.

American Chemical Society
www.chemistry.org/portal/a/c/s/1/acsdisplay.html?id=674c48b4378511d7e1dc6ed 9fe800100

American Philosophical Association
www.apa.udel.edu/apa/governance/committees/teaching/torcmain.asp

American Political Science Association
www.apsanet.org/teach/service/
www.apsanet.org/CENnet/

American Psychological Association
www.apa.org/ed/slce/home.html

National Communication Association
www.natcom.org/Instruction/sl/home.htm

National Council for Teachers of English
www.ncte.org/groups/cccc/com/service/108736.htm