



# PENINSULA COLLEGE

## Course Syllabus

### SERVICE LEARNING - IS 201

2-5 VARIABLE CREDITS

WINTER 2017

**Instructor Name:** Jennifer Santry

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**Email address:** jsantry@pencol.edu

**Office hours:** By Appointment

**Credit Hours:** 2-5 Credits

2 Credits= 3 field hours with community partner and 1 online "lecture" hour per week\*

3 Credits= 6 field hours and 1 online "lecture" hour per week \*

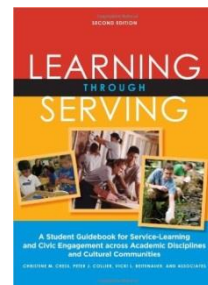
4 Credits= 9 field hours and 1 online "lecture" hour per week\*

5 Credits= 12 field hours and 1 online "lecture" hour per week\*

\*Students should expect to spend another 2-3 hours study time per week on readings and assignments.

#### Required Texts:

*Learning through Serving: A Student Guidebook for Service-Learning Across the Disciplines and Cultural Communities* [2<sup>nd</sup> Edition] Cress, Collier & Reitenauer, (July 2013), Stylus Publishing. ISBN-13: 978-1579229900. In addition, there will be posted articles and readings based on weekly topics.



#### Course catalog description:

**Definition of service-learning:** "Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes." (B. Jacoby, *Service-learning in Higher Education*, 1996)

This course combines meaningful service experience with selected resources, assignments, and self-reflection to build real-world professional competencies. Through a service project with a local community partner, students will gain hands-on experience as it relates to their academic area of interest. This course goes beyond internships and volunteer work by empowering students to apply classroom learning to current social issues and community needs. Students will connect with mentors within organizations who will help them reflect on their own career choices, life challenges, and professional growth. Online coursework and activities are built around learner-centered reflection, peer discussions, and field experiences for a variety of disciplines.

#### List of course competencies/ outcomes:

1. Develop a professional relationship with a nonprofit community partner, understanding its mission, programs, and people served, and emphasizing the social or environmental issues addressed by the partner.

2. Identify how theories or concepts from your area of study have contributed to your understanding about the service placement you completed and issues/problems facing the community in which you served.
3. Articulate the value of civic engagement through reflection and building self-awareness and personal contribution to practice and community.
4. Demonstrate critical thinking through understanding developed during service, including the identification, framing, resolving, and readdressing of social issues or problems.
5. Facilitate workplace behaviors and community engagement by combining personal responsibility, initiative, communication and emotional awareness and control.
6. Summarize the applied learning resulting from service experience, how it will be applied in the future, and individually and collectively reflect on the personal value of that experience.

**Grading method and policies, including attendance and participation:**

If the student does not communicate with the instructor regarding late assignments on or before the due date of the assignment, no late assignments will be accepted. If communication regarding late assignments has occurred, assignments turned in after the due date may incur a 10% reduction for each day late up to a maximum of 50%. Late assignments will not be accepted after 7 days of the due date unless approved by instructor beforehand. Please be in constant communication with the instructor on late assignments.

**Before the Course Begins:**

Students should visit the [Peninsula College Service Learning web page](#) and review our [Community Partners](#) to research nonprofit organizations they might like to work with for their service project. Students are also encouraged to review [Service Learning Project Opportunities](#) for project ideas.

**Select your top 3 choices for a Community Partner and email them to the instructor.**

- Be sure to consider the site location (do you have transportation to get there)?
- Read about the site’s mission and programs (does this fit your skills, talents, and interests)?
- Consider the population served there (is this experience a good fit for your learning goals)?

**Example Service Learning Experiences:**

*Students have the unique opportunity to participate in meaningful learning experiences on the Peninsula.*

- Students with academic interest in the field of science may work with community partners such as the Feiro Marine Life Center, North Olympic Land Trust, and WSU Extension.
- Business students may assist a local organization with financial planning, program budgeting, volunteer management, donor stewardship, or accounting needs.
- Students pursuing careers in the social sciences may complete groundbreaking projects for nonprofits that address hunger, poverty, and homelessness.
- Other examples of service projects include environmental education; working with local farms, food banks, artists, seniors, or at-risk youth; Elwha restoration; marine science research; and intercultural connections.

**Assessments: Assignments by Credit Hours**

<b>2 Credit Hours</b>	
<b>Assignment</b>	
Active Course Contribution (weekly assignments and online participation/discussion)	30%
Guided Reflections Journals (3 Reflections #1, #3, and #5)	25%
Completion of required hours	10%
Community Partner’s Evaluation	10%
Project Completion and Presentation of Project Portfolio	25%

<b>3-4 Credit Hours</b>	
<b>Assignment</b>	
Active Course Contribution (weekly assignments and online participation/discussion)	30%
Guided Reflections Journals (4 Reflections #1, #3, #2 OR #4, and #5)	25%
Completion of required hours	10%
Community Partner's Evaluation	10%
Project Completion and Presentation of Project Portfolio	25%

<b>5 Credit Hours</b>	
<b>Assignment</b>	
Active Course Contribution (weekly assignments and online participation/discussion)	30%
Guided Reflections Journals (5 Reflections #1- #5)	25%
Completion of required hours	10%
Community Partner's Evaluation	10%
Project Completion and Presentation of Project Portfolio	25%

### Assignment Descriptions:

**A. Service-Learning Project and Service Hours** - Students in this course will lead a project completing their service hours in a professional work setting at a community partner agency. Service-learning projects should produce deliverable products for partners that are lasting and meaningful as well as effective in meeting community needs. The community partner will evaluate the student on willingness to learn new ideas/concepts, punctuality, reliability, attendance, appropriateness of behavior, level of application and commitment to assigned tasks, and demonstration of learning outcomes. This evaluation must be returned to the instructor by date given in the course schedule.

**Service Hours and Project Acceptance Contract** - In order to successfully complete projects, students must serve a minimum of the recommended service hours per credit hours chosen. Students are required to track and report all service hours to the instructor.

**B. Guided Reflection Journals** - You will write reflective journals as you complete your service project. The journal should not be a log of the events and activities, but rather a collection of the various connections and reflections you have made during your service experiences. Please review the full description of the assignments in Canvas.

- Reflection 1: PRE-SERVICE REFLECTION**  
*Write this journal before your initial visit with your community partner. This exercise will help you develop a frame of reference through which you will observe your interactions and be able to become aware of your own expectations and stereotypes.*
- Reflection 2: CONSIDERING THE COMMUNITY**  
*Write this journal after your initial visit with your community partner. Think about the Project Acceptance Contract you completed with the partner and the commitments made by both parties.*
- Reflection 3: SERVICE-LEARNING THROUGH PHOTOGRAPHS**  
*For this journal entry, you will need to take at least 3 photographs of you engaging in your service-learning project.*
- Reflection 4: CONNECTIVITY OF PERSONAL EXPERIENCE TO THEORY**  
*Think about the concepts and theories that you have studied throughout your college career. Some, most likely from your area of study probably stand out to you. Now think about your view of the world and the amount to which you've been civically engaged.*

- **Reflection 5: FUTURE IMPLICATIONS**

*This reflection should be completed as close to the end of (or after) your required service-hours as possible. Think about how this learning experience has impacted the way you view the world and social issues/problems. Consider what your core beliefs and values have been since you were a child and then consider if this experience has affected that in any way.*

**C. Project Portfolio**

The project portfolio is a way for you to build a reflective summary of the activities and connections you have experienced throughout the semester. The portfolio is an interactive PowerPoint presentation (other presentation formats will be accepted for use upon request). Each step of your presentation will incorporate the guided reflections. Presentations should be 10-15 minutes long and include the following key points: Introduction, Your Community Partner, Your “hands on” Experience, Your Academic Enhancement, and Your Project Details.

**Grading Scale:**

%	Decimal	%	Decimal	%	Decimal	%	Decimal
100%	4.0	90%	3.4	80%	2.4	70%	1.4
99%	4.0	89%	3.3	79%	2.3	69%	1.3
98%	4.0	88%	3.2	78%	2.2	68%	1.2
97%	4.0	87%	3.1	77%	2.1	67%	1.1
96%	4.0	86%	3.0	76%	2.0	66%	1.0
95%	3.9	85%	2.9	75%	1.9	65%	0.9
94%	3.8	84%	2.8	74%	1.8	64%	0.8
93%	3.7	83%	2.7	73%	1.7	63%	0.7
92%	3.6	82%	2.6	72%	1.6	62%	0
91%	3.5	81%	2.5	71%	1.5		

**Course Outline for Weekly Online Discussions:**

Date	Discussion Topic
Week 1	Orientation, Expectations and Resources
Week 2	Community Partner Values and Mission
Week 3	Service Work and Learning from Experience
Week 4	Reflection in Action
Week 5	Organizational Awareness and Self-awareness
Week 6	Project Management
Week 7	Creating Cultural Connections
Week 8	Failure with the Best of Intentions
Week 9	Expanding Horizons
Week 10	Beyond a Grade: Lifelong Learning and Contributions
Week 11	Service Projects and Presentations

**Course Expectations:**

The goal of this course is to introduce students to service-learning and the academic impact of civic engagement. The basic responsibilities of the student, instructor, and service-Learning community partner agency are outlined below.

***The student will:***

1. Complete the total required service hours in a professional work setting and track and report all service hours to the instructor.
2. Complete a Project Acceptance Contract, which details the placement setting and his/her responsibilities within that setting, and submit revisions to this form if the placement details change.
3. Communicate effectively with their instructor and community partner throughout the placement.
4. Complete all required service hours, service activities, guided reflection entries, academic coursework, and final project requirements.
5. Fully participate in weekly online modules, activities, assignments, and discussions.

***The instructor will:***

1. Assist the student in choosing/developing a service-learning project and placement details.
2. Serve as a liaison between the student and the community partner, providing guidance and mediation when needed.
3. Supervise the student's academic work and provide feedback and grading as well as communicate with partners to evaluate on-site work and/or project outcomes.
4. Facilitate reflection activities, online content and discussions, and community partner meetings when needed.

***The service-learning community partner will:***

1. Develop a schedule of hours and assigned tasks/activities (with the needs of the agency and the student receiving mutual benefit) that provide the student with a plan for successful completion of their required service hours and project goals.
2. Assign a supervisor or mentor to participate in the student's learning experience, monitor their progress, and provide guidance and in accordance with the intent of the service-learning experience. The supervisor or mentor will also complete forms related to the student's placement including (but not limited to) the Project Acceptance Contract and Final Evaluation.
3. Contact the instructor for assistance, clarification or concerns, in a timely and pro-active fashion as to facilitate success for the student, the assigned service project, and the agency.

**College Policies:**

*First Week Non-Attendance:* A student who fails to attend at least 50% of a face-to-face class or fails to login for at least 50% of online class activity during the first week of the quarter may be administratively withdrawn from the course. Students who plan to remain enrolled but have attendance difficulties during the first week of the quarter should therefore contact their instructors immediately to request an exception to this procedure.

*The Americans with Disabilities Act* of 1990, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act Amendment Act (ADAAA) of 2008, and subsequent disabilities law is designed to ensure that students with disabilities have an equal opportunity to access academic programs and successfully complete their studies. Peninsula College is committed to providing accessibility to all students. If you are a student with a disability, you may request accommodations from the Services for Students with Disabilities office (located in D-building). Contact 360-417-6340 or [ssd@pencol.edu](mailto:ssd@pencol.edu) for more information on how to request accommodations or with questions. This information will remain strictly confidential.

*Plagiarism and/or cheating* "are not condoned by Peninsula College. A student who cheats or plagiarizes the works of others is at risk of a failing grade for the course in which such action takes place." (Peninsula College Catalog). Understanding Peninsula College's *Academic Policies and Procedures* is the responsibility of all students, for such regulations shall be adhered to by all faculty (Peninsula College Catalog). Peninsula College Faculty Handbook Page 27.